



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**



Faculty of Commerce and Management,

BoS- Business Economics

Syllabus for

B.COM.PART-III, Sem-V

Subject:

Business Economics (Major)

&

Business Economics (Minor)

w.e.f.June2026

As Per National Education Policy-2020



**PUNYASHLOKAHILYADEVIHOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**



Faculty of Commerce and Management

BoS: Business Economics

Syllabus for B.Com.

**Part III Semester V As per NEP-2020
w.e.f. June 2026**

**Business Economics (Major)
&
Business Economics (Minor)**

Sr No	Category	Title of Subject	Course Credit	Weekly Hours	Total Lectures	Total Marks	
						UA	CA
1	DSC-Mandatory Major (Business Economics)	Indian and Global Economic Development -I	4	4	60	60	40
2	DSC-Mandatory Major (Business Economics)	Fundamentals of Econometrics -I	4	4	60	60	40
3	DSE- Elective (Business Economics)	Cooperative Development in India -I	4	4	60	60	40
4	DSM-Minor	1. Business Economics of Development- I (For other than Business Economics –Major-students) (Students having Business Economics as a Major should select any one minor from the following:- 2. Advanced Accountancy 3. Business Economics 4. Business Administration 5. Business Management 6. Advanced Statistics 7. Advanced Insurance 8. Advanced Costing	4	4	60	60	40
5	Vocational Skill Course(VSC) (Business Economics)	Indian Public Finance and Fiscal Management	4	4	60	60	40
6	Field Project/CEP (Business Economics)	Field Project/CEP	2	2	30	30	20
			22			330	220



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Third Year B.Com. Semester-V

Vertical : DSC-9

Course Code:

Course Code: Indian and Global Economic Development -I

Teaching Scheme

Lectures: 04 Hours/week,

Credits:4

Total Hours: 60 Hours

Examination Scheme

Total Marks(Theory) : 100

(UA: 60 Marks

CA: 40 Marks)

Preamble:

The study of economic development has gained importance because of sustained interest of the developing countries in uplifting their economic conditions by restructuring their economies to acquire greater diversity, efficiency and equity in consonance with their priorities. So the students must learn about the measurements, factors of economic development and various theories of development. At the same time students must learn about Indian economic development with respect to Indian planning, the role of foreign capital and International Financial Institutes. Global Economic scenario is changing rapidly in reference with international financial flows, trade organizations, transportation, technology and innovations.

It is become imperative to student in commerce and economics to study and critically analyze Global economic environment. The subject knowledge will equip students with conceptual clarity on economic growth versus development. It also develops capabilities to study and analyse theories, policies and empirical trends in global economic development. It helps to develop skills in using development indicators, policy evaluation and comparative analysis.

Course Objectives:

The paper has following objectives :

1. Understand the basics and theories related to economic growth and development.
2. Explain the concepts and relation of human resources and economic development to the student.
3. Understand the problems related to economic development and growth.
4. Analyse the role of international trade, finance and institutions.
5. Examine contemporary global development challenges with evidence-based reasoning.

Course Outcomes:

At the end of this course, students will be able to:

1. Understand the basics of economic growth and development.
2. Understand the theories related to economic growth and development.
3. Explain the concepts and relation of human resources and economic development to the student.
4. Use evidence-based reasoning to examine contemporary global development challenges

Unit No: 1- Concepts and Measurement of Economic Development	No. of lectures-15	Weightage:15 Marks
Unit content: <ol style="list-style-type: none"> 1. Economic growth vs. economic development 2. Traditional and modern indicators: GDP, GNI, Per capita income, Inequality (Gini, Lorenz curve), Poverty (head-count, MPI) 3. Human Development Index (HDI), Gender-related indices, Sustainable Development Goals (SDGs) 4. - Characteristics of developed vs. developing economies; structural features of LDCs 		
Unit No: 2- Theories of Economic Growth and Development	No. of lectures-15	Weightage:15 Marks
Unit content: <ol style="list-style-type: none"> 1. Classical theories: Adam Smith, Ricardo, Malthus, Marx 2. Neo-classical models: Harrod-Domar, Endogenous growth theories (Romer, Lucas) 3. Structuralist and dual-economy models: Lewis, Fei-Ranis, Big Push (Rosenstein-Rodan), Balanced vs. Unbalanced growth (Hirschman) 4. Dependency theory and World Systems approach 		
Unit No: 3- International Trade and Finance	No. of lectures-15	Weightage:15 Marks
Unit content: <ol style="list-style-type: none"> 1. Theories of international trade and development (Comparative advantage, Heckscher-Ohlin, Product cycle, Prebisch-Singer hypothesis) 2. Terms of trade, Balance of Payments and developing countries 3. Foreign capital flows: FDI, FPI, foreign aid, debt traps 4. Role of multilateral institutions: IMF, World Bank, WTO, BRICS 		
Unit No: 4- Global Development Issues	No. of lectures-15	Weightage:15 Marks

Unit content:

1. Global poverty, inequality trends and inclusive growth
2. Climate change, environmental sustainability and green economy
3. Technology, digital divide and innovation in development
4. Regional economic integration -ASEAN, BRICS, G20 and global crises-Energy, financial and pandemics

Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

College Level Assessment (CA) Activities:

List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:

1.	Assignment
2.	Test
3.	Tutorial
4.	Study tour report

Reference Books

1. Economic Development. Pearson. (Latest edition) by Todaro, M.P. & Smith, S.C.
2. Economics of Development. Palgrave Macmillan. (Latest edition) by Thirlwall, A.P.
3. Development Economics. Princeton University Press. By Ray, D. (1998).
4. World Bank. World Development Report (latest relevant issue).
5. United Nations. Human Development Report (latest).
6. Handbook of Development Economics, Vol. 3, (Elsevier, Amsterdam.) by Behrman, S. and T. N. Srinivasan

7. Theories of Economic Growth and Development, by Adelman, I. Stanford University Press, Stanford.
8. Indian Economy since Independence, by Uma Kapila, Academic Foundation
9. Indian Economy, Performance and Policies by Deepashree, Ane Books Pvt. Ltd. New Delhi.
10. Indian Economy, by Datt R. & K. P. M. Sundaram, S. C. hand & Co.
11. Indian Economy by Mishra S. K. & V. K. Puri, Himalaya Publishing House, Mumbai
12. Dilemmas of Growth: The Indian Experience, by Dantwala, M.L., Sage Publications, New Delhi.
13. Development Planning: The Indian Experience, by Chakravarty, S. Oxford University Press, New Delhi.
14. The Indian Economy Problem and Prospectus, by Jalan B., Viking, New Delhi.
15. Govt. of India – Economic Survey Reports.
16. Growth and Development, by Thiriwal A.P., Macmillian London.
17. Economics of Development and Planning, by Jhingan M.L.
18. Economic Development, Higgins B.
19. वृद्धी व विकासाचे अर्थशास्त्र, दूरशिक्षण केंद्र, शिवाजी विद्यापीठ प्रकाशन (https://www.unishivaji.ac.in/distedu/MA-Part-I)
20. भारतीय अर्थव्यवस्था: हुंडेकर, शहा व कदम – अक्षरलेण प्रकाशन, सोलापूर
21. व्यावसायिक अर्थशास्त्र: भोसले, काटे व दामजी – फडके प्रकाशन, कोल्हापूर



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Third Year B.Com. Semester-V

Vertical : DSC-10

Course Code:

Course Code: Fundamentals of Econometrics -I

Teaching Scheme

Lectures: 04 Hours/week,

Credits:4

Total Hours: 60 Hours

Examination Scheme

Total Marks(Theory) : 100

(UA: 60 Marks

CA: 40 Marks)

Preamble:

Econometrics is the application of statistical and mathematical methods to economic data in order to give empirical content to economic theories, test hypotheses, and support evidence-based policy and business decisions. In an era of data-driven economics and increasing reliance on quantitative analysis in commerce, finance, and public policy, a strong foundation in econometrics has become essential for students of economics and business.

Hence, The subject introduces students to the core principles and techniques of econometric analysis. Semester I focuses on the foundational concepts, statistical prerequisites, and the classical linear regression model with one explanatory variable. Semester II extends the analysis to multiple regression, functional forms, dummy variables, and addresses common violations of model assumptions along with diagnostic tools and remedial measures.

The course emphasizes both theoretical understanding and practical application, with hands-on exposure to software tools such as Excel and GRETL. It aims to develop analytical, interpretive, and problem-solving skills that enable students to critically evaluate empirical economic research, conduct their own data analysis, and prepare for advanced studies or professional roles in economics, business analytics, finance, and policy research. The syllabus aligns with the spirit of the National Education Policy (NEP) 2020 by promoting multidisciplinary skills, empirical reasoning, and practical learning through real economic data.

Course Objectives:

1. To introduce the nature, scope, and methodology of Econometrics.
2. To develop understanding of the classical linear regression model with one explanatory variable.
3. To enable students to estimate, interpret, and test hypotheses in simple regression models.
4. - To build foundation for empirical economic analysis.

Course Outcomes:

On successful completion of this course, students will be able to:

1. Understand the nature and scope of Econometrics and distinguish it from Statistics and pure Economics, while appreciating its role in empirical economic analysis.
2. Explain the methodology of econometric research, including model specification, estimation, evaluation, and forecasting, and identify different types of economic data (time series, cross-section, and panel).
3. Demonstrate knowledge of key statistical foundations, including probability distributions, sampling distributions, point and interval estimation, and hypothesis testing (with Type I/II errors and power of a test).
4. Derive and interpret the Ordinary Least Squares (OLS) estimators in the two-variable Classical Linear Regression Model (CLRM)
5. Evaluate the goodness of fit of a regression model using R^2 and adjusted R^2 , perform hypothesis tests on individual coefficients (t-test) and overall significance (F-test), construct confidence and prediction intervals, and interpret regression results in economic terms.
6. Apply basic econometric techniques practically using software (e.g., Excel) for estimation, scatter plots, and interpretation of simple regression models with real or textbook economic data.

Unit No: 1- Introduction to Econometrics	No. of lectures-15	Weightage:15 Marks
Unit content: <ul style="list-style-type: none"> - Definition, nature, and scope of Econometrics. - Relationship between Econometrics, Statistics, and Economics. - Methodology of Econometrics: Specification, estimation, evaluation, and forecasting. - Types of data: Time series, cross-section, and panel data. - Econometric model vs. statistical model; role of theory in model building. - Steps in empirical economic research. 		
Unit No: 2- Statistical Foundations for Econometrics	No. of lectures-15	Weightage:15 Marks

Unit content:

- Review of probability distributions: Binomial, Poisson, and Normal (properties and applications).
- Sampling and sampling distributions.
- Estimation: Point and interval estimation; properties of estimators (unbiasedness, consistency, efficiency).
- Hypothesis testing: Null and alternative hypotheses; Type I and Type II errors; power of test; test statistics (z , t , χ^2 , F).
- Tests of significance: One-tailed and two-tailed tests.

Unit No: 3- Two-Variable Linear Regression Model – Estimation**No. of lectures-15****Weightage:15 Marks****Unit content:**

- Population regression function (PRF) and sample regression function (SRF).
- Assumptions of Classical Linear Regression Model (CLRM) for two variables.
- Ordinary Least Squares (OLS) estimation: Derivation of estimators.
- Properties of OLS estimators: BLUE (Best Linear Unbiased Estimators).
- Interpretation of regression coefficients (slope and intercept); economic significance.

Unit No: 4- Goodness of Fit and Inference in Two-Variable Model**No. of lectures-15****Weightage:15 Marks****Unit content:**

- Coefficient of determination (R^2) and adjusted R^2 ; interpretation.
- Hypothesis testing for individual parameters (t-test) and overall significance (F-test).
- Confidence intervals and prediction intervals.
- ANOVA table in regression.
- Practical applications: Estimation and interpretation using Excel (scatter plots, trend lines).

Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

College Level Assessment (CA) Activities:**List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:**

1.	Assignment
2.	Test
3.	Tutorial
4.	CA including practical with software like Excel and GRETL.

Reference Books

1. Gujarati, D.N. & Porter, D.C. (2010). Essentials of Econometrics (4th ed.). McGraw Hill.
2. Studenmund, A.H. (2017). Using Econometrics: A Practical Guide (7th ed.). Pearson.
3. Dougherty, C. (2011). Introduction to Econometrics (4th ed.). Oxford University Press.
4. Koutsoyiannis, A. (2001). Theory of Econometrics (2nd ed.). Palgrave Macmillan.
5. Ramanathan, R. (2002). Introductory Econometrics with Applications (5th ed.). Cengage Learning.
6. Jeffrey M. Wooldridg, (2013) Introductory Econometrics: A Modern Approach South-Western, Cengage Learning
7. डॉ. आनंद शेवाळे आणि डॉ विशाल बेलुरे (2022), गणितीय अर्थशास्त्र व अर्थमिती, VIDYA BOOKS PUBLISHERS , Ch. Sambhajinagar



**Punyashlok Ahilyadevi Holkar Solapur University,
Solapur**

Third Year B.Com. Semester-V

Vertical : DSE1- Major

Course Code:

Course Code: Cooperative Development in India-I

Teaching Scheme

Lectures: 04 Hours/week,

Credits:4

Total Hours: 60 Hours

Examination Scheme

Total Marks(Theory) : 100

(UA: 60 Marks

CA: 40 Marks)

Preamble:

Cooperative movement with the motto, '*No Salvation without Cooperation*', has contributed notably in Economic Development of India through playing important role in agriculture sector, in industrial sector, in processing industry, in marketing, in banking sector, in consumer sector in employment generation and poverty alleviation. The paper on Co-operative Development highlights important aspects of co-operative movement in the World, India as well as in Maharashtra. This paper also explores the role of co-operative institution, new techniques and new changes in co-operative movement. Cooperative movement with the motto, '*No Salvation without Cooperation*', has contributed notably in Economic Development of India through playing important role in agriculture sector, in industrial sector, in processing industry, in marketing, in banking sector, in consumer sector in employment generation and poverty alleviation. The paper on Co-operative Development highlights important aspects of co-operative movement in the World, India as well as in Maharashtra. This paper also explores the role of co-operative institution, new techniques and new changes in co-operative movement.

Course objectives:

The objectives of the course are:

1. To understand the concept and meaning of co-operation, principles of co-operation.
2. To discuss the origin and development of world co-operative movement.
3. To understand the need of co-operative Education and Training
4. To get the Knowledge of national level Cooperative Agencies
5. To create awareness about the co-operative legislations among the students.

Course Outcomes:

Students will be...

1. able to understand co-operative movement and its importance.
2. able to understand the importance and contribution of co-operation in Development.
3. equipped with the knowledge of National level Cooperative Agencies
4. versed in knowledge of co-operative legislations.

Unit no: 1 Meaning and principles of co-operation	No. of lectures-15	Weightage:15 Marks
1.1 Meaning and origin of co-operation. 1.2 Features of co-operation. 1.3 Principles of co-operation including new ICA principles. 1.4 Role of co-operation in Economic Development in India since independence.		
Unit no: 2 Development of world co-operative movement	No. of lectures-15	Weightage:15 Marks

Unit content:

- 2.1 Consumer co-operative movement in England-origin, progress, success & contribution to world cooperative movement.
- 2.2 Credit co-operative movement in Germany-origin, progress, success & contribution to world cooperative movement.
- 2.3 Dairy co-operatives movement in Denmark-origin, progress, success & contribution to world cooperative movement.
- 2.4 Agricultural co-operative movement in Israel-origin& progress

Unit no: 3 Role of National Agencies in development of Indian Co-operative movement**No. of lectures-15****Weightage:15 Marks****Unit content:**

- 3.1 National Bank of Agricultural and Rural Development (NABARD)
- 3.2 National Agriculture Co-operative Marketing Federation of India (NAFED)
- 3.3 National Co-operative Development Corporation. (NCDC)
- 3.4 National Co-operative Union of India (NCUI)

Unit no: 4 Co-operative Legislations, Policy, Education and Training**No. of lectures-15****Weightage:15 Marks****Unit content:**

- 4.1 Maharashtra State Co-operative policy
- 4.2 Maharashtra Co-operative Act 1960- Provisions regarding membership and Registration.
- 4.3 Provisions regarding General Meeting, Audit & Supervision.
- 4.4 Co-operative education and training: Progress, Importance, problems and Institutional set-up in India

Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

College Level Assessment (CA) Activities:

List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:

1.	Assignment
2.	Test
3.	Tutorial
4.	Study tour report

Reference Books

1. Alok Ghosh : Indian Economy : Nature
2. Bedi R. D. : Theory, History & Practice of Co-operation.
3. Chichankar&Namjoshi : Co-operation &Dyamics of change
4. Goel B. B. : Co-operative Movement & Administration
5. Gadgil D. R. : Co-operative Commonwealth
6. Hejela T. N. : Principles, Problems & Practice of Co-operation
7. Iynagar : A study in the Co-operation in India
8. Data and Sundharam : Indian Economy
9. Mehata V. L. : Toward Co-operative Socialist Commonwealth
10. Madane : A Study of British Co-operative Movement
11. Jain P. C. : Agriculture and Co-operation in India.
12. Agrawal : Indian Economy
13. Mathur B. S. : Co-operation in India
14. Tyagi R. B. : Recent trends in the Co-operative movement in India
15. , Kulkarni R.K., Theory & Practice of Co-operation in India and Abroad, Co-operators' Book Depot, 1958
16. कुलकर्णी एस. के., सहकाराचा विकास, फडके प्रकाशन



**Punyashlok Ahilyadevi Holkar Solapur University,
Solapur**

Third Year B.Com. Semester-V

Vertical : DSM-3

Course Code:

Course Code: Business Economics of Development -I

Teaching Scheme

Lectures: 04 Hours/week,

Credits:4

Total Hours: 60 Hours

Examination Scheme

Total Marks(Theory) : 100

(UA: 60 Marks

CA: 40 Marks)

Preamble:

The study of economic development has gained importance because of sustained interest of the developing countries in uplifting their economic conditions by restructuring their economies to acquire greater diversity, efficiency and equity in consonance with their priorities. So the students must learn about the measurements, factors of economic development and various theories of development. At the same time students must learn about Indian economic development with respect to Indian planning, the role of foreign capital and International Financial Institutes.

Considering this, the topics of the paper arranged in this direction. First semester syllabus focus on introductory theories and concepts of development at macro level where the second semester syllabus concentrate on Indian development planning and major international Financial Institutions.

Course Objectives:

The paper has following objectives :

- 1) To give knowledge about the basics of economic growth and development.
- 2) To discuss the theories related to economic growth and development.
- 3) To explain the concepts and relation of human resources and economic development to the student.
- 4) To inform to the students about the problems related to economic growth.

Course Outcomes:

At the end of this course, students will be able to:

1. Understand the basics of economic growth and development.
2. Understand the theories related to economic growth and development.
3. Explain the concepts and relation of human resources and economic development to the student.
4. Understand the problems related to economic development and growth..

Unit No: 1- Economic Growth and Development	No. of lectures-15	Weightage:15 Marks
<p>Unit content:</p> <p>1.1 Economic Growth and Development- Meaning, Concept and Difference</p> <p>1.2 Measurements of Economic Development</p> <p>1.3 Factors affecting Economic Development</p> <p>1.4 The Concept and Causes of Underdevelopment</p>		
Unit No: 2- Theories of Economic Growth and Development	No. of lectures-15	Weightage:15 Marks

Unit content:

- 2.1 Adam Smith's Theory of Economic Development
- 2.2 W.W. Rostow's Theory of Economic Growth
- 2.3 Low level equilibrium trap and Theory of critical minimum effort
- 2.4 Arthur Lewis's Theory of Unlimited Supply of Labour

Unit No: 3-Human Resource and Economic Development**No. of lectures-15****Weightage:15 Marks****Unit content:**

- 3.1 Concept and factors of Human Resource Development
- 3.2 Role of Human Resource in Economic Development
- 3.3 Concept of Human Development- Human Development Index, Human Poverty Index, Multidimensional Poverty Index
- 3.4 Causes and Measures of Low Indian Human Development

Unit No: 4- Problems of Economic Growth**No. of lectures-15****Weightage:15 Marks****Unit content:**

- 4.1 Unemployment- Meaning, Types, Causes and Measures
- 4.2 Poverty- Meaning, Types, Causes and Measures
- 4.3 Economic Inequality- Meaning, Causes and Measures
- 4.4 Inflation- Meaning Causes and Measures

Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

College Level Assessment (CA) Activities:**List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:**

1.	Assignment
2.	Test
3.	Tutorial
4.	Study tour report

Reference Books

1. Handbook of Development Economics, Vol. 3, (Elsevier, Amsterdam.) by Behrman, S. and T. N. Srinivasan
2. Theories of Economic Growth and Development, by Adelman, I. Stanford University Press, Stanford.
3. Indian Economy since Independence, by Uma Kapila, Academic Foundation
4. Indian Economy, Performance and Policies by Deepashree, Ane Books Pvt. Ltd. New Delhi.
5. Indian Economy, by Datt R. & K. P. M. Sundaram, S. C. hand& Co.
6. Indian Economy by Mishra S. K. & V. K. Puri, Himalaya Publishing House, Mumbai
7. Dilemmas of Growth: The Indian Experience, by Dantwala, M.L., Sage Publications, New Delhi.
8. Development Planning: The Indian Experience, by Chakravarty, S. Oxford University Press, New Delhi.
9. The Indian Economy Problem and Prospectus, by Jalan B., Viking, New Delhi.
10. Govt. of India – Economic Survey Reports.
11. Growth and Development, by Thiriwal A.P., Macmillian London.
12. Economics of Development and Planning, by Jhingan M.L.
13. Economic Development, Higgins B.
14. वृद्धी व विकासाचे अर्थशास्त्र, दूरशिक्षण केंद्र, शिवाजी विद्यापीठ प्रकाशन (<https://www.unishivaji.ac.in/distedu/MA-Part-I>)
15. भारतीय अर्थव्यवस्था: हुंडेकर, शहा व कदम – अक्षरलेण प्रकाशन, सोलापूर
16. व्यावसायिक अर्थशास्त्र: भोसले, काटे व दामजी – फडके प्रकाशन, कोल्हापूर



**Punyashlok Ahilyadevi Holkar Solapur University,
Solapur**

Third Year B.Com., Semester-V

Vertical : VSC-

Course Code:

Course Code: Indian Public Finance and Fiscal Management

Teaching Scheme

Lectures: 04 Hours/week,

Credits:4

Total Hours: 60 Hours

Examination Scheme

Total Marks(Theory) : 100

(UA: 60 Marks

CA: 40 Marks)

Preamble:

Business decision making is depended on having knowledge of internal as well as external business environment. In a developing economy like India, the government's fiscal decisions directly shape the business environment, consumer demand, and long-term industrial growth. Hence it becomes important to Business Economics students to be equipped with the knowledge of Indian Public Finance and Fiscal Management which bridges theoretical economic principles with the practical realities of how the Indian state manages its economy.

Course Objectives:

The paper has following objectives :

- 1) To equip students with the skills to analyze Indian budgets,
- 2) To understand GST compliance,
- 3) To evaluate the fiscal relationship between the Centre and States.

Course Outcomes:

At the end of this course, students will be able to:

1. Understand the basics of Indian budgets,
2. Understand the GST compliance,
3. evaluate the fiscal relationship between the Centre and States

Unit No: 1 Introduction to Public Finance	No. of lectures-15	Weightage:15 Marks
<p>Unit content:</p> <p>Meaning, nature, and scope; Public and private goods-differences; Public vs. Private Finance; Principle of Maximum Social Advantage.</p>		
Unit No: 2- Indian Revenue System	No. of lectures-10	Weightage:10 Marks
<p>Unit content:</p> <p>Sources of Revenue (Tax & Non-tax); Canons of Taxation; GST Mechanism (Registration, Returns, and Impact); Tax Evasion vs. Avoidance.</p>		
Unit No: 3- Public Expenditure & Debt	No. of lectures-15	Weightage:15 Marks
<p>Unit content:</p> <p>Classification of Public Expenditure in India; Causes for growth in expenditure; Public Debt Management and redemption methods, public borrowing through-Treasury Bills and Bonds</p>		
Unit No: 4- Union Budget & Fiscal Policy	No. of lectures-20	Weightage:20 Marks
<p>Unit content:</p> <p>Practical Budget Analysis: Meaning, types (Revenue/Capital), and deficits (Fiscal, Revenue, Primary); Overview of the Latest Union Budget; FRBM Act 2003.</p> <p>Federal Finance in India- Centre-State Financial Relations; Role of the Finance Commission and NITI Aayog; Fiscal Federalism & Decentralization.</p>		
<p>Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.</p>		

College Level Assessment (CA) Activities:**List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:**

1.	Assignment
2.	Test
3.	Tutorial
4.	Study tour report

Reference Books

1. Public Finance : As per UGC and NEP 2020 (33rd Edition), H. L. Bhatia Vikas Publishing House
2. Public Finance in Theory and Practice by Richard A. Musgrave and Peggy B. Musgrave is the 6th Revised Edition, published by MedTech Science Press (2024)
3. Indian Economy since Independence, by Uma Kapila, Academic Foundation
4. Indian Economy, Performance and Policies by Deepashree, Ane Books Pvt. Ltd. New Delhi.
5. Indian Economy, by Datt R. & K. P. M. Sundaram, S. C. hand & Co.
6. Indian Economy by Mishra S. K. & V. K. Puri, Himalaya Publishing House, Mumbai
7. Students' Guide to GST & Customs Law – Dr. Vinod K. Singhania (Taxmann Pub.)
8. Goods and Services Tax (GST) – Dr. A. Karim & R.K. Tyagi, SBPD Publishing House (NEP 2020 Edition)
9. The Budget (Annual Edition) – Commercial Law Publishers / Taxmann
10. Ministry of Finance of India, <https://finmin.gov.in/> (for latest Budget, Tax,expenditure etc.)

Guidelines for Field Project (FP) UG
(Year-II Semester-III/V)

Preamble:

The Field Project initiative, aligned with the National Education Policy (NEP) 2020, aims to bridge the gap between academic learning and societal needs by fostering experiential and practical learning among undergraduate students. This program encourages students to engage with real-world scenarios, enabling them to develop essential skills such as scientific reasoning, interdisciplinary thinking, communication, teamwork, and analytical abilities. The project provides an opportunity for students to systematically document and analyze societal challenges, thereby cultivating a holistic understanding of community dynamics.

As part of our ongoing commitment to enhancing the educational experience of our undergraduate students, I am writing to introduce the implementation of a Field Project program aligned with the National Education Policy (NEP) 2020.

The NEP 2020 emphasizes bridging the gap between current learning outcomes and societal requirements. It has come to our attention that many of our students lack essential societal experience and graduate attributes such as measurement, observation, and documentation skills. To address this, we propose a field project initiative that will enable students to engage with their surroundings and develop critical skills including scientific reasoning, interdisciplinary thinking, communication, teamwork, and cooperation.

This program will provide students with data collection experience, allowing them to systematically study, document, and analyze region-specific realities and challenges. The studies can be conducted individually or in groups and focused on real-life situations, emphasizing the measurement and quantification of various societal phenomena.

In NEP 2020 we are offering to UG (Second Year-second Semester) students **Field Project (FP)** for **TWO (2) credits i.e. 50 Marks**. The total time allocation for the student to carry out field project is **60 hours**. The actual field work should be carried out after college hours or on holidays.

Objectives:

1. **To develop practical skills and critical thinking:** Equip students with skills in measurement, observation, documentation, and analysis through field-based learning.
2. **To promote interdisciplinary and scientific reasoning:** Encourage students to apply concepts from various subjects to understand and address societal challenges.
3. **To enhance communication and teamwork skills:** Foster collaboration, leadership, and effective communication among students by working in groups.
4. **To cultivate problem-solving abilities:** Enable students to identify, analyze, and propose solutions for community issues using data-driven approaches.

5. **To align education with societal needs:** Bridge the gap between theoretical learning and real-world applications, ensuring holistic development.
-

Outcomes:

1. **Enhanced analytical and observational skills:** Students will gain the ability to systematically collect, analyze, and interpret data for practical insights.
2. **Practical exposure to societal issues:** Students will develop a deep understanding of local challenges and the socio-economic landscape.
3. **Improved research and documentation skills:** Students will learn to prepare comprehensive reports based on fieldwork findings.
4. **Increased confidence and communication skills:** Effective presentation of project outcomes will enhance students' public speaking and interpersonal skills.
5. **Holistic development for societal contribution:** Graduates will possess essential skills and values for contributing meaningfully to society.

To carry out the field project work following guidelines should be used:

1. Field-based learning: Students should participate in field-based learning/projects under the supervision of faculty.
2. A minimum of **30 hours of learning per credit** in a semester is required.
3. Assignment of project topics to individual student or groups of students (2 or 3 students in one group/ Commerce faculty can have 5 students per group) and one faculty member from the department will act as GUIDE for the student or group of students.
4. If the project is related to survey type work, then prepare a questionnaire (20 -30 questions or more) related to their project topic (in Marathi or English). If the project is related to work that does not involve SURVEY work, then the questionnaire part can be replaced accordingly.
5. The departmental coordinator/guide should check the questions and finalize the questionnaire. The question that may create unnecessary complications should be avoided. The questions should be qualitative as well as quantitative. If the project is related to other type work (e.g. Data collection, sample collection etc.), then the guide should discuss with student and finalise the methodology for the same.
6. Students should go to their chosen field with the questionnaire and collect the information regarding the questions asked to the concerned people. Collect as much information as possible by collecting 25 or more questionnaires or enough number of samples or reasonable amount of data. The more the data, the better it will be for analysis.
7. The student should compile all the relevant data and carry out its analysis.
8. Write a project report in the standard format (2 Copies): Index, Chapter-1INTRODUCTION ,

- Chapter-2 PROFILE OF THE ORGANISATION , Chapter- 3 DISCUSSION Chapter-4 Conclusion, References etc. The report should mention the clear **OUTPUT** drawn from the study. The typed project report should have minimum 25 pages (excluding title, Certificate, index and acknowledgement pages etc.), in Times New Roman with font size 12, and line spacing of 1.5.
9. Submit the project report with the Guide's signature to the department.
 10. The Oral presentation for all the projects in the department should be arranged in the department. To evaluate the project, TWO examiners should be appointed by HoD (The details about appointment of examiners, weightage to internal and external marks etc. will be provided by examination section).
 11. The total project work including preparation of questionnaire or sample/data collection to oral presentation should be evaluated for 2 credits (50 Marks). The details about the allocation of time, marks and scheme of examination for field project is given in Table. The departmental FP coordinator/HoD should submit the marks as per regular procedure to the examination section.
 12. Since it is a compulsory subject in our syllabus, passing students in this **field project** is **MUST** to complete their degree.

Typical Time and marks allocation for the different stages of the field project is:

Step of Project	Individual students work in hours	Marks
Topic Selection/ Study Design	05	05
Survey preparation / Fieldwork	25	20
Analysis	10	05
Report writing	20	10
Oral Presentation		10
Total	60	50

College Letter Head

To,

Subject :- Request for inclusion of student/s of our college for Field Project Program...

Madam / Sir,

-----NAME OF THE COLLEGE ----- has introduced 'Field Project' for Second Year Under- Graduate Students in its revised syllabus.

The purpose of the Field Project program is to provide hands-on training and experience to the students about various aspects of activities related to their field of studies. The Field Project will also enhance employability of students.

In view of this, I request you to provide following student/s of our college (List enclosed) with an opportunity for Field Project in your esteemed organization.

We look forward to a mutually rewarding academic association with your organization.

Thank you.

Sincerely,

Departmental Coordinator,
Field Project Program

HoD

Principal

UNDERTAKING FROM STUDENT

1. Name of the Student	:	
2. Class	:	
3. Division and Roll Number	:	
4. Present address	:	
5. Permanent address	:	
6. Contact Number	:	
7. Contact Number (Parent)	:	
8. Email ID	:	

To,

The Principal,

Sub : Undertaking

Respected Sir,

I am studying in semester III of S.Y.SEMESTER III/IV..... I am going to join ---
----- (Name of the organization) for my 60 hours Field Project program
during -----to -----.

I assure that I will follow all the rules and instruction issued by the Field Project providing organization. I will be responsible for my behavior and performance during the Field Project period.

Thank you.

Yours obediently,

(Name & Signature of parent)

(Name & signature of the student)

Date :

**UNDERTAKING FROM STUDENT TO THE FIELD PROJECT PROVIDING
ORGANIZATION**

To,

Subject : Undertaking

Respected Madam / Sir,

I am a student of -----
--- College. I am studying in semester III/IV of S.Y. --. I am going
to join your esteemed organization for my 60 hours Field Project program during ----- to
-----.

I assure that I will follow all the rules and instruction issued by you. I will be solely responsible
for my behavior and performance during the Field Project period.

I will not disclose any information that is made available to me to anyone during or after the
Field Project period.

I assure you that I will do my best and the Field Project opportunity provided to me will be a
mutually rewarding experience.

Thanking you.

Yours sincerely,

Date :

Place :

(Name & signature of the student)



Log sheet of work performed during Field Project

Letter Head of the Field Project Provider Organization (if available)

1. Name of the Student	:	
2. Name of the College	:	
3. Division and Roll Number	:	
4. Address	:	
5. Contact Number	:	
6. Email ID	:	
7. Special Subject	:	
8. Field Project start date	:	
9. Field Project end date	:	

Log Sheet of Work Performed During Field Project

Date	Time		Total Hours	Details of Work Done	Sign of Officer	Sign of Students
	From	To				

Certified that ----- (Name of the student) has satisfactorily completed the Field Project assigned to him.

Name & signature of manager	Name & Signature of supervisor	Name & Signature of section in-charge
--	---	--

Date :

Or Signature of GUIDE

**Letter Head of the Field Project Provider
Organization or Guide**

To,

The Principal,

----- College -----

Subject: Field Project Completion Certificate

Dear Madam/ Sir,

I am happy to inform you that following students of your college have successfully completed the '60 Hours Field Project Program' in this organization.

Sr. No.	Name of the student	Roll No.	Aadhar No.	UG Class
1.				
2.				
3.				
4.				
5.				

These students have been provided with adequate exposure and necessary hands- on training pertaining to their Field of Study.

I wish them every success in future endeavors.

Thank you.

Sincerely,



Name & Signature (Authorised Signatory)

FEEDBACK FROM FIELD PROJECT PROVIDER ORGANIZATION (If Applicable)

Dear Madam/ Sir,

Please provide your valuable feedback about the performance of the student on following parameters. Your feedback will enable us to make necessary changes in the Field Project process. Thank you.

Field Project Program Feedback Form

Sr. No.	Particulars	Details
1)	Name of the Supervisor/ Officer	:
2)	Department	:
3)	Designation	:
4)	Name of the Student	:
5)	Name of the College	:
6)	Roll Number	:
7)	Special Subject	:

Part – A – Individual Ranking (Please tick the suitable checkbox)

No.	Parameter for feedback	Excellent	Very Good	Good	Satisfactory	Needs improvement
1)	Domain Knowledge					
2)	Communication Skills					
3)	Punctuality & Dedication					
4)	Ability to work in teams					
5)	Problem solving skills					
6)	Quality of work done					
7)	Effectiveness					
8)	Efficiency					
9)	Ability to take Initiative					
10)	Positive attitude					
11)	Appearance					
12)	Using full potential at work					
13)	Work habits					
14)	Honesty & Integrity					
15)	Creativity					

Part B – SWOC analysis of the student (Please mention below the strengths and weaknesses of the student and the areas for improvement)

Part C – Suggestions to make the Field Project program more productive and effective.

- 1. -----
- 2. -----
- 3. -----

Part D – Changes required in the curriculum to improve employability of students.

- 1. -----
- 2. -----
- 3. -----

Name, Designation and Signature of the Supervisor / Reviewing Officer

Place of Review :



STUDENT FEEDBACK FORM

1. Name of the Student	:	
2. Class	:	
3. Division and Roll Number	:	
4. Present address	:	
5. Contact Number	:	
6. Email ID	:	

Please provide your rating about following aspects pertaining to your Field Project Experience on the scale of 10; where 10 means strongly agree and 0 means do not agree at all.

Sr. No.	Parameter	Response
1.	The pre- Field Project training provided by the college was very useful	
2.	I was properly introduced to the task assigned to me in the organization	
3.	I was given proper guidance to carry out my responsibility	
4.	My supervisor / officer was very cooperative and supportive	
5.	I found my task interesting and worth learning	
6.	My supervisor / officer addressed to my queries/ doubts quickly	
7.	I received due respect from my colleagues in the organization	
8.	The contents of the syllabus match with the practical work	
9.	The knowledge that I gained in the college was useful to carry out Field Project program in a satisfactory manner	
10.	The Field Project Program is very useful to enrich my knowledge	

Please give your suggestions to make the Field Project program more productive and effective.

1.

2.

3.

Please give your overall feedback about your experience during the Field Project (Not mentioned above).

.....

B.COM PART -II SEMESTER - IV AND V

AS PER MAHARASHTRA GOVERNMENT HIGHER EDUCATION RESOLUTION DATES 20/04/2023

UGC -Guidelines for Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India 2.0

1.Preamble:

In line with the National Education Policy (NEP) 2020, the **Guidelines for Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India 2.0** aim to transform higher education by integrating social responsibility into the academic curriculum. The B.Com program aligns commerce education with societal needs, enabling students to understand the complexities of business while fostering a sense of responsibility toward society. These guidelines emphasize experiential learning, holistic development, and active community participation, nurturing future leaders who can drive social and economic progress.

To achieve the objectives of the socio-economic development of New India, HEIs can play an important role through active community engagement. This approach will also contribute to improve the quality of both teaching and research in HEIs in India. India is a signatory to the global commitment for achieving Sustainable Development Goals (SDGs) by 2030. Achieving these 17 SDG goals requires generating locally appropriate solutions. Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs. These can take the forms of enumerations, surveys, awareness camps and campaigns, training, learning manuals/films, maps, study reports, public hearings, policy briefs, cleanliness and hygiene teachings, legal aid clinics, etc. For example, students of chemistry can conduct water and soil testing in local areas and share the results with the local community. Students of science and engineering can undertake research in partnership with the community on solid and liquid waste disposal. Therefore, students are being encouraged to foster social responsibility and community engagement in their teaching and research.

The University Grants Commission (UGC) has urged Higher Education Institution (HEIs) to facilitate the implementation of two-credit course on Community Engagement and Social Responsibility effectively. The Commission has urged HEIs to take appropriate action as per the guidelines stated by the UGC in their respective institutions. The Community Engagement and Social Responsibility course aim to provide community

engagement to all undergraduate (UG) and postgraduate (PG) students so that their appreciation of rural field realities will be holistic, respectful and inspiring.

The 2 credit course will include one credit for classroom and tutorials and one credit for field engagement. Students will spend at least 50 per cent of the course time in the field during the 30 hour course.

2. Objectives:

1. To develop socially responsible commerce graduates with ethical and sustainable business practices.
2. To bridge the gap between academic knowledge and real-world challenges through community engagement.
3. To enhance students' understanding of social, economic, and environmental issues affecting communities.
4. To cultivate leadership qualities, critical thinking, and problem-solving skills.
5. To promote lifelong learning, adaptability, and social entrepreneurship.

3. Course Outcomes:

Upon successful completion of the B.Com. program integrated with the Guidelines for Social Responsibility & Community Engagement, students will be able to:

1. Apply accounting, taxation, and financial management principles to solve real-world problems in community settings.
2. Analyze socio-economic issues and develop practical solutions for local businesses and social enterprises.
3. Demonstrate leadership and teamwork while executing community-based projects.
4. Design and implement community development programs focused on financial inclusion, digital literacy, and skill development.
5. Reflect on ethical values and social responsibility while making business decisions.
6. Engage effectively with community members, NGOs, and social enterprises.

4. Introduction of the Community Engagement Program (CEP)

6. The Community Engagement Program (CEP) under NEP 2020 is a visionary initiative designed to strengthen the connection between educational institutions and society. It encourages students to actively engage in community service, fostering holistic development while addressing real-world challenges. The CEP aims to create socially

responsible citizens who are empathetic, solution-oriented, and committed to nation-building.

Purpose and Vision of CEP:

The primary objective of the CEP is to integrate classroom learning with practical experiences, enabling students to apply their academic knowledge to solve community problems. This experiential learning approach helps students develop critical life skills, leadership qualities, and a sense of civic responsibility.

5. Key Features of the CEP:

1. **Holistic Development:** The program focuses on nurturing socially conscious individuals who understand the significance of community service.
2. **Experiential Learning:** Students gain hands-on experience by working on projects that address local needs and challenges.
3. **Skill Enhancement:** The CEP emphasizes developing problem-solving, leadership, teamwork, and communication skills.
4. **Community Empowerment:** It promotes sustainable development by involving students in projects that benefit society.
5. **Inclusivity and Participation:** The program encourages collaboration among students, teachers, and community members.
6. **Scope of CEP in Higher Education:**
7. The CEP can be integrated across various disciplines, encouraging students to contribute to areas such as education, healthcare, rural development, environmental sustainability, financial literacy, and social welfare. By working closely with communities, students gain a deep understanding of societal issues and develop innovative solutions.
8. **Significance of CEP in NEP 2020:**
9. The CEP aligns with the National Education Policy 2020 by promoting holistic, value-based education that goes beyond academics. It aims to develop socially responsible citizens equipped to contribute to India's socio-economic growth. The program fosters a spirit of service, nurturing students who are not only academically competent but also committed to the greater good.

1. Core Curriculum Integration (Multidisciplinary Approach):

- **Foundational and Core Courses**
 - *Financial Accounting*

- *Business Organization,*
- **Community Engagement Module:**
 - Financial Literacy and Digital Banking Workshops in Rural Areas
 - Community Surveys on Economic Issues
- **Skill Development and Specialization**
 - *Cost Accounting, Corporate Accounting, Income Tax Law, Business Statistics*
 - *Human Resource Management, Marketing Management, Indian Economy*
 - **Community Engagement Module:**
 - Assisting Local Entrepreneurs and SHGs in Financial Planning
 - Social Audits and Business Consultancy for Rural Enterprises
- **Semester IV & V: Advanced Specialization and Project Work**
 - *Management Accounting, GST and Taxation, Auditing*
 - *Financial Management, E-Commerce, Entrepreneurship Development*
 - **Community Engagement Module:**
 - **Project Work (Mandatory for Final Year):**
 - Preparation of Business Plans for Social Enterprises
 - Income Generation Programs for Rural Youth
 - Awareness Drives on Digital Transactions and Cyber Security

2. Community Engagement Modules (As per NEP 2020):

1. **Service-Learning Projects (2-4 Credits):**
 - Mandatory participation in community service.
 - Projects include financial literacy, digital banking, self-help groups, and rural development initiatives.
 - Example: Organizing GST awareness camps and income tax return filing for rural communities.
2. **Internships and Field Visits:**
 - Collaboration with local businesses, MSMEs, social enterprises, and NGOs.
 - Practical exposure to community business models.
3. **Extension Activities and Volunteering:**
 - Community development programs on women empowerment, skill development, and environmental sustainability.
 - Engaging students in activities like tree plantation, cleanliness drives, and awareness campaigns.

3. Skill Development and Training (Aligned with NEP 2020):

- **Workshops and Training Sessions:**
 - Leadership, Communication, Digital Marketing, and Entrepreneurship Skills.
- **Skill Development for Rural Youth:**
 - Vocational training on bookkeeping, GST, and digital payments.
- **Financial Inclusion and Digital Literacy Programs:**
 - Promoting UPI, mobile banking, and financial inclusion.

4. Assessment and Evaluation (Aligned with NEP 2020):

1. **Continuous Assessment and Internal Evaluation:**
 - Project Reports, Case Studies, Presentations, and Viva-Voce.
2. **Community Impact Evaluation:**
 - Measuring the impact of projects on community development.
3. **Reflective Journals and Peer Assessment:**
 - Reflective writing on community engagement experiences.
4. **Evaluation by External Experts:**
 - Industry and NGO representatives to assess student projects.

5. Institutional Collaboration and Partnerships:

1. **MoUs with NGOs, Cooperatives, MSMEs, and Social Enterprises:**
 - Facilitating community projects, internships, and research opportunities.
2. **Industry-Academia Collaboration:**
 - Joint community service and research projects on financial inclusion, microfinance, and entrepreneurship.
3. **Alumni Engagement:**
 - Mentorship and networking for students engaged in community service.

Expected Outcomes:

1. Graduates with holistic development, social consciousness, and professional competence.
2. Enhanced employability through practical skills, leadership, and entrepreneurship.
3. Effective contribution to community development and sustainable economic growth.
4. Strengthened reputation of Higher Education Institutions (HEIs) as catalysts of change.

IMPORTANT RULES AND REGULATIONS FOR CEP:

Concurrent Fieldwork: Students must conduct comprehensive studies on various challenges that they face in their chosen field. Every work relevant to the subject matter should be compiled and documented. Students should keep separate fieldwork diary or maintain journal in order to record their fieldwork experiences i.e. reading, e- contents, tasks, planning and work hours have to be recorded in the diary. Detailed work records report on students' fieldwork experiences and activities to be submitted and should be presented. The fieldwork conference is part of the timetable and is mandatory. Faculty should hold a fieldwork conference FOREIGHTNIGHTLY for all students. In addition to the principal curriculum, the students engage in a variety of community development- related activities. They are encouraged to plan and carry out programs, processions, and events for social causes. These activities seek to enhance students' personal and professional skills as well as foster self- development. "Rural Camp" should be embedded in the curriculum for first-year students to be held in the backward and neglected areas of District's Concurrent Fieldwork is the core curriculum activity in the CEP course. Hence, 100% attendance of the students is mandatory in case of absence on any student, supplementary fieldwork must be arranged and accomplished with the approval of the faculty supervisor.

EVALUATION/ASSESSMENT SCHEME:

Students should keep a Field Diary / journal to record, content, readings and field visit planning. The assessment pattern is internal and external i.e. 40+10.

1.	Internal continuous	Participation in concurrent field visits.	16
2.	Assessment:	Individual field project conference, report/journal submission.	16
3.	External Assessment:	Presentation of field project findings (VIVA) should be assigned.	08
4.	INTERNAL	College Assessment	10
	TOTAL		50

Punyashlok Holkar Solapur University, Solapur

Policy and Guidelines for Internship and On-Job-Training for Undergraduate and Post-Graduate Students as per National Education Policy-2020

Introduction:

Punyashlok Holkar Solapur University, Solapur, is dedicated to provide a comprehensive education that emphasises academic achievement and preparing students for contemporary workforce difficulties. The university policy aims for an organised internship and on-the-job-training (OJT) strategy that overcomes the knowledge gap between academia and industry in accordance with the National Education Policy (NEP) 2020. The NEP-2020 highlights the significance of experiential learning through students' active participation in practical situations that increase their academic knowledge, improving their employability and entrepreneurship skill sets.

This policy aims to provide students with significant internship experiences that familiarise them with industry methods, professional settings and practical challenges. It also aims to develop essential skills such as teamwork, leadership, problem-solving, and communication, which are crucial for success in the 21st-century job market. The university looks to incorporate practical training within the academic curriculum to provide students with essential hands-on experience for success in their respective industries.

According to the directives established by NEP-2020, University Grants Commission (UGC) and the Government of Maharashtra, experiential learning is essential for comprehensive education. The National Credit Framework (NCrF) also emphasises the significance of internships and on-the-job training (OJT) in promoting a more dynamic and adaptable educational system. This policy aims to conform to national regulations, guaranteeing that students receive academic credits for their internship experiences, thus enhancing their overall academic performance and growth.

The University's Internship and OJT policy addresses the varied requirements of students from different disciplines by offering internship opportunities. The university aims to establish strong industry-academia partnerships to engage with

prominent organisations to provide hands-on and beneficial internships to students. These collaborations expose students to contemporary industry trends, technology innovations and professional work culture. The Internship and OJT policy represents a crucial progression in cultivating a workforce-prepared group of graduates. It seeks to enhance students' adaptability, resilience and preparedness to meet the changing requirements of the industry.

Objectives of the OJT and Internship Policy

The specific objectives of the Internship and On-Job-Training policy are:

- Provide students with meaningful practical experiences to develop essential skills for employability, preparing them for the demands of the job market.
- Enable students to bridge the gap between theoretical knowledge and real-world application, enhancing their understanding of professional environments.
- Equip students with hands-on technical and managerial skills critical for success in their future careers.
- Establish strong collaborations between the university and industries to offer students diverse and relevant internship opportunities.
- Instil professional ethics, integrity and responsibility in students by exposing them to real workplace environments and industry expectations.
- Integrate internships as a fundamental part of the educational framework, ensuring students gain academic knowledge and practical skills.
- Foster a lifelong learning and adaptability mindset, encouraging students to continue developing their skills and knowledge beyond the classroom.
- Provide students opportunities to engage with emerging technologies and industry innovations, keeping them updated with the latest trends.
- Encourage students to develop problem-solving and critical thinking abilities by addressing real-world challenges.

Expected Learning Outcomes

After completing the Internship and On-Job-Training, the students will be able to develop:

- Increased employability skills by acquiring practical skills that align with industry expectations and job market demands.

- Ability to apply theoretical concepts effectively in real-world settings, bridging the gap between academic learning and workplace practices.
- Proficiency in performing industry-specific tasks, demonstrating both technical and managerial competence.
- Clear understanding and practice of workplace ethics, professionalism and responsibility in various professional settings.
- Informed decision-making regarding career choices and future job opportunities based on real industry exposure.
- Enhance ability to work with and adapt to emerging technologies, ensuring technological relevance in the workplace.
- Strengthen problem-solving and critical thinking skills through hands-on experiences in tackling professional challenges.
- Demonstrate leadership and initiative in managing projects and working effectively within teams.

Indicative Areas of Internship and On-the-Job Training (OJT) for Solapur City and District

Social Sciences and Languages

- **Education and Language Development**
Internships in urban and rural schools, language centres and NGOs across Solapur. Students will work on teaching assistance, curriculum development, and literacy initiatives that cater to diverse linguistic needs.
- **Public Policy, Social Work, and Local Governance**
Opportunities in local self-governance bodies such as gram panchayats, Solapur Municipal Corporation and talathi offices. Interns will support community outreach, policy implementation, and rural and urban development projects.
- **Media, Journalism and Communication**
Internships with local newspapers, news channels, and radio stations. Students will gain hands-on experience in reporting, content creation, and media outreach while covering local issues and events in Solapur and surrounding areas.
- **Cultural and Heritage Preservation and Tourism**

Internships with cultural organisations and tourism boards. Students will work on promoting heritage. The tourism sector offers roles in event management, cultural promotion and hospitality services.

2. Commerce and Management

- **Banking, Finance and Insurance**

Internships in local and cooperative banks, financial services, CA firms, share market firms and insurance firms. Students will develop customer service, financial analysis and risk management skills, particularly in nationalised and cooperative banking.

- **Retail, FMCG and Marketing**

Opportunities in local retail businesses, marketing firms and FMCG companies. Interns will assist in market research, sales strategies and consumer behaviour analysis, supporting Solapur's fast-growing retail and consumer goods industry.

- **Business Development and Entrepreneurship**

Hands-on experience with start-ups, small and medium enterprises (SMEs) and cooperatives. Students will engage in business planning, operations and financial management, contributing to the growth of entrepreneurial ventures in Solapur.

- **Supply Chain, Logistics, and Agricultural Markets (APMCs)**

Internships in Agricultural Produce Market Committees (APMCs), logistics firms, and cooperatives. Students will gain practical knowledge in inventory management, transportation and supply chain operations, focusing on agricultural commodities.

- **Taxation and Governmental Financial Services**

Internships in local tax offices and revenue departments, offering experience in taxation processes and financial audits. Students will assist in tax administration for both rural and urban populations.

3. Science and Technology

- **Information Technology and Electronics**

Internships with IT companies and electronics manufacturing units. Students will develop skills in software development, system management and digital solutions, contributing to the growing tech sector in Solapur.

- **Healthcare and Life Sciences**

Training opportunities are available in hospitals, clinics and pharmaceutical companies in Solapur District. Interns will gain experience in patient care, diagnostics, medical research and healthcare management.

- **Agriculture, Rural Development and Agri-Processing**

Internships with agribusinesses, rural development agencies and agro-processing units such as sugar, cotton ginning and oilseed processing. Students will contribute to sustainable farming practices, rural entrepreneurship and agricultural processing in Solapur's rural areas.

4. Industrial and Rural Sectors

- **Solapur's Cotton and Textile Industry**

Internships in Solapur's renowned cotton and textile mills. Students will engage in production management, quality control and textile design.

- **Sugar and Agro-Processing Industry**

Opportunities in sugar mills and agro-processing units. Interns will assist in production operations, process optimisation and supply chain management in Solapur's rural agro-industrial sector.

- **Chemical and Manufacturing Industry**

Internships in chemical plants and manufacturing units. Students will gain insights into industrial production, safety compliance and research and development in growing manufacturing sector.

- **Logistics and Transportation**

Internships with local logistics companies, focusing on transportation planning, warehousing, and operational efficiency. Students will support the logistics needs of Solapur's industries, including cotton, sugar and retail sectors.

5. Public Administration and Local Governance

- **Government and Semi-Government Offices**

Internships in various government offices such as the District Collector's office, water supply departments and Taluka panchayats, corporations, Nagar parishads, municipal corporations, etc. Students will assist in administrative tasks, public service delivery and infrastructure projects.

- **Water Supply and Resource Management**

Internships in local water supply offices, focusing on sustainable water distribution and infrastructure management. Students will contribute to water conservation projects and urban and rural Solapur service delivery.

- **Cooperatives and Rural Societies**

Experience in daily cooperatives, agricultural societies and self-help groups (SHGs). Interns will work on community-based financial inclusion, rural development and cooperative management.

- **Public Transport and Infrastructure**

Internships in transportation departments and local transport authorities. Students will assist in planning and managing public transportation services, contributing to Solapur's urban infrastructure development.

Important Instruction: *This is only an indicative list, not an exhaustive one. The institutions/ colleges/departments may consider any other establishment for internship/OJT at their convenience; however, it must be ensured that the establishment is officially registered as per the government rules and regulations of industry/enterprise/establishment.*

Structure/Formation of University-Level Internship Cell and Roles and Responsibilities

University-Level Internship Cell

The University Level Internship Cell will manage internships and On-the-Job Training (OJT) across the university departments, colleges and institutions. It will representatively coordinate on a larger scale with industry partners, students and academic departments to ensure internships align with the university's educational goals and industry standards; however, the departments and colleges may also establish collaborations with local establishments per their requirements.

Designation	Roles and Responsibilities
Vice Chancellor/Dean/Principal	Provides strategic leadership, ensures the internship policy aligns with university goals and oversees major decisions.

Nodal Officer/Training & Placement Officer (TPO)	Coordinates with industries, secures internships, manages operational tasks and resolves student grievances.
Assistant Coordinators	Assist in managing day-to-day operations, outreach and data management.
Faculty Coordinators (Department-Level)	Act as liaison between departments and the Internship Cell, mentor students and track progress.
Student Coordinators	Facilitate communication and outreach, assist peers and ensure the smooth flow of information between students and the cell.

Roles and Responsibilities of the University-Level Internship Cell:

- **Strategic Planning:** Develop and implement internship policies in line with NEP 2020.
- **Industry Partnerships:** Establish collaborations with industries, government bodies, and NGOs for internships.
- **Coordination with Colleges:** Ensure uniform implementation of the internship policy across departments and institutions.
- **Policy and Procedure Monitoring:** Manage internship guidelines, timelines and credit allocation.
- **Central Data Management:** Maintain a centralised database of internship providers, student records, and performance evaluations.
- **Issue Resolution:** Manage student grievances and internship-related issues.

College/Institutional Level Internship Cell

The College Level Internship Cell will be responsible for managing internships/OJTs within the institution, working closely with the University Level Internship Cell. It engages with local industries and prepares students for their internships.

Designation	Roles and Responsibilities
Principal/Director	Provide leadership at the college level, ensuring effective implementation of the internship policy.
Training & Placement Officer (TPO)	Secure student internships, bridges with the University Internship Cell and oversees institutional internship processes.
Faculty Coordinators (Department-Level)	Guide and mentor students, coordinate with the TPO and ensure academic relevance of internships.
Student Coordinators	Assist in organising training sessions, facilitate communication between the Internship Cell and peers.

Roles and Responsibilities of the College/Institutional Level Internship Cell:

1. **Internship Identification:** Identify relevant internship opportunities based on academic and industry needs.
2. **Student Preparation:** Organise workshops on resume writing, interview skills, and workplace etiquette.
3. **Monitoring and Guidance:** Assign faculty mentors to guide students throughout the internship period.
4. **Evaluation and Reporting:** Ensure submission of internship reports and conduct evaluations in accordance with University guidelines.
5. **Industry Engagement:** Engage with local industries and government bodies for internship placements.

Roles and Responsibilities of the Faculty Mentor

The faculty mentor to whom students will be assigned for mentorship will carry out the following tasks.

1. **Guidance and Supervision**

Provide consistent mentorship to students throughout their internship, ensuring they align their tasks with academic and professional objectives.

2. Internship Planning

Assist students in identifying suitable internships based on their academic background, interests and career goals and ensure the internship's relevance to the curriculum in coordination with Institutional Internship/OJT cell.

3. Monitoring Progress

Regularly check in with students during the internship to monitor their performance and progress. Maintain contact with the industry supervisor to track the student's development.

4. Academic Integration

Ensure that the tasks and projects undertaken during the internship align with the academic learning outcomes and contribute to the student's educational development.

5. Problem Resolution

Act as a first point of contact for students regarding any challenges faced during the internship, whether academic, professional or personal and assist in resolving them.

6. Evaluation and Feedback

Provide constructive feedback on the student's performance, skills and learning during the internship. Review and evaluate their internship reports, diaries and presentations.

7. Liaison with Industry Supervisors

Maintain communication with the industry supervisor to ensure that the intern performs as expected and that any issues are promptly addressed.

8. Assessing Internship Reports

Review the student's final internship report or project to ensure it meets the institution's academic standards, providing guidance on improvements if necessary.

9. Professional Development

Encourage the development of professional skills such as communication, teamwork and problem-solving, ensuring students grow both academically and professionally.

10. Documentation and Reporting

Ensure the student's internship experiences and learning outcomes are documented and submitted to the relevant department or internship cell for formal Evaluation.

11. Final Evaluation and Grading

Participate in the final evaluation process, including viva voce or presentations and contribute to the grading based on the student's overall performance during the internship.

12. Mentorship Beyond Internship

Offer continued guidance for students even after the internship, helping them reflect on their experiences and how they shape their future career path or academic pursuits.

Roles and Responsibilities of Industry/Internship/Training Provider Establishments

Industry/Internship Provider	Roles and Responsibilities
Assign Supervisor	Provide a dedicated supervisor to guide and supervise interns.
Task Allocation	Assign meaningful tasks and projects that align with the intern's academic background and the organisation's needs.
Mentorship and Guidance	Offer mentorship, ensuring interns receive regular feedback and support in their tasks and professional growth.
Monitoring and Feedback	Monitor the intern's performance, ensuring productivity and adherence to professional standards and provide feedback to the institution.
Evaluation	Evaluate the intern's overall performance and submit reports to the institution, including assessment of skills gained and areas of improvement.
Compliance with Institutional Guidelines	Ensure the internship aligns with the university's academic guidelines and timelines.

Table of Credit Allocation for Internship/OJT for UG and PG Programs across different faculties

Faculty	Level (UG/PG)	Name of the Programme	Year/Level in Credit Structure	Credits Assigned by University
Faculty of Humanities	UG			
	PG			
Faculty of Commerce and Management	UG			
	PG			
Faculty of Science and Technology	UG			
	PG			
Faculty of Interdisciplinary Studies	UG			
	PG			

Explanation:

- **UG Programmes:** Allocate **XXXX credits** for internships/OJTs, with students participating after the **XXXXX** semester, depending on the programme. The batch size for UG programmes may range between **60 to 120** students, depending on the faculty.
- **PG Programmes:** Allocate **XXXX credits** for internships or On-the-Job Training (OJT). The batch size for PG programmes ranges from 30 to 60 students, as PG courses tend to have more focused and smaller groups of students.
- The credits assigned represent the work required for the internship, with **1 credit equating to 30 hours of practical work**. This ensures that the academic workload is consistent across faculties.

Process of Implementation for Internship/OJT Policy

The following is a detailed and structured process for implementing the Internship/On-the-Job Training (OJT) policy for effective execution at both the university and college/institutional levels. Each step is accompanied by the necessary documentation, period and corresponding annexure numbers.

1. Formation of University and College Level Internship Cells

- **Action:** Establish the University and Institutional Level Internship Cells.
- **Period:** Within the first month of the academic year.
- **Documentation:**
 - University and College Internship Cell Structure (Annexure 1).
 - Roles and Responsibilities of Members (Annexure 2).

2. Internship Policy and Guidelines Finalisation

- **Action:** The university finalises internship guidelines in line with NEP 2020, UGC regulations and university goals.
- **Period:** Within the first two months of the academic year.
- **Documentation:**
 - Final Internship Guidelines Document (Annexure 3).

3. Outreach to Industry and Internship Providers

- **Action:** The Training & Placement Officer (TPO) at both university and institutional levels reaches out to potential industry partners, government offices and NGOs to establish internships.
- **Period:** Ongoing; however, most outreach should be completed within the first two months of the academic year.
- **Documentation:**
 - **Memorandum of Understanding (MoU)** between the university and industry partners to formalise internship opportunities (Annexure 4).
 - List of Partnering Organisations and Contact Details (Annexure 5).

4. Student Registration and Internship Application

- **Action:** Students register for internships through the college/institutional Internship Cell.

- **Period:** Registration opens after the outreach phase and should remain open for at least one month.
- **Documentation:**
 - **Student Internship Registration Form** (Annexure 6).
 - **Resume Format Template** for student submissions (Annexure 7).

5. Allocation of Internship Opportunities

- **Action:** The College/Institutional Internship Cell matches students with internship providers based on their academic programme, career interests and industry needs.
- **Period:** One month after the admission closes.
- **Documentation:**
 - **Student Allocation List** (Annexure 8).
 - **Internship Confirmation Letter** from the organisation (Annexure 9).

6. Pre-Internship Orientation and Student Preparation

- **Action:** Conduct workshops on workplace etiquette, resume writing, interview skills and professional communication for students.
- **Period:** Within two weeks of allocation.
- **Documentation:**
 - **Pre-Internship Orientation Schedule** and Content Outline (Annexure 10).
 - **Attendance Sheet** for orientation (Annexure 11).

7. Signing of Internship Contracts

- **Action:** Form the internships with contracts signed between the student, institution and the internship provider.
- **Period:** One week before the internship begins.
- **Documentation:**
 - **Internship Agreement/Contract** between student, institution, and industry (Annexure 12).

8. Commencement of Internship

- **Action:** Students begin internships/OJTs with industry supervisors supervising their tasks and projects.
- **Period:** Typically, internships is conducted between **4 to 8 weeks** for UG programmes and **4 to 6 weeks** for PG programmes.
- **Documentation:**
 - **Daily Internship Diary Format** for students to record activities (Annexure 13).
 - **Supervisor Evaluation Sheet** to track daily/weekly progress (Annexure 14).

9. Monitoring and Mid-Internship Review

- **Action:** Faculty Mentors from the institution conduct periodic check-ins with the students and the internship providers to ensure progress.
- **Period:** Mid-point of the internship duration.
- **Documentation:**
 - **Mid-Internship Review Form** completed by the Faculty Mentor (Annexure 15).
 - **Progress Report from Industry Supervisor** (Annexure 16).

10. Submission of Internship Reports

- **Action:** Students submit their final internship reports detailing their tasks, learning outcomes and experiences.
- **Period:** Within one week of completing the internship.
- **Documentation:**
 - **Internship Report Format** (Annexure 17).
 - **Student Self-Evaluation Form** reflecting on skills gained (Annexure 18).

11. Final Evaluation and Viva Voce

- **Action:** Conduct a viva voce or seminar presentation where students present their internship experience to an evaluation committee as per the defined evaluation structure and pointers with assigned weightage.
- **Period:** Within two weeks of internship completion.
- **Documentation:**

- **Evaluation Rubrics for Internship Presentation/Viva Voce** (Annexure 19).
 - **Grading Sheet for Final Evaluation** by the Faculty Mentor and Committee (Annexure 20).
-

12. Submission of Internship Completion Certificates

- **Action:** Internship providers issue completion certificates to students and provide final feedback.
- **Period:** Immediately after the Evaluation is finalised.
- **Documentation:**
 - **Internship Completion Certificate Template** (Annexure 21).
 - **Final Industry Supervisor Feedback Form** (Annexure 22).

13. Credit Allocation and Reporting

- **Action:** The University allocates academic credits based on the internship evaluation and the results are recorded.
- **Period:** Within one week after the final Evaluation.
- **Documentation:**
 - **Credit Allocation Sheet** for Internship Performance (Annexure 23).
 - **Internship Result Report** submitted to the university's Examination Section (Annexure 24).

14. Feedback and Future Improvement

- **Action:** Collect feedback from students, faculty and industry providers to assess the internship/OJT effectiveness and identify areas for improvement.
- **Period:** Ongoing but collected after each internship/OJT cycle.
- **Documentation:**
 - **Internship Feedback Form** for Students and Industry (Annexure 25).
 - **Summary of Feedback and Recommendations for Next Cycle** (Annexure 26).

15. Signing New Memoranda of Understanding (MoUs)

- **Action:** The University/Institution establishes new MoUs with additional industry partners for the next academic year.

- **Period:** Ongoing; however, before the start of the next academic year.
- **Documentation:**
 - **Memorandum of Understanding (MoU) Format** (Annexure 27).



Detailed Process of Implementation for Internship/OJT Policy

The following details outline a step-by-step process for effectively implementing the Internship/On-the-Job Training (OJT) policy, integrating the roles and responsibilities of various stakeholders. This implementation is designed to clarify and ensure all activities are carried out smoothly, from the formation of internship cells to the final credit allocation and feedback collection.

1. Formation of Internship Cells and Assignment of Roles

The first step is the formation of University Level Internship Cell and College/Institutional Level Internship Cells. This is crucial as both levels will coordinate, supervise and ensure the effective execution of internships.

- The university Level Internship Cell will be headed by the Vice Chancellor/Dean, with the Nodal Officer (Training & Placement Officer - TPO) managing operations, assisted by Faculty and Student Coordinators.
- The college-level internship cell will have the principal as its head, supported by the college-level TPO, faculty coordinators and student representatives.

The **Nodal Officer at the university level** is responsible for supervising the formation and operation of the internship cells at the institutional level. The cells are to be established within the **first month** of the academic year. The structure and assigned roles of the members will be recorded and maintained.

2. Finalisation of Internship Policy

Once the internship cells are operational, the **University Level Internship Cell** will finalise the **Internship Policy and Guidelines** in accordance with NEP 2020, UGC regulations and industry standards. This policy will outline the academic credit structure, assessment criteria and the overall timeline for the internship process.

- The **Nodal Officer (TPO)** will ensure that the policy is communicated to all affiliated colleges and institutions, providing clarity on academic credits, evaluation methods and required documentation.

3. Industry Outreach and Partnership Establishment

The **TPO** at both the university and college levels will initiate outreach to industries, government bodies, NGOs and registered start-ups to establish internship opportunities. This is achieved by signing **Memoranda of Understanding (MoUs)**

with these organisations. The collaborations should be formalised to ensure a clear understanding of expectations between the institution and the internship providers.

The **TPO** will manage this process, ensuring each department can access relevant industry partnerships. The outreach is expected to be completed within the first two months of the academic year.

4. Student Registration for Internships

Once collaborations with internship providers are established, the **College/Institutional Level Internship Cells** will open student registration. Students will be required to submit their academic profile, resumes and indicate areas of interest.

- **Faculty Coordinators** will assist students in identifying relevant internship opportunities and preparing their resumes.
- The **TPO** ensures that all eligible students complete their registration on time.

After registration closes, the College Internship Cell will submit the student registration details to the University Internship Cell for tracking purposes.

5. Allocation of Internships

Based on the registrations received, the **College/Institutional Internship Cells** will allocate internships to students by matching their academic profile and preferences with available internship opportunities.

- The **TPO** and the Faculty Coordinators will ensure that students are allocated appropriate internships, prioritising alignment with academic objectives.
- The confirmed list of allocations will be communicated to the University Level Internship Cell.

Each student will receive a formal **Internship Confirmation Letter** from the allocated provider.

6. Pre-Internship Orientation

The College Level Internship Cell will will organise a pre-internship orientation session for all students who have been assigned internships. The orientation will cover essential skills like professional communication, workplace etiquette, resume writing, and interview techniques.

- Industry representatives may be invited to conduct parts of the training.

- The **TPO** will ensure that all students attend the orientation and that attendance is recorded.

7. Signing of Internship MoUs

Before the commencement of the internship, formal **Internship Agreements** will be signed between the student, the institution and the internship provider. This agreement clearly outlines the roles and responsibilities of each party.

- The **TPO** will ensure that these agreements are completed and stored in the student's internship file.
- A copy of each agreement will be submitted to the University Internship Cell for record-keeping.

8. Commencement of Internship

Students begin their internships under the guidance of their **Industry Supervisor**. Throughout the internship, students are required to maintain a **Daily Internship Diary**, recording their tasks, learning outcomes and skills gained.

- The **Faculty Coordinator** will monitor students during the internship and conduct regular check-ins.
- The **Industry Supervisor** will periodically evaluate the student's performance, ensuring their tasks align with the agreed-upon objectives.

9. Mid-Internship Review

At the midpoint of the internship, the **Faculty Mentor** will conduct a **Mid-Internship Review** with the student and the Industry Supervisor to evaluate the student's progress. This will ensure that any issues are addressed promptly and that the internship continues to meet both academic and professional objectives.

- The **TPO** will also review student progress and assist in resolving any issues that may arise.
- A progress report will be submitted to the University Internship Cell after the review.

10. Submission of Internship Reports

After completing the internship, students are required to submit their **Internship Reports** within one week. This report must detail the tasks they completed, the skills they developed and the overall learning experience.

- **Faculty Mentors** will review the reports and provide feedback.
- The reports are then submitted to the **TPO** and forwarded to the University Level Internship Cell for academic record-keeping.

11. Final Evaluation and Viva Voce

Students will present their internship experiences through a **Viva Voce or Seminar Presentation**. An evaluation committee, consisting of the **Faculty Mentor, TPO**, and other faculty members, will assess the students' performance based on their report and presentation.

- Grades will be assigned based on the evaluation rubric, which considers both the student's report and the viva voce.
- The final grades and evaluation sheets are submitted to the University Level Internship Cell.

12. Issuance of Completion Certificates

Upon successful completion of the internship, the **Industry Supervisor** will issue a **Completion Certificate** and provide final feedback on the student's performance. The certificate is submitted to the College Level Internship Cell and then forwarded to the University Level Internship Cell.

- The **TPO** ensures that the certificates are recorded in the student's academic file.

13. Credit Allocation and Reporting

After the final Evaluation, the **University Internship Cell** will allocate academic credits based on the student's performance during the internship. The **TPO** will submit the final grades to the Examination Section for inclusion in the student's academic records.

14. Feedback Collection and Process Improvement

Once the internship cycle is complete, the **University and College Internship Cells** will collect feedback from students, faculty and industry supervisors. This feedback will be used to improve the internship process for future batches.

- The **TPO** compiles the feedback and submits a report to the University Level Internship Cell.
- Recommendations for improving the process are made based on the feedback collected.

15. Renewal and Signing of New MoUs

At the end of each academic year, the **TPO** will work on renewing MoUs with existing industry partners and establishing new partnerships for the upcoming academic year. The **University Internship Cell** will monitor and support this process, ensuring the institution has access to various internship opportunities.

Components for Evaluation of Internships/OJT

Evaluation of internships or On-the-Job Training (OJT) is a critical process that assesses the performance and learning outcomes of the students. The evaluation process is divided into **Internal** and **External** components to ensure a comprehensive review of the student's practical work experience. Each component plays a significant role in determining the final credit allocation and student success.

1. Internal Evaluation

Internal Evaluation is carried out by the **Faculty Mentor** and the College Level Internship Cell. The purpose is to assess the student's performance from an academic perspective, ensuring that the internship aligns with the learning objectives of the academic programme.

Key Components of Internal Evaluation:

- **Regularity and Punctuality:** Attendance, timely submission of reports and adherence to deadlines.
- **Mid-Internship Review:** The Faculty Mentor conducts periodic student progress reviews. This includes checking for task completion, problem-solving skills, and the relevance of tasks to the student's academic goals.
- **Internship Report:** The student submits a comprehensive report detailing the tasks they performed, skills they developed and lessons learned during the internship. The report is evaluated for clarity, depth and connection to the student's academic curriculum.

- **Viva Voce or Presentation:** Students present their internship experience before a panel, including the Faculty Mentor and other department members. This presentation evaluates the student's understanding of the practical work done and how they can relate it to theoretical knowledge.
- **Faculty Mentor's Evaluation:** The Faculty Mentor evaluates the student's overall progress, work ethic, initiative and problem-solving ability.

2. External Evaluation

External Evaluation is carried out by the **Industry Supervisor** or the organisation hosting the student during the internship. This Evaluation is crucial as it assesses the student's ability to work professionally and apply academic knowledge in real-world tasks.

Key Components of External Evaluation:

- **Task Performance:** The industry supervisor evaluates the quality and efficiency with which the student performed assigned tasks.
- **Technical Skills:** Assessment of the student's technical skills related to the internship, including their ability to apply learned theories practically.
- **Professional Behaviour:** The supervisor assesses the student's punctuality, communication skills, teamwork and adherence to the organisation's protocols.
- **Problem-Solving and Initiative:** Evaluation of the student's capacity to take initiative and solve problems independently within the scope of their tasks.
- **Final Supervisor Feedback:** The supervisor provides feedback on the overall performance of the student, highlighting strengths, weaknesses and areas for improvement.

Suggestive Grid for Assessment and Evaluation

A **suggestive grid** provides a systematic way to assign weightage to various components of both internal and external evaluations. The following grid outlines the distribution of marks/grades for an internship/OJT evaluation process:

Component	Weightage (Marks)	Evaluated By
Internal Evaluation		
Regularity and Punctuality	10	Faculty Mentor
Mid-Internship Review	15	Faculty Mentor
Internship Report	20	Faculty Mentor
Total Internal Evaluation	XXX Marks	
External Evaluation		
Task Performance	20	External Examiner
Technical Skills	10	External Examiner
Professional Behaviour	10	External Examiner
Problem-Solving and Initiative	10	External Examiner
Total External Evaluation	50 Marks	
Grand Total	100 Marks	

1. Appendix

1.1. Appendix I: Internship Undertaking

1. Student Name:			
2. Current Address			
3. Residence Address			
4. Email id			
5. Mobile Nos.			
6. Aadhar			
7. PAN			
8. Overall GPA			
9. Mode of Internship			
10. Internship Preferences			
	Location	Core Area	Organization / Institute
Preference-1			
Preference-2			
Preference-3			
I confirm that I agree with the terms, conditions, and requirements of the Internship Policy			
Student Signature:			
Date _____			
I confirm that the student has attended the internship orientation and has met all paperwork and process requirements to participate in the internship program, and has received approval from his/her mentor.			
Sign of Department Faculty Coordinator			
Date			

1.2. 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 Year
Project:
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 verbs to show what you have accomplished Quantify results as much as possible
- Use key words that will catch a recruiter's eye

Other Achievements and Personal Interests

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

1.3. Appendix III: Organization Outreach Letter

<HEI Letter Head>

To,

The (Manager, HR)

.....

Subject: Request for _____ weeks internship of Students pursuing < >

Dear Sir,

The HEI established in <year>, <HEI>, Maharashtra reflects the vision of leading industrialists and educationalists. Institute is accredited with '< >' grade by NAAC in March 2015. The HEI has been recognized about it's over all academic excellence and infrastructure.

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

S.No.	Name	Roll no.	Year	Department

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

A line of confirmation will be highly appreciated.

Yours sincerely,

Nodal Officer/TPO

<HEI Name and Date>

1.4. Appendix IV: Relieving Letter of Student

<HEI Letter Head>

To,
The General Manager (HR)
.....

Subject: Relieving letter of student

Dear Sir,

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

S.No.	Name	Roll no.	Year	Department

This training being an essential part of the curriculum, the following guidelines have been prescribed in the curriculum for the training. You are therefore, requested to please issue following guidelines to the concerned student mentor.

- Internship schedule may be prepared and a copy of the same may be sent to us.
- Each student is required to prepare Internship diary and report.
- Kindly check the Internship diary of the student daily.
- Issue instruction regarding working hours during training and maintenance of the attendance record

You are requested to evaluate the student's performance on the basis of grading i.e. Excellent, Very Good, Satisfactory and Non-Satisfactory on the below mentioned factors:

- Attendance and general behavior
- Relation with workers and supervisors
- Initiative and efforts in learning
- Knowledge and skills improvement
- Contribution to the organization

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

Your efforts in this regard will positively enhance 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 regulation of the organization and will maintain a proper discipline with keen interest during their internship. The students will report to you on dated along with a copy of this letter.

Yours sincerely,

Nodal Officer/TPO

<HEI Name and Date>

1.6. Appendix VI: Attendance Sheet

<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						

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

Name and Signature with date of Internship Supervisor _____

1.7. Appendix VII: Supervisor Evaluation of Intern

<Organization Letter Head>

Student Name: _____ Date: _____

Work Supervisor: _____ Title: _____

Organization: _____

Internship Address: _____

Dates of Internship: From _____ To _____

Please evaluate intern by indicating the frequency with which you observed the following behaviors:

Parameters	Needs Improvement	Satisfactory	Good	Excellent
Behaviors				
Performs in a dependable manner				
Cooperates with co-workers and supervisors				
Shows interest in work				
Learns quickly				
Shows initiative				
Produces high quality work				
Accepts responsibility				
Accepts criticism				
Demonstrates organizational skills				
Uses technical knowledge and expertise				
Shows good judgment				
Demonstrates creativity/originality				
Analyzes problems effectively				

Is self-reliant				
Communicates well				
Writes effectively				
Has a professional attitude				
Gives a professional appearance				
Is punctual				
Uses time effectively				

Overall performance of student intern (circle one):

(Needs improvement / Satisfactory / Good / Excellent)

Additional comments, if any:

Signature of Industry supervisor _____

HR Manager _____

1.8. Appendix VIII: Student Feedback of Internship

(To be filled by Students after Internship completion)

Student Name: _____ Date: _____

Industrial Supervisor: _____ Title: _____

Supervisor Email: _____ Internship is: _____ Paid _____ Unpaid _____

Organization: _____

Internship Address: _____

Faculty Coordinator: _____ Department: _____

Dates of Internship: From _____ To _____

Give a brief description of your internship 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 prior to 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)					

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 internship 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 internship?
- What did you dislike about the internship?
- Considering your overall experience, how would you rate this internship? (Circle one).
-Satisfactory/ Good/ Excellent
- Give suggestions as to how your internship experience could have been improved. (Could you have handled added responsibility? Would you have liked more discussions with your professor concerning your internship? Was closer supervision needed? Was more of an orientation required?)

<Signature of Student>

<Name, Roll number, Date>

1.9. Appendix IX: Performa for Evaluation of Internship by Institute

<HEI Letter Head>

1. Name of Student _____
2. Mob. No. _____
3. Roll No. _____
4. Branch/Semester _____
5. Period of Training _____
6. Home Address with contact No. _____
7. Address of Training Site: _____
8. Address of Training Providing Agency: _____
9. Name/Designation of Training In- charge _____
10. Type of Work _____
11. Date of Evaluation _____
12. Please rate the following:

S.no.	Particular	Grade
1	Quality and effectiveness of presentation	
2	Depth of knowledge and demonstrated skills	
3	Variety and relevance of learning experience	
4	Practical applications and relationships with concepts taught	
5	Internship Report	
6	Attendance record, student log, supervisor evaluation	

Overall grade: _____

Additional Remarks:

Signature of Faculty Mentor

1.10. Appendix X: Student Resources: Internship Programs and Platforms

Government Internship Programs

- AICTE Internship: <https://internship.aicte-india.org/>
- NITI Ayog Internship: <https://www.niti.gov.in/internship>
- TULP Internship Program: https://smartcities.gov.in/The_Urban_Learning_Internship_Program
- Digital India Internship: <https://www.meity.gov.in/writereaddata/files/Digital%20Internship%20Scheme%202023%20%281%29.pdf>
- Directorate General of Foreign Trade Internship program: <https://www.dgft.gov.in/CP/?opt=intership-scheme>
- National Commission for Scheduled Tribes Internship: <https://ncst.nic.in/sites/default/files/2021/Internship/3677>
- Corporate Affairs Ministry Internship program: <https://www.mca.gov.in/bin/dms/getdocument?mds=aC%252B%252F82boz%252FD%252FdHcFkAAJ0A%253D%253D&type=open>
- Finance Ministry Internship program: <https://dpe.gov.in/schemes/scheme-internship>
- Women and Child Development Ministry Internship program: https://wcd.nic.in/sites/default/files/Internship%20Guideline.._0.pdf
- Ministry of Culture Internship programs: <https://nationalmuseumindia.gov.in/en/national-museum-internship-programme>

Online Platforms for Internships:

- Internshala: <https://internshala.com/>
- LetsIntern: <https://letsintern.in/>
- Twenty19: <http://twenty19.com.testednet.com/>
- HelloIntern: <https://hellointern.co/>
- Freshersworld: <https://www.freshersworld.com/>
- Youth4work: <https://www.youth4work.com/>
- Freshersnow: <https://www.freshersnow.com/internships-in-delhi/>
- Zuno by Foundit: <https://www.foundit.in/zuno/>
- LinkedIn: <https://www.linkedin.com/jobs/internship-jobs/?currentJobId=3647611763&originalSubdomain=in>
- Well Found (earlier, AngelList Talent): <https://wellfound.com/location/india>
- Indeed: <https://in.indeed.com/jobs?q=internships&l=&vjk=fd2d4f96a2564717>
- Naukri.com: <https://www.naukri.com/internship-jobs>
- TimesJobs: <https://www.timesjobs.com/jobs-by-roles/intern-jobs>
- NGO Box: https://ngobox.org/job_listing.php
- CSR Box: <https://csrbox.org/>

2. Annexure- Frequently Asked Questions for Students

i. What is an internship?

An internship is a structured, short-term work experience usually offered by organizations and academic / research institutions to students to gain practical exposure in a professional setting. Key benefits of an internship include:

- Practical application of classroom learning in real-world scenarios.
- Professional-skill development including communication, teamwork, etc.
- Exposure to industry-specific processes and environments.
- Opportunities for networking and potential future job prospects

ii. How many hours do I need to complete to get the credits for my internship?

The number of hours required varies based on the credit allocation for different programs. It is generally equivalent to 30 hours of work per credit. Technical programs typically require 12 credits, while other undergraduate programs require 12-14 credits. On the other hand, postgraduate programs require 10-12 credits.

iii. When can I apply for Internship?

The application timelines and duration are specified at the beginning of each academic year. Students can apply as per the specified timelines. The Internship Cell shall facilitate the application process and provide support with preparation.

iv. What are the domains I can do my internship in?

Internship domains are diverse, encompassing both core and non-core areas. Core domains are related directly to the student's field of study. On the other hand, non-core domains offer opportunities for cross-disciplinary learning and skill development. The internships can be of the following nature (but not limited to):

- Internships with Industrial organizations, both Industrial and Government
- NGO, MSME, Rural Internship
- Innovation and Entrepreneurship activities
- Inter/ Intra Institutional Activities
- Academic / industry research project
- Project work, Seminar (excluding credits for Advanced Courses)

v. How can I apply for Internship?

Students can apply through multiple channels. They can leverage existing internship platforms and programs, as given in Appendix of this Policy. Apart from these portals, students are encouraged to network through alumni, faculty mentors, and industry experts to find the organizations that suit their interests. They are also encouraged to engage in networking events, career fairs, and workshops organized by the HEI.

vi. What is the monetary compensation for my internship?

Compensation structures vary across internships and organizations. Some internships offer monetary compensation, while others may be partially compensated or unpaid. The focus remains on the quality and relevance of the internship experience.

vii. What should I write in my resume? Is cover letter Cover letter also necessary?

Resumes should highlight academic achievements, skills, previous experiences, and extracurricular activities relevant to the internship. A cover letter is recommended, showcasing the student's interest, qualifications, and suitability for the internship role.

Students are required to follow a standard format for their Resume, as given in the Appendix of the Internship Policy.

viii. Can my internship lead to full time employment?

Internships often act as a gateway to potential future job opportunities within the hosting organization. However, full-time employment depends on various factors, including performance during the internship and organizational requirements. Students are required to report to the Internship Cell of any PPO made by the respected organization.

ix. How will my internship performance be assessed? Will the assessment affect my credits?

Internship shall be evaluated on the basis of quality and effectiveness of presentation, depth of knowledge and demonstrated skills, variety and relevance of learning experience, practical applications and relationships with concepts taught in the course, and Internship Report. Attendance record, student log, supervisor evaluation shall also be analyzed towards evaluation of the Internship. The credits will be allocated on the basis of overall grade (above Pass) received by the students during the assessment.

x. Can I work from home for the internship?

Depending on the nature of the internship and the organization's policies, remote work options might be available. However, compliance with the organization's requirements and maintaining communication with HEI is crucial.

xi. What if I find an internship, unaided by the University, i.e, through my own efforts?

Students are free to find their own internship opportunities. They must inform the Nodal Officer/TPO and ensure compliance with internship guidelines.

xii. Whom can I contact for any clarifications / questions on internships and related processes?

For any queries or clarifications regarding internships and related processes, students can reach out to the designated Nodal Officer/TPO or the Faculty Coordinators at the Departmental level. If any student has any grievance with respect to termination and/or any penal action ordered by concerned HOD, then such a student can submit his appeal in writing to the Nodal Officer/TPO, who shall be the final arbiter on such matters.



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**



Faculty of Commerce and Management,

BoS- Business Economics

Syllabus for

B.COM.PART-III, Sem-VI

Subject:

Business Economics (Major)

&

Business Economics (Minor)

w.e.f.June2026

As Per National Education Policy-2020



**PUNYASHLOKAHILYADEVIHOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**



Faculty of Commerce and Management

BoS: Business Economics

Syllabus for B.Com.

**Part III Semester VI As per NEP-2020
w.e.f. June 2026**

**Business Economics (Major)
&
Business Economics (Minor)**

Sr No	Category	Title of Subject	Course Credit	Weekly Hours	Total Lectures	Total Marks	
						UA	CA
1	DSC-Mandatory Major (Business Economics)	Indian and Global Economic Development -II	4	4	60	60	40
2	DSC-Mandatory Major (Business Economics)	Fundamentals of Econometrics -II	4	4	60	60	40
3	DSC-Mandatory Major (Business Economics)	Economics of Agricultural Trade	2	2	30	30	20
4	DSE- Elective (Business Economics)	Cooperative Development in India -II	4	4	60	60	40
5	DSM-Minor	1. Business Economics of Development- II (For other than Business Economics –Major-students) (Students having Business Economics as a Major should select any one minor from the following:- 2. Advanced Accountancy 3. Business Economics 4. Business Administration 5. Business Management 6. Advanced Statistics 7. Advanced Insurance 8. Advanced Costing	4	4	60	60	40
6	OJT (Business Economics)	On Job Training	4	4	60	60	40
			22			330	220



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Third Year B.Com. Semester-VI

Vertical : DSC-11

Course Code:

Course Code: Indian and Global Economic Development -II

Teaching Scheme

Lectures: 04 Hours/week,

Credits:4

Total Hours: 60 Hours

Examination Scheme

Total Marks(Theory) : 100

(UA: 60 Marks

CA: 40 Marks)

Preamble:

The study of economic development has gained importance because of sustained interest of the developing countries in uplifting their economic conditions by restructuring their economies to acquire greater diversity, efficiency and equity in consonance with their priorities. So the students must learn about the measurements, factors of economic development and various theories of development. At the same time students must learn about Indian economic development with respect to Indian planning, the role of foreign capital and International Financial Institutes. Global Economic scenario is changing rapidly in reference with international financial flows, trade organizations, transportation, technology and innovations.

It is become imperative to student in commerce and economics to study and critically analyze Global economic environment. The subject knowledge will equip students with conceptual clarity on economic growth versus development. It also develops capabilities to study and analyse theories, policies and empirical trends in global economic development. It helps to develop skills in using development indicators, policy evaluation and comparative analysis.

Course Objectives:

The paper has following objectives :

1. Trace the historical evolution and structural transformation of the Indian economy.
2. Evaluate the impact of 1991 economic reforms and subsequent policy changes.
3. Assess sectoral performance and current macroeconomic challenges.
4. Place Indian development experience in a comparative global perspective.
5. Examine contemporary Indian development challenges with evidence-based reasoning.

Course Outcomes:

At the end of this course, students will be able to:

1. to evaluate India's post-reform growth trajectory,
2. to analyse sectoral issues, assess macroeconomic policies, and compare India's development experience with global trends.
3. Use evidence-based reasoning to examine contemporary Indian development

Unit No: 1- Planning and Human Resource in the Indian Economy	No. of lectures-15	Weightage:15 Marks
Unit content: <ol style="list-style-type: none"> 1. Indian economy on the eve of independence: colonial legacy and de-industrialisation 2. Post-independence features: mixed economy, planning era (Five-Year Plans) 3. Achievements and limitations of planning (1951–1991) 4. Human Resource Development -Concept and factors, Needs and role, Policies and Demographic transition and human capital trends in India 		
Unit No: 2- Economic Policy Reforms and Liberalisation since 1991	No. of lectures-15	Weightage:15 Marks
Unit content: <ol style="list-style-type: none"> 1. Crisis of 1991 and the LPG (Liberalisation, Privatisation, Globalisation) package and Globalisation: benefits, costs and policy responses in India 2. Industrial policy changes, disinvestment, FDI policy 3. Trade liberalisation, exchange rate regime and capital account convertibility 4. Fiscal policy reforms: FRBM, GST, fiscal federalism and Recent policy initiatives: Make in India, Atmanirbhar Bharat, Production-Linked Incentive (PLI) scheme 		
Unit No: 3- Sectoral Performance and Structural Change	No. of lectures-15	Weightage:15 Marks
Unit content: <ol style="list-style-type: none"> 1. Agriculture: Green Revolution, trends in productivity, land reforms, MSP, farmer distress, WTO issues 2. Industry: Public vs. private sector, MSME policy, manufacturing slowdown, disinvestment 3. Services sector: Growth drivers (IT-BPM, tourism, finance), service-led growth debate 4. Infrastructure development (energy, transport, digital) and its role in growth 		
Unit No: 4- Current Challenges, Policy Framework and Global Integration	No. of lectures-15	Weightage:15 Marks
Unit content: <ol style="list-style-type: none"> 1. Unemployment (types, measurement, jobless growth), inflation and monetary policy (RBI framework) 2. Poverty, inequality and social sector policies (MGNREGA, PMAY, Ayushman Bharat) 3. External sector: Trade balance, FDI inflows, rupee volatility, foreign exchange reserves 4. Sustainable development: Environmental issues, climate policy, renewable energy,- and India's global position: Comparison with China, Brazil and other emerging economies; India in G20, BRICS 		
Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.		

College Level Assessment (CA) Activities:**List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:**

1.	Assignment
2.	Test
3.	Tutorial
4.	Study tour report

Reference Books

1. Indian Economy. S. Chand. By Dutt, R. & Sundharam, K.P.M. (Latest edition).
2. Why Growth Matters. Public Affairs (updated editions) by Panagariya, A. & Bhagwati, J. (2013).
3. Government of India. Economic Survey (latest annual).
4. Reserve Bank of India. Handbook of Statistics on Indian Economy (latest).
5. Handbook of Development Economics, Vol. 3, (Elsevier, Amsterdam.) by Behrman, S. and T. N. Srinivasan
6. Theories of Economic Growth and Development, by Adelman, I. Stanford University Press, Stanford.
7. Indian Economy since Independence, by Uma Kapila, Academic Foundation
8. Indian Economy, Performance and Policies by Deepashree, Ane Books Pvt. Ltd. New Delhi.
9. Indian Economy by Mishra S. K. & V. K. Puri, Himalaya Publishing House, Mumbai
10. Dilemmas of Growth: The Indian Experience, by Dantwala, M.L., Sage Publications, New Delhi.
11. Development Planning: The Indian Experience, by Chakravarty, S. Oxford University Press, New Delhi.
12. The Indian Economy Problem and Prospectus, by Jalan B., Viking, New Delhi.
13. Govt. of India – Economic Survey Reports.
14. Growth and Development, by Thiriwal A.P., Macmillian London.
15. Economics of Development and Planning, by Jhingan M.L.
16. Economic Development, Higgins B.

17. वृद्धी व विकासाचे अर्थशास्त्र, दूरशिक्षण केंद्र, शिवाजी विद्यापीठ प्रकाशन
(<https://www.unishivaji.ac.in/distedu/MA-Part-I>)

18. भारतीय अर्थव्यवस्था: हुंडेकर, शहा व कदम – अक्षरलेण प्रकाशन, सोलापूर

19. व्यावसायिक अर्थशास्त्र: भोसले, काटे व दामजी – फडके प्रकाशन, कोल्हापूर



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Third Year B.Com. Semester-VI

Vertical : DSC-12

Course Code:

Course Code: Fundamentals of Econometrics -II

Teaching Scheme

Lectures: 04 Hours/week,

Credits:4

Total Hours: 60 Hours

Examination Scheme

Total Marks(Theory) : 100

(UA: 60 Marks

CA: 40 Marks)

Preamble:

Econometrics is the application of statistical and mathematical methods to economic data in order to give empirical content to economic theories, test hypotheses, and support evidence-based policy and business decisions. In an era of data-driven economics and increasing reliance on quantitative analysis in commerce, finance, and public policy, a strong foundation in econometrics has become essential for students of economics and business.

Hence, The subject introduces students to the core principles and techniques of econometric analysis. Semester I focuses on the foundational concepts, statistical prerequisites, and the classical linear regression model with one explanatory variable. Semester II extends the analysis to multiple regression, functional forms, dummy variables, and addresses common violations of model assumptions along with diagnostic tools and remedial measures.

The course emphasizes both theoretical understanding and practical application, with hands-on exposure to software tools such as Excel and GRETL. It aims to develop analytical, interpretive, and problem-solving skills that enable students to critically evaluate empirical economic research, conduct their own data analysis, and prepare for advanced studies or professional roles in economics, business analytics, finance, and policy research. The syllabus aligns with the spirit of the National Education Policy (NEP) 2020 by promoting multidisciplinary skills, empirical reasoning, and practical learning through real economic data.

Course Objectives:

1. To extend the regression model to multiple variables.
2. To understand functional forms, qualitative variables, and common violations of assumptions.
3. To develop skills in model diagnostics, remedial measures, and applied econometric analysis.
4. To prepare students for empirical project work in economics and business.

Course Outcomes:

On successful completion of this course, students will be able to:

1. Extend the regression framework to the multiple linear regression model, interpret partial regression coefficients, and test hypotheses on individual and joint significance using t-tests and F-tests.
2. Apply different functional forms (log-linear, semi-log, reciprocal, etc.) and interpret coefficients in terms of elasticities and economic meaning; use dummy variables (intercept and slope dummies) and interaction terms to handle qualitative factors and structural changes.
3. *Identify, detect, and address violations of classical assumptions, including multicollinearity (using VIF), heteroscedasticity (graphical/White's test), autocorrelation (Durbin-Watson test), and non-normality of residuals (Jarque-Bera test), and understand conceptual remedies.
4. Diagnose model specification issues such as omitted variables, irrelevant variables, and incorrect functional form, and understand their consequences on estimation.
5. Perform forecasting using regression models and apply econometric tools to real-world economic problems such as demand estimation, production functions, and consumption functions.
6. Use econometric software* (Excel/GRETL/EViews) for multiple regression, diagnostic testing, and interpretation of output; critically evaluate the limitations of regression analysis and ethical considerations in empirical research.

Unit No: 1- Multiple Linear Regression Model	No. of lectures-15	Weightage:15 Marks
Unit content:		
<ul style="list-style-type: none"> - Extension from two-variable to multiple-variable model. - Assumptions of CLRM for multiple regression. - OLS estimation: Matrix form (conceptual) and interpretation of partial regression coefficients. - R^2 and adjusted R^2; overall significance (F-test). - Individual significance (t-tests) and joint hypotheses. - Practical: Multiple regression in Excel/GRETL. 		
Unit No: 2- Functional Forms and Dummy Variables	No. of lectures-15	Weightage:15 Marks

Unit content:

- Log-linear, semi-log, reciprocal, and logarithmic models (interpretation of coefficients and elasticity).
- Dummy variable technique: Intercept and slope dummies.
- Qualitative variables: Use of dummies for seasonal effects, structural breaks, etc.
- Interaction terms.
- Applications in economic models (e.g., wage discrimination, seasonal demand).

Unit No: 3- Violations of Classical Assumptions and Diagnostics

No. of lectures-15

Weightage:15 Marks

Unit content:

- Multicollinearity: Causes, detection (VIF, correlation matrix), consequences, and remedies.
- Heteroscedasticity: Causes, detection (White's test or graphical), consequences, and remedial measures (Weighted Least Squares – conceptual).
- Autocorrelation: Causes, detection (Durbin-Watson test), consequences, and remedies (Cochrane-Orcutt – conceptual).
- Tests for normality of residuals (Jarque-Bera).
- Practical interpretation of diagnostic tests using software outputs

Unit No: 4- Model Specification and Applications

No. of lectures-15

Weightage:15 Marks

Unit content:

- Model specification errors: Omitted variables, irrelevant variables, and functional form misspecification.
- Forecasting with regression models.
- Introduction to time-series concepts: Stationarity, autocorrelation in time series (basic).
- Applications of Econometrics in business/economics: Demand estimation, production functions, consumption functions (case studies).
- Brief overview of software: Excel, GRETL/EViews (hands-on exercises).
- Limitations of regression analysis and ethical issues in empirical research.

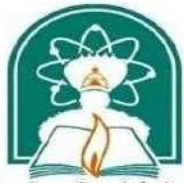
Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

College Level Assessment (CA) Activities:**List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:**

1.	Assignment
2.	Test
3.	Tutorial
4.	CA including practical with software like Excel and GRETL.

Reference Books

1. Gujarati, D.N. & Porter, D.C. (2010). Essentials of Econometrics (4th ed.). McGraw Hill.
2. Studenmund, A.H. (2017). Using Econometrics: A Practical Guide (7th ed.). Pearson.
3. Dougherty, C. (2011). Introduction to Econometrics (4th ed.). Oxford University Press.
4. Koutsoyiannis, A. (2001). Theory of Econometrics (2nd ed.). Palgrave Macmillan.
5. Ramanathan, R. (2002). Introductory Econometrics with Applications (5th ed.). Cengage Learning.
6. Jeffrey M. Wooldridg, (2013) Introductory Econometrics: A Modern Approach South-Western, Cengage Learning
7. डॉ. आनंद शेवाळे आणि डॉ विशाल बेलुरे (2022), गणितीय अर्थशास्त्र व अर्थमिती, VIDYA BOOKS PUBLISHERS , Ch. Sambhajinagar



पुण्यश्लोक अहिल्यादेवी होळकर
सोलापूर विद्यापीठ
॥ विद्यया संपन्नता ॥
NAAC Accredited-2022
"B++" Grade (CGPA-2.96)

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Third Year B.Com. Semester-VI

Vertical : DSC13-Major

Course Code:

Course Code: Economics of Agricultural Trade

Teaching Scheme

Lectures: 02 Hours/week,

Credits:2

Total Hours: 30 Hours

Examination Scheme

Total Marks(Theory) : 50

(UA: 30 Marks

CA: 20 Marks)

Preamble:

Agriculture continues to be the backbone of the Indian economy, providing livelihood to a large section of the population and contributing significantly to the country's export earnings. In an increasingly globalized world, agricultural trade plays a vital role in enhancing farm incomes, ensuring food security, and promoting economic growth.

This course on Economics of Agricultural Trade is designed for B.Com undergraduate students to provide a comprehensive understanding of the principles, policies, and institutions governing domestic and international agricultural trade. The course equips students with essential knowledge of trade theories, trade barriers, WTO frameworks, and India's emerging opportunities and challenges in global agri-trade, enabling them to appreciate the economic dimensions of this critical sector

Course Objectives:

The paper has following objectives :

1. To provide students with a clear understanding of the principles and importance of agricultural trade in the Indian and global economy.
2. To familiarize students with theories of international trade as applied to agricultural commodities.
3. To develop knowledge of trade policies, barriers, and institutions affecting agricultural exports and imports.
4. To create awareness about India's position in global agricultural trade, WTO rules, and emerging opportunities/challenges for agri-exports

Course Outcomes:

1. After successful completion of the course, students will be able to:
2. Explain the nature, scope, and economic significance of agricultural trade at national and international levels.
3. Apply basic theories of international trade (comparative advantage, Heckscher-Ohlin) to agricultural products.
4. Analyze the impact of trade policies, tariffs, subsidies, and non-tariff barriers on agricultural trade.
5. Evaluate India's agricultural export-import scenario, role of WTO Agreement on Agriculture, and government initiatives for promoting agri-trade.

Unit No: 1- Agricultural Trade: An Introduction	No. of lectures-15	Weightage:15 Marks
<p>Unit content:</p> <p>Agriculture Trade- Meaning, definition, and scope; Importance of agricultural trade in the Indian economy: contribution to GDP, employment, foreign exchange earnings, and food security; Difference between domestic agricultural marketing and international agricultural trade.</p> <p>International agricultural trade - Features and composition of India's agricultural exports and imports (major commodities and destination countries);</p> <p>Current trends and challenges in global agricultural trade; Heckscher-Ohlin theory and factor endowments in agriculture;</p> <p>Terms of trade: meaning, types (gross barter, net barter, income terms of trade), and factors affecting terms of trade for agricultural commodities. Gains from trade and limitations of free trade in agriculture (food security concerns, price volatility).</p>		
Unit No: 2- Agriculture trade: Policy and Institutional support	No. of lectures-15	Weightage:15 Marks
<p>Unit content:</p> <p>Trade Policies, Barriers, and Protection in Agriculture: - Instruments of trade policy-Tariffs, quotas, export subsidies, and non-tariff barriers (SPS, TBT, quotas); Effects of tariffs and subsidies on agricultural prices, production, and trade (with simple diagrams); Export promotion vs. import substitution policies in the context of Indian agriculture</p> <p>Role of government in agricultural trade: Export promotion measures, APEDA, MPEDA, commodity boards, and schemes like RoDTEP, MEIS/ RoDTEP successor; Price volatility in agricultural commodities and role of futures markets;</p> <p>Role of international institutions: WTO, FAO, and their impact on agricultural trade- WTO Agreement on Agriculture (AoA): Three pillars — Market Access, Domestic Support (Amber, Green, Blue boxes), and Export Competition/Subsidies.</p> <p>India's current position in global agricultural trade, opportunities (organic products, processed foods), and challenges (non-tariff barriers, climate change).</p>		
<p>Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.</p>		

College Level Assessment (CA) Activities:**List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:**

1.	Assignment
2.	Test
3.	Tutorial
4.	Study tour report

Reference Books

1. Indian Economy since Independence, by Uma Kapila, Academic Foundation
2. Indian Economy, Performance and Policies by Deepashree, Ane Books Pvt. Ltd. New Delhi.
3. Indian Economy, by Datt R. & K. P. M. Sundaram, S. C. hand & Co.
4. The Indian Economy Problem and Prospectus, by Jalan B., Viking, New Delhi.
5. Indian Economy by Misra & Puri — (Relevant sections on agricultural trade and WTO). Latest ed.
6. Agricultural Marketing in India by Acharya, S.S. & Agarwal, N.L. (for trade-related marketing aspects).
7. Government of India — Economic Survey (Latest) – Agricultural Trade Chapter; Agricultural Statistics at a Glance.
8. WTO Official Documents — Agreement on Agriculture (AoA) summary (available on wto.org).
9. Relevant reports: APEDA Annual Reports, NABARD, and Ministry of Commerce & Industry (Agriculture Export Policy).
10. भारतीय अर्थव्यवस्था: हुंडेकर, शहा व कदम – अक्षरलेण प्रकाशन, सोलापूर



**Punyashlok Ahilyadevi Holkar Solapur University,
Solapur**

Third Year B.Com. Semester-VI

Vertical : DSE2- Major

Course Code:

Course Code: Cooperative Development in India-II

Teaching Scheme

Lectures: 04 Hours/week,

Credits:4

Total Hours: 60 Hours

Examination Scheme

Total Marks(Theory) : 100

(UA: 60 Marks

CA: 40 Marks)

Preamble:

Cooperative movement with the motto, '*No Salvation without Cooperation*', has contributed notably in Economic Development of India through playing important role in agriculture sector, in industrial sector, in processing industry, in marketing, in banking sector, in consumer sector in employment generation and poverty alleviation. The paper on Co-operative Development highlights important aspects of co-operative movement in the World, India as well as in Maharashtra. This paper also explores the role of co-operative institution, new techniques and new changes in co-operative movement. Cooperative movement with the motto, '*No Salvation without Cooperation*', has contributed notably in Economic Development of India through playing important role in agriculture sector, in industrial sector, in processing industry, in marketing, in banking sector, in consumer sector in employment generation and poverty alleviation. The paper on Co-operative Development highlights important aspects of co-operative movement in the World, India as well as in Maharashtra. This paper also explores the role of co-operative institution, new techniques and new changes in co-operative movement.

Course Objectives :

The objectives of the course are:

- 1) To understand about the History of Indian co-operative movement.
- 2) To study the impact of globalization on Indian co-operative movement.
- 3) To explain and examine the current situation of Indian Co-operative movement.
- 4) To get knowledge of Agricultural and non agriculture co-operatives in India

Course Outcomes :

Students will be able to

- 1) able to understand the History of cooperative movement in India.
- 2) able to understand impact of globalization on Indian co-operative movement.
- 3) able to get knowledge of Indian co-operative movement and evaluation of co-operative movement after Independence.
- 4) versed in knowledge of Agricultural and non agriculture co-operatives in India

Unit no: 1 Cooperative Movement and policy in India	No. of lectures-15	Weightage:15 Marks
1.1. History of co-operative movement in India. 1.2. Globalization and Indian co-operative movement- impact, challenges and opportunities 1.3. Evaluation of co-operative movement in India. 1.4. Various government policies after independence and Co-operative Amendment 2013		
Unit No. 2 Co-operative Credit Movement in India	No. of lectures-15	Weightage:15 Marks
2.1. Cooperative Credit in India-need, progress, policy, problems and remedies 2.2. Primary Agricultural Co-operative credit Societies: progress, problems and measures. 2.3. District Central Co-operative Bank: progress, problems and measures. 2.4 State Co-operative Bank: progress, problems and measures.		
Unit no: 3 Agriculture Cooperative and Marketing Cooperatives	No. of lectures-15	Weightage:15 Marks
3.1 Cooperative farming- need, progress, problems and measures. 3.2 Water Cooperatives - need, progress, problems and measures. 3.3 Fisheries cooperative societies- need, progress, problems and measures. 3.4 Marketing Co-operative: meaning, types , need, progress, problems , measures		
Unit no: 4 Processing Co-operatives in India	No. of lectures-15	Weightage:15 Marks

- 4.1 Sugar Co-operatives : role in development, progress, problems and remedies
- 4.2 Dairy Cooperatives-need, progress, problems and remedies
- 4.3 Cooperative ginning and pressing mills- need, progress, problems and remedies
- 4.4 Cooperative warehousing and cold storage system- progress, need, problems and remedies

Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unitwise weightage distribution.

College Level Assessment (CA) Activities:

List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:

1.	Assignment
2.	Test
3.	Tutorial
4.	Study tour report

Reference Books

1. Alok Ghosh : Indian Economy : Nature
2. Bedi R. D. : Theory, History & Practice of Co-operation.
3. Chichankar&Namjoshi : Co-operation &Dyamics of change
4. Goel B. B. : Co-operative Movement & Administration
5. Gadgil D. R. : Co-operative Commonwealth
6. Hejela T. N. : Principles, Problems & Practice of Co-operation
7. Iynagar : A study in the Co-operation in India
8. Data and Sundharam : Indian Economy
9. Mehata V. L. : Toward Co-operative Socialist Commonwealth
10. Madane : A Study of British Co-operative Movement

- | |
|--|
| 11. Jain P. C. : Agriculture and Co-operation in India. |
| 12. Agrawal : Indian Economy |
| 13. Mathur B. S. : Co-operation in India |
| 14. Tyagi R. B. : Recent trends in the Co-operative movement in India |
| 15. , Kulkarni R.K., Theory & Practice of Co-operation in India and Abroad, Co-operators' Book Depot, 1958 |
| 16. कुलकर्णी एस. के., सहकाराचा विकास, फडके प्रकाशन |



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Third Year B.Com. Semester-VI

Vertical : DSM-4

Course Code:

Course Code: Business Economics of Development -II

Teaching Scheme

Lectures: 04 Hours/week,

Credits:4

Total Hours: 60 Hours

Examination Scheme

Total Marks(Theory) : 100

(UA: 60 Marks

CA: 40 Marks)

Preamble:

The study of economic development has gained importance because of sustained interest of the developing countries in uplifting their economic conditions by restructuring their economies to acquire greater diversity, efficiency and equity in consonance with their priorities. So the students must learn about the measurements, factors of economic development and various theories of development. At the same time students must learn about Indian economic development with respect to Indian planning, the role of foreign capital and International Financial Institutes.

Considering this, the topics of the paper arranged in this direction. First semester syllabus focus on introductory theories and concepts of development at macro level where the second semester syllabus concentrate on Indian development planning and major international Financial Institutions.

Course Objectives:

The paper has following objectives :

- 1) To inform the students about the history, objectives and evaluation of Indian planning.
- 2) To discuss about the importance, size & composition and problems of foreign capital.
- 3) To discuss about the new economic policy of 1991 in detail.
- 4) To inform to the students about the role of international institutions in India's economic development.

Course Outcomes:

At the end of this course, students will be able to:

- 1) Understand the history, objectives and evaluation of Indian planning.
- 2) Understand the importance, size & composition and problems of foreign capital.
- 3) Explain India's new economic policy of 1991.
- 4) Understand the role of international institutions in India's development.

Unit No: 1- Indian Planning and Development	No. of lectures-15	Weightage:15 Marks
Unit content: 1.1 Meaning, Concepts and History of Indian Planning 1.2 Objectives of Indian Planning 1.3 Evaluation of Indian Planning 1.4 Niti Aayog: Structure and Objectives		
Unit No: 2- Foreign Capital	No. of lectures-15	Weightage:15 Marks
Unit content: 2.1 Meaning and Types of Foreign Capital 2.2 Importance of Foreign Capital 2.3 Size and Composition of Foreign Capital in India 2.4 Problems of Foreign Capital		
Unit No: 3- New Economic Policy	No. of lectures-15	Weightage:15 Marks
Unit content: 3.1 Balance of Payment Crises in India –Before 1990 3.2 Concept of LPG 3.3 Features of New Economic Policy 3.4 Impact of New Economic Policy on Indian Economy		
Unit No: 4- International Institutions and India’s Economic Development	No. of lectures-15	Weightage:15 Marks
Unit content: 4.1 International Monetary Fund (IMF): It’s Objectives & Role; India and the IMF 4.2 International Bank for Reconstruction and Development (IBRD): It’s Objectives & Role; India and the IBRD 4.3 World Trade Organization (WTO): Objectives & Role 4.4 BRICS: Objectives & Role		
Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unit-wise weightage distribution.		

College Level Assessment (CA) Activities:**List of Assignments/Test/Tutorial/Study tour report etc. Any two of the following:**

1.	Assignment
2.	Test
3.	Tutorial
4.	Study tour report

Reference Books

1. Handbook of Development Economics, Vol. 3, (Elsevier, Amsterdam.) by Behrman, S. and T. N. Srinivasan
2. Theories of Economic Growth and Development, by Adelman, I. Stanford University Press, Stanford.
3. Indian Economy since Independence, by Uma Kapila, Academic Foundation
4. Indian Economy, Performance and Policies by Deepashree, Ane Books Pvt. Ltd. New Delhi.
5. Indian Economy, by Datt R. & K. P. M. Sundaram, S. C. hand & Co.
6. Indian Economy by Mishra S. K. & V. K. Puri, Himalaya Publishing House, Mumbai
7. Dilemmas of Growth: The Indian Experience, by Dantwala, M.L., Sage Publications, New Delhi.
8. Development Planning: The Indian Experience, by Chakravarty, S. Oxford University Press, New Delhi.
9. The Indian Economy Problem and Prospectus, by Jalan B., Viking, New Delhi.
10. Govt. of India – Economic Survey Reports.
11. Growth and Development, by Thiriwal A.P., Macmillian London.
12. Economics of Development and Planning, by Jhingan M.L.
13. Economic Development, Higgins B.
14. वृद्धि व विकासाचे अर्थशास्त्र, दूरशिक्षण केंद्र, शिवाजी विद्यापीठ प्रकाशन
(<https://www.unishivaji.ac.in/distedu/MA-Part-I>)
15. भारतीय अर्थव्यवस्था: हुंडेकर, शहा व कदम – अक्षरलेण प्रकाशन, सोलापूर
16. व्यावसायिक अर्थशास्त्र: भोसले, काटे व दामजी – फडके प्रकाशन, कोल्हापूर

Guidelines for Field Project (FP) UG
(Year-II Semester-III/V)

Preamble:

The Field Project initiative, aligned with the National Education Policy (NEP) 2020, aims to bridge the gap between academic learning and societal needs by fostering experiential and practical learning among undergraduate students. This program encourages students to engage with real-world scenarios, enabling them to develop essential skills such as scientific reasoning, interdisciplinary thinking, communication, teamwork, and analytical abilities. The project provides an opportunity for students to systematically document and analyze societal challenges, thereby cultivating a holistic understanding of community dynamics.

As part of our ongoing commitment to enhancing the educational experience of our undergraduate students, I am writing to introduce the implementation of a Field Project program aligned with the National Education Policy (NEP) 2020.

The NEP 2020 emphasizes bridging the gap between current learning outcomes and societal requirements. It has come to our attention that many of our students lack essential societal experience and graduate attributes such as measurement, observation, and documentation skills. To address this, we propose a field project initiative that will enable students to engage with their surroundings and develop critical skills including scientific reasoning, interdisciplinary thinking, communication, teamwork, and cooperation.

This program will provide students with data collection experience, allowing them to systematically study, document, and analyze region-specific realities and challenges. The studies can be conducted individually or in groups and focused on real-life situations, emphasizing the measurement and quantification of various societal phenomena.

In NEP 2020 we are offering to UG (Second Year-second Semester) students **Field Project (FP)** for **TWO (2) credits i.e. 50 Marks**. The total time allocation for the student to carry out field project is **60 hours**. The actual field work should be carried out after college hours or on holidays.

Objectives:

1. **To develop practical skills and critical thinking:** Equip students with skills in measurement, observation, documentation, and analysis through field-based learning.
2. **To promote interdisciplinary and scientific reasoning:** Encourage students to apply concepts from various subjects to understand and address societal challenges.
3. **To enhance communication and teamwork skills:** Foster collaboration, leadership, and effective communication among students by working in groups.
4. **To cultivate problem-solving abilities:** Enable students to identify, analyze, and propose solutions for community issues using data-driven approaches.

5. **To align education with societal needs:** Bridge the gap between theoretical learning and real-world applications, ensuring holistic development.
-

Outcomes:

1. **Enhanced analytical and observational skills:** Students will gain the ability to systematically collect, analyze, and interpret data for practical insights.
2. **Practical exposure to societal issues:** Students will develop a deep understanding of local challenges and the socio-economic landscape.
3. **Improved research and documentation skills:** Students will learn to prepare comprehensive reports based on fieldwork findings.
4. **Increased confidence and communication skills:** Effective presentation of project outcomes will enhance students' public speaking and interpersonal skills.
5. **Holistic development for societal contribution:** Graduates will possess essential skills and values for contributing meaningfully to society.

To carry out the field project work following guidelines should be used:

1. Field-based learning: Students should participate in field-based learning/projects under the supervision of faculty.
2. A minimum of **30 hours of learning per credit** in a semester is required.
3. Assignment of project topics to individual student or groups of students (2 or 3 students in one group/ Commerce faculty can have 5 students per group) and one faculty member from the department will act as GUIDE for the student or group of students.
4. If the project is related to survey type work, then prepare a questionnaire (20 -30 questions or more) related to their project topic (in Marathi or English). If the project is related to work that does not involve SURVEY work, then the questionnaire part can be replaced accordingly.
5. The departmental coordinator/guide should check the questions and finalize the questionnaire. The question that may create unnecessary complications should be avoided. The questions should be qualitative as well as quantitative. If the project is related to other type work (e.g. Data collection, sample collection etc.), then the guide should discuss with student and finalise the methodology for the same.
6. Students should go to their chosen field with the questionnaire and collect the information regarding the questions asked to the concerned people. Collect as much information as possible by collecting 25 or more questionnaires or enough number of samples or reasonable amount of data. The more the data, the better it will be for analysis.
7. The student should compile all the relevant data and carry out its analysis.
8. Write a project report in the standard format (2 Copies): Index, Chapter-1INTRODUCTION ,

- Chapter-2 PROFILE OF THE ORGANISATION , Chapter- 3 DISCUSSION Chapter-4 Conclusion, References etc. The report should mention the clear **OUTPUT** drawn from the study. The typed project report should have minimum 25 pages (excluding title, Certificate, index and acknowledgement pages etc.), in Times New Roman with font size 12, and line spacing of 1.5.
9. Submit the project report with the Guide's signature to the department.
 10. The Oral presentation for all the projects in the department should be arranged in the department. To evaluate the project, TWO examiners should be appointed by HoD (The details about appointment of examiners, weightage to internal and external marks etc. will be provided by examination section).
 11. The total project work including preparation of questionnaire or sample/data collection to oral presentation should be evaluated for 2 credits (50 Marks). The details about the allocation of time, marks and scheme of examination for field project is given in Table. The departmental FP coordinator/HoD should submit the marks as per regular procedure to the examination section.
 12. Since it is a compulsory subject in our syllabus, passing students in this **field project** is **MUST** to complete their degree.

Typical Time and marks allocation for the different stages of the field project is:

Step of Project	Individual students work in hours	Marks
Topic Selection/ Study Design	05	05
Survey preparation / Fieldwork	25	20
Analysis	10	05
Report writing	20	10
Oral Presentation		10
Total	60	50

College Letter Head

To,

Subject :- Request for inclusion of student/s of our college for Field Project Program...

Madam / Sir,

-----NAME OF THE COLLEGE ----- has introduced 'Field Project' for Second Year Under- Graduate Students in its revised syllabus.

The purpose of the Field Project program is to provide hands-on training and experience to the students about various aspects of activities related to their field of studies. The Field Project will also enhance employability of students.

In view of this, I request you to provide following student/s of our college (List enclosed) with an opportunity for Field Project in your esteemed organization.

We look forward to a mutually rewarding academic association with your organization.

Thank you.

Sincerely,

Departmental Coordinator,
Field Project Program

HoD

Principal

UNDERTAKING FROM STUDENT

1. Name of the Student	:	
2. Class	:	
3. Division and Roll Number	:	
4. Present address	:	
5. Permanent address	:	
6. Contact Number	:	
7. Contact Number (Parent)	:	
8. Email ID	:	

To,

The Principal,

Sub : Undertaking

Respected Sir,

I am studying in semester III of S.Y.SEMESTER III/IV..... I am going to join ---
----- (Name of the organization) for my 60 hours Field Project program
during -----to -----.

I assure that I will follow all the rules and instruction issued by the Field Project providing organization. I will be responsible for my behavior and performance during the Field Project period.

Thank you.

Yours obediently,

(Name & Signature of parent)

(Name & signature of the student)

Date :

**UNDERTAKING FROM STUDENT TO THE FIELD PROJECT PROVIDING
ORGANIZATION**

To,

Subject : Undertaking

Respected Madam / Sir,

I am a student of -----
--- College. I am studying in semester III/IV of S.Y. --. I am going
to join your esteemed organization for my 60 hours Field Project program during ----- to
-----.

I assure that I will follow all the rules and instruction issued by you. I will be solely responsible
for my behavior and performance during the Field Project period.

I will not disclose any information that is made available to me to anyone during or after the
Field Project period.

I assure you that I will do my best and the Field Project opportunity provided to me will be a
mutually rewarding experience.

Thanking you.

Yours sincerely,

Date :

Place :

(Name & signature of the student)



Log sheet of work performed during Field Project

Letter Head of the Field Project Provider Organization (if available)

1. Name of the Student	:	
2. Name of the College	:	
3. Division and Roll Number	:	
4. Address	:	
5. Contact Number	:	
6. Email ID	:	
7. Special Subject	:	
8. Field Project start date	:	
9. Field Project end date	:	

Log Sheet of Work Performed During Field Project

Date	Time		Total Hours	Details of Work Done	Sign of Officer	Sign of Students
	From	To				

Certified that ----- (Name of the student) has satisfactorily completed the Field Project assigned to him.

Name & signature of manager	Name & Signature of supervisor	Name & Signature of section in-charge
--	---	--

Date :

Or Signature of GUIDE

**Letter Head of the Field Project Provider
Organization or Guide**

To,

The Principal,

----- College -----

Subject: Field Project Completion Certificate

Dear Madam/ Sir,

I am happy to inform you that following students of your college have successfully completed the '60 Hours Field Project Program' in this organization.

Sr. No.	Name of the student	Roll No.	Aadhar No.	UG Class
1.				
2.				
3.				
4.				
5.				

These students have been provided with adequate exposure and necessary hands- on training pertaining to their Field of Study.

I wish them every success in future endeavors.

Thank you.

Sincerely,



Name & Signature (Authorised Signatory)

FEEDBACK FROM FIELD PROJECT PROVIDER ORGANIZATION (If Applicable)

Dear Madam/ Sir,

Please provide your valuable feedback about the performance of the student on following parameters. Your feedback will enable us to make necessary changes in the Field Project process. Thank you.

Field Project Program Feedback Form

Sr. No.	Particulars	Details
1)	Name of the Supervisor/ Officer	:
2)	Department	:
3)	Designation	:
4)	Name of the Student	:
5)	Name of the College	:
6)	Roll Number	:
7)	Special Subject	:

Part – A – Individual Ranking (Please tick the suitable checkbox)

No.	Parameter for feedback	Excellent	Very Good	Good	Satisfactory	Needs improvement
1)	Domain Knowledge					
2)	Communication Skills					
3)	Punctuality & Dedication					
4)	Ability to work in teams					
5)	Problem solving skills					
6)	Quality of work done					
7)	Effectiveness					
8)	Efficiency					
9)	Ability to take Initiative					
10)	Positive attitude					
11)	Appearance					
12)	Using full potential at work					
13)	Work habits					
14)	Honesty & Integrity					
15)	Creativity					

Part B – SWOC analysis of the student (Please mention below the strengths and weaknesses of the student and the areas for improvement)

Part C – Suggestions to make the Field Project program more productive and effective.

- 1. -----
- 2. -----
- 3. -----

Part D – Changes required in the curriculum to improve employability of students.

- 1. -----
- 2. -----
- 3. -----

Name, Designation and Signature of the Supervisor / Reviewing Officer

Place of Review :



STUDENT FEEDBACK FORM

1. Name of the Student	:	
2. Class	:	
3. Division and Roll Number	:	
4. Present address	:	
5. Contact Number	:	
6. Email ID	:	

Please provide your rating about following aspects pertaining to your Field Project Experience on the scale of 10; where 10 means strongly agree and 0 means do not agree at all.

Sr. No.	Parameter	Response
1.	The pre- Field Project training provided by the college was very useful	
2.	I was properly introduced to the task assigned to me in the organization	
3.	I was given proper guidance to carry out my responsibility	
4.	My supervisor / officer was very cooperative and supportive	
5.	I found my task interesting and worth learning	
6.	My supervisor / officer addressed to my queries/ doubts quickly	
7.	I received due respect from my colleagues in the organization	
8.	The contents of the syllabus match with the practical work	
9.	The knowledge that I gained in the college was useful to carry out Field Project program in a satisfactory manner	
10.	The Field Project Program is very useful to enrich my knowledge	

Please give your suggestions to make the Field Project program more productive and effective.

1.

2.

3.

Please give your overall feedback about your experience during the Field Project (Not mentioned above).

.....

B.COM PART -II SEMESTER - IV AND V

AS PER MAHARASHTRA GOVERNMENT HIGHER EDUCATION RESOLUTION DATES 20/04/2023

UGC -Guidelines for Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India 2.0

1.Preamble:

In line with the National Education Policy (NEP) 2020, the **Guidelines for Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India 2.0** aim to transform higher education by integrating social responsibility into the academic curriculum. The B.Com program aligns commerce education with societal needs, enabling students to understand the complexities of business while fostering a sense of responsibility toward society. These guidelines emphasize experiential learning, holistic development, and active community participation, nurturing future leaders who can drive social and economic progress.

To achieve the objectives of the socio-economic development of New India, HEIs can play an important role through active community engagement. This approach will also contribute to improve the quality of both teaching and research in HEIs in India. India is a signatory to the global commitment for achieving Sustainable Development Goals (SDGs) by 2030. Achieving these 17 SDG goals requires generating locally appropriate solutions. Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs. These can take the forms of enumerations, surveys, awareness camps and campaigns, training, learning manuals/films, maps, study reports, public hearings, policy briefs, cleanliness and hygiene teachings, legal aid clinics, etc. For example, students of chemistry can conduct water and soil testing in local areas and share the results with the local community. Students of science and engineering can undertake research in partnership with the community on solid and liquid waste disposal. Therefore, students are being encouraged to foster social responsibility and community engagement in their teaching and research.

The University Grants Commission (UGC) has urged Higher Education Institution (HEIs) to facilitate the implementation of two-credit course on Community Engagement and Social Responsibility effectively. The Commission has urged HEIs to take appropriate action as per the guidelines stated by the UGC in their respective institutions. The Community Engagement and Social Responsibility course aim to provide community

engagement to all undergraduate (UG) and postgraduate (PG) students so that their appreciation of rural field realities will be holistic, respectful and inspiring.

The 2 credit course will include one credit for classroom and tutorials and one credit for field engagement. Students will spend at least 50 per cent of the course time in the field during the 30 hour course.

2. Objectives:

1. To develop socially responsible commerce graduates with ethical and sustainable business practices.
2. To bridge the gap between academic knowledge and real-world challenges through community engagement.
3. To enhance students' understanding of social, economic, and environmental issues affecting communities.
4. To cultivate leadership qualities, critical thinking, and problem-solving skills.
5. To promote lifelong learning, adaptability, and social entrepreneurship.

3. Course Outcomes:

Upon successful completion of the B.Com. program integrated with the Guidelines for Social Responsibility & Community Engagement, students will be able to:

1. Apply accounting, taxation, and financial management principles to solve real-world problems in community settings.
2. Analyze socio-economic issues and develop practical solutions for local businesses and social enterprises.
3. Demonstrate leadership and teamwork while executing community-based projects.
4. Design and implement community development programs focused on financial inclusion, digital literacy, and skill development.
5. Reflect on ethical values and social responsibility while making business decisions.
6. Engage effectively with community members, NGOs, and social enterprises.

4. Introduction of the Community Engagement Program (CEP)

6. The Community Engagement Program (CEP) under NEP 2020 is a visionary initiative designed to strengthen the connection between educational institutions and society. It encourages students to actively engage in community service, fostering holistic development while addressing real-world challenges. The CEP aims to create socially

responsible citizens who are empathetic, solution-oriented, and committed to nation-building.

Purpose and Vision of CEP:

The primary objective of the CEP is to integrate classroom learning with practical experiences, enabling students to apply their academic knowledge to solve community problems. This experiential learning approach helps students develop critical life skills, leadership qualities, and a sense of civic responsibility.

5. Key Features of the CEP:

1. **Holistic Development:** The program focuses on nurturing socially conscious individuals who understand the significance of community service.
2. **Experiential Learning:** Students gain hands-on experience by working on projects that address local needs and challenges.
3. **Skill Enhancement:** The CEP emphasizes developing problem-solving, leadership, teamwork, and communication skills.
4. **Community Empowerment:** It promotes sustainable development by involving students in projects that benefit society.
5. **Inclusivity and Participation:** The program encourages collaboration among students, teachers, and community members.
6. **Scope of CEP in Higher Education:**
7. The CEP can be integrated across various disciplines, encouraging students to contribute to areas such as education, healthcare, rural development, environmental sustainability, financial literacy, and social welfare. By working closely with communities, students gain a deep understanding of societal issues and develop innovative solutions.
8. **Significance of CEP in NEP 2020:**
9. The CEP aligns with the National Education Policy 2020 by promoting holistic, value-based education that goes beyond academics. It aims to develop socially responsible citizens equipped to contribute to India's socio-economic growth. The program fosters a spirit of service, nurturing students who are not only academically competent but also committed to the greater good.

1. Core Curriculum Integration (Multidisciplinary Approach):

- **Foundational and Core Courses**

- *Financial Accounting*

- *Business Organization,*
- **Community Engagement Module:**
 - Financial Literacy and Digital Banking Workshops in Rural Areas
 - Community Surveys on Economic Issues
- **Skill Development and Specialization**
 - *Cost Accounting, Corporate Accounting, Income Tax Law, Business Statistics*
 - *Human Resource Management, Marketing Management, Indian Economy*
 - **Community Engagement Module:**
 - Assisting Local Entrepreneurs and SHGs in Financial Planning
 - Social Audits and Business Consultancy for Rural Enterprises
- **Semester IV & V: Advanced Specialization and Project Work**
 - *Management Accounting, GST and Taxation, Auditing*
 - *Financial Management, E-Commerce, Entrepreneurship Development*
 - **Community Engagement Module:**
 - **Project Work (Mandatory for Final Year):**
 - Preparation of Business Plans for Social Enterprises
 - Income Generation Programs for Rural Youth
 - Awareness Drives on Digital Transactions and Cyber Security

2. Community Engagement Modules (As per NEP 2020):

1. **Service-Learning Projects (2-4 Credits):**
 - Mandatory participation in community service.
 - Projects include financial literacy, digital banking, self-help groups, and rural development initiatives.
 - Example: Organizing GST awareness camps and income tax return filing for rural communities.
2. **Internships and Field Visits:**
 - Collaboration with local businesses, MSMEs, social enterprises, and NGOs.
 - Practical exposure to community business models.
3. **Extension Activities and Volunteering:**
 - Community development programs on women empowerment, skill development, and environmental sustainability.
 - Engaging students in activities like tree plantation, cleanliness drives, and awareness campaigns.

3. Skill Development and Training (Aligned with NEP 2020):

- **Workshops and Training Sessions:**
 - Leadership, Communication, Digital Marketing, and Entrepreneurship Skills.
- **Skill Development for Rural Youth:**
 - Vocational training on bookkeeping, GST, and digital payments.
- **Financial Inclusion and Digital Literacy Programs:**
 - Promoting UPI, mobile banking, and financial inclusion.

4. Assessment and Evaluation (Aligned with NEP 2020):

1. **Continuous Assessment and Internal Evaluation:**
 - Project Reports, Case Studies, Presentations, and Viva-Voce.
2. **Community Impact Evaluation:**
 - Measuring the impact of projects on community development.
3. **Reflective Journals and Peer Assessment:**
 - Reflective writing on community engagement experiences.
4. **Evaluation by External Experts:**
 - Industry and NGO representatives to assess student projects.

5. Institutional Collaboration and Partnerships:

1. **MoUs with NGOs, Cooperatives, MSMEs, and Social Enterprises:**
 - Facilitating community projects, internships, and research opportunities.
2. **Industry-Academia Collaboration:**
 - Joint community service and research projects on financial inclusion, microfinance, and entrepreneurship.
3. **Alumni Engagement:**
 - Mentorship and networking for students engaged in community service.

Expected Outcomes:

1. Graduates with holistic development, social consciousness, and professional competence.
2. Enhanced employability through practical skills, leadership, and entrepreneurship.
3. Effective contribution to community development and sustainable economic growth.
4. Strengthened reputation of Higher Education Institutions (HEIs) as catalysts of change.

IMPORTANT RULES AND REGULATIONS FOR CEP:

Concurrent Fieldwork: Students must conduct comprehensive studies on various challenges that they face in their chosen field. Every work relevant to the subject matter should be compiled and documented. Students should keep separate fieldwork diary or maintain journal in order to record their fieldwork experiences i.e. reading, e- contents, tasks, planning and work hours have to be recorded in the diary. Detailed work records report on students' fieldwork experiences and activities to be submitted and should be presented. The fieldwork conference is part of the timetable and is mandatory. Faculty should hold a fieldwork conference FOREIGHTNIGHTLY for all students. In addition to the principal curriculum, the students engage in a variety of community development- related activities. They are encouraged to plan and carry out programs, processions, and events for social causes. These activities seek to enhance students' personal and professional skills as well as foster self- development. "Rural Camp" should be embedded in the curriculum for first-year students to be held in the backward and neglected areas of District's Concurrent Fieldwork is the core curriculum activity in the CEP course. Hence, 100% attendance of the students is mandatory in case of absence on any student, supplementary fieldwork must be arranged and accomplished with the approval of the faculty supervisor.

EVALUATION/ASSESSMENT SCHEME:

Students should keep a Field Diary / journal to record, content, readings and field visit planning. The assessment pattern is internal and external i.e. 40+10.

1.	Internal continuous	Participation in concurrent field visits.	16
2.	Assessment:	Individual field project conference, report/journal submission.	16
3.	External Assessment:	Presentation of field project findings (VIVA) should be assigned.	08
4.	INTERNAL	College Assessment	10
	TOTAL		50

Punyashlok Holkar Solapur University, Solapur

Policy and Guidelines for Internship and On-Job-Training for Undergraduate and Post-Graduate Students as per National Education Policy-2020

Introduction:

Punyashlok Holkar Solapur University, Solapur, is dedicated to provide a comprehensive education that emphasises academic achievement and preparing students for contemporary workforce difficulties. The university policy aims for an organised internship and on-the-job-training (OJT) strategy that overcomes the knowledge gap between academia and industry in accordance with the National Education Policy (NEP) 2020. The NEP-2020 highlights the significance of experiential learning through students' active participation in practical situations that increase their academic knowledge, improving their employability and entrepreneurship skill sets.

This policy aims to provide students with significant internship experiences that familiarise them with industry methods, professional settings and practical challenges. It also aims to develop essential skills such as teamwork, leadership, problem-solving, and communication, which are crucial for success in the 21st-century job market. The university looks to incorporate practical training within the academic curriculum to provide students with essential hands-on experience for success in their respective industries.

According to the directives established by NEP-2020, University Grants Commission (UGC) and the Government of Maharashtra, experiential learning is essential for comprehensive education. The National Credit Framework (NCrF) also emphasises the significance of internships and on-the-job training (OJT) in promoting a more dynamic and adaptable educational system. This policy aims to conform to national regulations, guaranteeing that students receive academic credits for their internship experiences, thus enhancing their overall academic performance and growth.

The University's Internship and OJT policy addresses the varied requirements of students from different disciplines by offering internship opportunities. The university aims to establish strong industry-academia partnerships to engage with

prominent organisations to provide hands-on and beneficial internships to students. These collaborations expose students to contemporary industry trends, technology innovations and professional work culture. The Internship and OJT policy represents a crucial progression in cultivating a workforce-prepared group of graduates. It seeks to enhance students' adaptability, resilience and preparedness to meet the changing requirements of the industry.

Objectives of the OJT and Internship Policy

The specific objectives of the Internship and On-Job-Training policy are:

- Provide students with meaningful practical experiences to develop essential skills for employability, preparing them for the demands of the job market.
- Enable students to bridge the gap between theoretical knowledge and real-world application, enhancing their understanding of professional environments.
- Equip students with hands-on technical and managerial skills critical for success in their future careers.
- Establish strong collaborations between the university and industries to offer students diverse and relevant internship opportunities.
- Instil professional ethics, integrity and responsibility in students by exposing them to real workplace environments and industry expectations.
- Integrate internships as a fundamental part of the educational framework, ensuring students gain academic knowledge and practical skills.
- Foster a lifelong learning and adaptability mindset, encouraging students to continue developing their skills and knowledge beyond the classroom.
- Provide students opportunities to engage with emerging technologies and industry innovations, keeping them updated with the latest trends.
- Encourage students to develop problem-solving and critical thinking abilities by addressing real-world challenges.

Expected Learning Outcomes

After completing the Internship and On-Job-Training, the students will be able to develop:

- Increased employability skills by acquiring practical skills that align with industry expectations and job market demands.

- Ability to apply theoretical concepts effectively in real-world settings, bridging the gap between academic learning and workplace practices.
- Proficiency in performing industry-specific tasks, demonstrating both technical and managerial competence.
- Clear understanding and practice of workplace ethics, professionalism and responsibility in various professional settings.
- Informed decision-making regarding career choices and future job opportunities based on real industry exposure.
- Enhance ability to work with and adapt to emerging technologies, ensuring technological relevance in the workplace.
- Strengthen problem-solving and critical thinking skills through hands-on experiences in tackling professional challenges.
- Demonstrate leadership and initiative in managing projects and working effectively within teams.

Indicative Areas of Internship and On-the-Job Training (OJT) for Solapur City and District

Social Sciences and Languages

- **Education and Language Development**
Internships in urban and rural schools, language centres and NGOs across Solapur. Students will work on teaching assistance, curriculum development, and literacy initiatives that cater to diverse linguistic needs.
- **Public Policy, Social Work, and Local Governance**
Opportunities in local self-governance bodies such as gram panchayats, Solapur Municipal Corporation and talathi offices. Interns will support community outreach, policy implementation, and rural and urban development projects.
- **Media, Journalism and Communication**
Internships with local newspapers, news channels, and radio stations. Students will gain hands-on experience in reporting, content creation, and media outreach while covering local issues and events in Solapur and surrounding areas.
- **Cultural and Heritage Preservation and Tourism**

Internships with cultural organisations and tourism boards. Students will work on promoting heritage. The tourism sector offers roles in event management, cultural promotion and hospitality services.

2. Commerce and Management

- **Banking, Finance and Insurance**

Internships in local and cooperative banks, financial services, CA firms, share market firms and insurance firms. Students will develop customer service, financial analysis and risk management skills, particularly in nationalised and cooperative banking.

- **Retail, FMCG and Marketing**

Opportunities in local retail businesses, marketing firms and FMCG companies. Interns will assist in market research, sales strategies and consumer behaviour analysis, supporting Solapur's fast-growing retail and consumer goods industry.

- **Business Development and Entrepreneurship**

Hands-on experience with start-ups, small and medium enterprises (SMEs) and cooperatives. Students will engage in business planning, operations and financial management, contributing to the growth of entrepreneurial ventures in Solapur.

- **Supply Chain, Logistics, and Agricultural Markets (APMCs)**

Internships in Agricultural Produce Market Committees (APMCs), logistics firms, and cooperatives. Students will gain practical knowledge in inventory management, transportation and supply chain operations, focusing on agricultural commodities.

- **Taxation and Governmental Financial Services**

Internships in local tax offices and revenue departments, offering experience in taxation processes and financial audits. Students will assist in tax administration for both rural and urban populations.

3. Science and Technology

- **Information Technology and Electronics**

Internships with IT companies and electronics manufacturing units. Students will develop skills in software development, system management and digital solutions, contributing to the growing tech sector in Solapur.

- **Healthcare and Life Sciences**

Training opportunities are available in hospitals, clinics and pharmaceutical companies in Solapur District. Interns will gain experience in patient care, diagnostics, medical research and healthcare management.

- **Agriculture, Rural Development and Agri-Processing**

Internships with agribusinesses, rural development agencies and agro-processing units such as sugar, cotton ginning and oilseed processing. Students will contribute to sustainable farming practices, rural entrepreneurship and agricultural processing in Solapur's rural areas.

4. Industrial and Rural Sectors

- **Solapur's Cotton and Textile Industry**

Internships in Solapur's renowned cotton and textile mills. Students will engage in production management, quality control and textile design.

- **Sugar and Agro-Processing Industry**

Opportunities in sugar mills and agro-processing units. Interns will assist in production operations, process optimisation and supply chain management in Solapur's rural agro-industrial sector.

- **Chemical and Manufacturing Industry**

Internships in chemical plants and manufacturing units. Students will gain insights into industrial production, safety compliance and research and development in growing manufacturing sector.

- **Logistics and Transportation**

Internships with local logistics companies, focusing on transportation planning, warehousing, and operational efficiency. Students will support the logistics needs of Solapur's industries, including cotton, sugar and retail sectors.

5. Public Administration and Local Governance

- **Government and Semi-Government Offices**

Internships in various government offices such as the District Collector's office, water supply departments and Taluka panchayats, corporations, Nagar parishads, municipal corporations, etc. Students will assist in administrative tasks, public service delivery and infrastructure projects.

- **Water Supply and Resource Management**

Internships in local water supply offices, focusing on sustainable water distribution and infrastructure management. Students will contribute to water conservation projects and urban and rural Solapur service delivery.

- **Cooperatives and Rural Societies**

Experience in daily cooperatives, agricultural societies and self-help groups (SHGs). Interns will work on community-based financial inclusion, rural development and cooperative management.

- **Public Transport and Infrastructure**

Internships in transportation departments and local transport authorities. Students will assist in planning and managing public transportation services, contributing to Solapur's urban infrastructure development.

Important Instruction: *This is only an indicative list, not an exhaustive one. The institutions/ colleges/departments may consider any other establishment for internship/OJT at their convenience; however, it must be ensured that the establishment is officially registered as per the government rules and regulations of industry/enterprise/establishment.*

Structure/Formation of University-Level Internship Cell and Roles and Responsibilities

University-Level Internship Cell

The University Level Internship Cell will manage internships and On-the-Job Training (OJT) across the university departments, colleges and institutions. It will representatively coordinate on a larger scale with industry partners, students and academic departments to ensure internships align with the university's educational goals and industry standards; however, the departments and colleges may also establish collaborations with local establishments per their requirements.

Designation	Roles and Responsibilities
Vice Chancellor/Dean/Principal	Provides strategic leadership, ensures the internship policy aligns with university goals and oversees major decisions.

Nodal Officer/Training & Placement Officer (TPO)	Coordinates with industries, secures internships, manages operational tasks and resolves student grievances.
Assistant Coordinators	Assist in managing day-to-day operations, outreach and data management.
Faculty Coordinators (Department-Level)	Act as liaison between departments and the Internship Cell, mentor students and track progress.
Student Coordinators	Facilitate communication and outreach, assist peers and ensure the smooth flow of information between students and the cell.

Roles and Responsibilities of the University-Level Internship Cell:

- **Strategic Planning:** Develop and implement internship policies in line with NEP 2020.
- **Industry Partnerships:** Establish collaborations with industries, government bodies, and NGOs for internships.
- **Coordination with Colleges:** Ensure uniform implementation of the internship policy across departments and institutions.
- **Policy and Procedure Monitoring:** Manage internship guidelines, timelines and credit allocation.
- **Central Data Management:** Maintain a centralised database of internship providers, student records, and performance evaluations.
- **Issue Resolution:** Manage student grievances and internship-related issues.

College/Institutional Level Internship Cell

The College Level Internship Cell will be responsible for managing internships/OJTs within the institution, working closely with the University Level Internship Cell. It engages with local industries and prepares students for their internships.

Designation	Roles and Responsibilities
Principal/Director	Provide leadership at the college level, ensuring effective implementation of the internship policy.
Training & Placement Officer (TPO)	Secure student internships, bridges with the University Internship Cell and oversees institutional internship processes.
Faculty Coordinators (Department-Level)	Guide and mentor students, coordinate with the TPO and ensure academic relevance of internships.
Student Coordinators	Assist in organising training sessions, facilitate communication between the Internship Cell and peers.

Roles and Responsibilities of the College/Institutional Level Internship Cell:

1. **Internship Identification:** Identify relevant internship opportunities based on academic and industry needs.
2. **Student Preparation:** Organise workshops on resume writing, interview skills, and workplace etiquette.
3. **Monitoring and Guidance:** Assign faculty mentors to guide students throughout the internship period.
4. **Evaluation and Reporting:** Ensure submission of internship reports and conduct evaluations in accordance with University guidelines.
5. **Industry Engagement:** Engage with local industries and government bodies for internship placements.

Roles and Responsibilities of the Faculty Mentor

The faculty mentor to whom students will be assigned for mentorship will carry out the following tasks.

1. **Guidance and Supervision**

Provide consistent mentorship to students throughout their internship, ensuring they align their tasks with academic and professional objectives.

2. Internship Planning

Assist students in identifying suitable internships based on their academic background, interests and career goals and ensure the internship's relevance to the curriculum in coordination with Institutional Internship/OJT cell.

3. Monitoring Progress

Regularly check in with students during the internship to monitor their performance and progress. Maintain contact with the industry supervisor to track the student's development.

4. Academic Integration

Ensure that the tasks and projects undertaken during the internship align with the academic learning outcomes and contribute to the student's educational development.

5. Problem Resolution

Act as a first point of contact for students regarding any challenges faced during the internship, whether academic, professional or personal and assist in resolving them.

6. Evaluation and Feedback

Provide constructive feedback on the student's performance, skills and learning during the internship. Review and evaluate their internship reports, diaries and presentations.

7. Liaison with Industry Supervisors

Maintain communication with the industry supervisor to ensure that the intern performs as expected and that any issues are promptly addressed.

8. Assessing Internship Reports

Review the student's final internship report or project to ensure it meets the institution's academic standards, providing guidance on improvements if necessary.

9. Professional Development

Encourage the development of professional skills such as communication, teamwork and problem-solving, ensuring students grow both academically and professionally.

10. Documentation and Reporting

Ensure the student's internship experiences and learning outcomes are documented and submitted to the relevant department or internship cell for formal Evaluation.

11. Final Evaluation and Grading

Participate in the final evaluation process, including viva voce or presentations and contribute to the grading based on the student's overall performance during the internship.

12. Mentorship Beyond Internship

Offer continued guidance for students even after the internship, helping them reflect on their experiences and how they shape their future career path or academic pursuits.

Roles and Responsibilities of Industry/Internship/Training Provider Establishments

Industry/Internship Provider	Roles and Responsibilities
Assign Supervisor	Provide a dedicated supervisor to guide and supervise interns.
Task Allocation	Assign meaningful tasks and projects that align with the intern's academic background and the organisation's needs.
Mentorship and Guidance	Offer mentorship, ensuring interns receive regular feedback and support in their tasks and professional growth.
Monitoring and Feedback	Monitor the intern's performance, ensuring productivity and adherence to professional standards and provide feedback to the institution.
Evaluation	Evaluate the intern's overall performance and submit reports to the institution, including assessment of skills gained and areas of improvement.
Compliance with Institutional Guidelines	Ensure the internship aligns with the university's academic guidelines and timelines.

Table of Credit Allocation for Internship/OJT for UG and PG Programs across different faculties

Faculty	Level (UG/PG)	Name of the Programme	Year/Level in Credit Structure	Credits Assigned by University
Faculty of Humanities	UG			
	PG			
Faculty of Commerce and Management	UG			
	PG			
Faculty of Science and Technology	UG			
	PG			
Faculty of Interdisciplinary Studies	UG			
	PG			

Explanation:

- **UG Programmes:** Allocate **XXXX credits** for internships/OJTs, with students participating after the **XXXXX** semester, depending on the programme. The batch size for UG programmes may range between **60 to 120** students, depending on the faculty.
- **PG Programmes:** Allocate **XXXX credits** for internships or On-the-Job Training (OJT). The batch size for PG programmes ranges from 30 to 60 students, as PG courses tend to have more focused and smaller groups of students.
- The credits assigned represent the work required for the internship, with **1 credit equating to 30 hours of practical work**. This ensures that the academic workload is consistent across faculties.

Process of Implementation for Internship/OJT Policy

The following is a detailed and structured process for implementing the Internship/On-the-Job Training (OJT) policy for effective execution at both the university and college/institutional levels. Each step is accompanied by the necessary documentation, period and corresponding annexure numbers.

1. Formation of University and College Level Internship Cells

- **Action:** Establish the University and Institutional Level Internship Cells.
- **Period:** Within the first month of the academic year.
- **Documentation:**
 - University and College Internship Cell Structure (Annexure 1).
 - Roles and Responsibilities of Members (Annexure 2).

2. Internship Policy and Guidelines Finalisation

- **Action:** The university finalises internship guidelines in line with NEP 2020, UGC regulations and university goals.
- **Period:** Within the first two months of the academic year.
- **Documentation:**
 - Final Internship Guidelines Document (Annexure 3).

3. Outreach to Industry and Internship Providers

- **Action:** The Training & Placement Officer (TPO) at both university and institutional levels reaches out to potential industry partners, government offices and NGOs to establish internships.
- **Period:** Ongoing; however, most outreach should be completed within the first two months of the academic year.
- **Documentation:**
 - **Memorandum of Understanding (MoU)** between the university and industry partners to formalise internship opportunities (Annexure 4).
 - List of Partnering Organisations and Contact Details (Annexure 5).

4. Student Registration and Internship Application

- **Action:** Students register for internships through the college/institutional Internship Cell.

- **Period:** Registration opens after the outreach phase and should remain open for at least one month.
- **Documentation:**
 - **Student Internship Registration Form** (Annexure 6).
 - **Resume Format Template** for student submissions (Annexure 7).

5. Allocation of Internship Opportunities

- **Action:** The College/Institutional Internship Cell matches students with internship providers based on their academic programme, career interests and industry needs.
- **Period:** One month after the admission closes.
- **Documentation:**
 - **Student Allocation List** (Annexure 8).
 - **Internship Confirmation Letter** from the organisation (Annexure 9).

6. Pre-Internship Orientation and Student Preparation

- **Action:** Conduct workshops on workplace etiquette, resume writing, interview skills and professional communication for students.
- **Period:** Within two weeks of allocation.
- **Documentation:**
 - **Pre-Internship Orientation Schedule** and Content Outline (Annexure 10).
 - **Attendance Sheet** for orientation (Annexure 11).

7. Signing of Internship Contracts

- **Action:** Form the internships with contracts signed between the student, institution and the internship provider.
- **Period:** One week before the internship begins.
- **Documentation:**
 - **Internship Agreement/Contract** between student, institution, and industry (Annexure 12).

8. Commencement of Internship

- **Action:** Students begin internships/OJTs with industry supervisors supervising their tasks and projects.
- **Period:** Typically, internships is conducted between **4 to 8 weeks** for UG programmes and **4 to 6 weeks** for PG programmes.
- **Documentation:**
 - **Daily Internship Diary Format** for students to record activities (Annexure 13).
 - **Supervisor Evaluation Sheet** to track daily/weekly progress (Annexure 14).

9. Monitoring and Mid-Internship Review

- **Action:** Faculty Mentors from the institution conduct periodic check-ins with the students and the internship providers to ensure progress.
- **Period:** Mid-point of the internship duration.
- **Documentation:**
 - **Mid-Internship Review Form** completed by the Faculty Mentor (Annexure 15).
 - **Progress Report from Industry Supervisor** (Annexure 16).

10. Submission of Internship Reports

- **Action:** Students submit their final internship reports detailing their tasks, learning outcomes and experiences.
- **Period:** Within one week of completing the internship.
- **Documentation:**
 - **Internship Report Format** (Annexure 17).
 - **Student Self-Evaluation Form** reflecting on skills gained (Annexure 18).

11. Final Evaluation and Viva Voce

- **Action:** Conduct a viva voce or seminar presentation where students present their internship experience to an evaluation committee as per the defined evaluation structure and pointers with assigned weightage.
- **Period:** Within two weeks of internship completion.
- **Documentation:**

- **Evaluation Rubrics for Internship Presentation/Viva Voce** (Annexure 19).
 - **Grading Sheet for Final Evaluation** by the Faculty Mentor and Committee (Annexure 20).
-

12. Submission of Internship Completion Certificates

- **Action:** Internship providers issue completion certificates to students and provide final feedback.
- **Period:** Immediately after the Evaluation is finalised.
- **Documentation:**
 - **Internship Completion Certificate Template** (Annexure 21).
 - **Final Industry Supervisor Feedback Form** (Annexure 22).

13. Credit Allocation and Reporting

- **Action:** The University allocates academic credits based on the internship evaluation and the results are recorded.
- **Period:** Within one week after the final Evaluation.
- **Documentation:**
 - **Credit Allocation Sheet** for Internship Performance (Annexure 23).
 - **Internship Result Report** submitted to the university's Examination Section (Annexure 24).

14. Feedback and Future Improvement

- **Action:** Collect feedback from students, faculty and industry providers to assess the internship/OJT effectiveness and identify areas for improvement.
- **Period:** Ongoing but collected after each internship/OJT cycle.
- **Documentation:**
 - **Internship Feedback Form** for Students and Industry (Annexure 25).
 - **Summary of Feedback and Recommendations for Next Cycle** (Annexure 26).

15. Signing New Memoranda of Understanding (MoUs)

- **Action:** The University/Institution establishes new MoUs with additional industry partners for the next academic year.

- **Period:** Ongoing; however, before the start of the next academic year.
- **Documentation:**
 - **Memorandum of Understanding (MoU) Format** (Annexure 27).



Detailed Process of Implementation for Internship/OJT Policy

The following details outline a step-by-step process for effectively implementing the Internship/On-the-Job Training (OJT) policy, integrating the roles and responsibilities of various stakeholders. This implementation is designed to clarify and ensure all activities are carried out smoothly, from the formation of internship cells to the final credit allocation and feedback collection.

1. Formation of Internship Cells and Assignment of Roles

The first step is the formation of University Level Internship Cell and College/Institutional Level Internship Cells. This is crucial as both levels will coordinate, supervise and ensure the effective execution of internships.

- The university Level Internship Cell will be headed by the Vice Chancellor/Dean, with the Nodal Officer (Training & Placement Officer - TPO) managing operations, assisted by Faculty and Student Coordinators.
- The college-level internship cell will have the principal as its head, supported by the college-level TPO, faculty coordinators and student representatives.

The **Nodal Officer at the university level** is responsible for supervising the formation and operation of the internship cells at the institutional level. The cells are to be established within the **first month** of the academic year. The structure and assigned roles of the members will be recorded and maintained.

2. Finalisation of Internship Policy

Once the internship cells are operational, the **University Level Internship Cell** will finalise the **Internship Policy and Guidelines** in accordance with NEP 2020, UGC regulations and industry standards. This policy will outline the academic credit structure, assessment criteria and the overall timeline for the internship process.

- The **Nodal Officer (TPO)** will ensure that the policy is communicated to all affiliated colleges and institutions, providing clarity on academic credits, evaluation methods and required documentation.

3. Industry Outreach and Partnership Establishment

The **TPO** at both the university and college levels will initiate outreach to industries, government bodies, NGOs and registered start-ups to establish internship opportunities. This is achieved by signing **Memoranda of Understanding (MoUs)**

with these organisations. The collaborations should be formalised to ensure a clear understanding of expectations between the institution and the internship providers.

The **TPO** will manage this process, ensuring each department can access relevant industry partnerships. The outreach is expected to be completed within the first two months of the academic year.

4. Student Registration for Internships

Once collaborations with internship providers are established, the **College/Institutional Level Internship Cells** will open student registration. Students will be required to submit their academic profile, resumes and indicate areas of interest.

- **Faculty Coordinators** will assist students in identifying relevant internship opportunities and preparing their resumes.
- The **TPO** ensures that all eligible students complete their registration on time.

After registration closes, the College Internship Cell will submit the student registration details to the University Internship Cell for tracking purposes.

5. Allocation of Internships

Based on the registrations received, the **College/Institutional Internship Cells** will allocate internships to students by matching their academic profile and preferences with available internship opportunities.

- The **TPO** and the Faculty Coordinators will ensure that students are allocated appropriate internships, prioritising alignment with academic objectives.
- The confirmed list of allocations will be communicated to the University Level Internship Cell.

Each student will receive a formal **Internship Confirmation Letter** from the allocated provider.

6. Pre-Internship Orientation

The College Level Internship Cell will will organise a pre-internship orientation session for all students who have been assigned internships. The orientation will cover essential skills like professional communication, workplace etiquette, resume writing, and interview techniques.

- Industry representatives may be invited to conduct parts of the training.

- The **TPO** will ensure that all students attend the orientation and that attendance is recorded.

7. Signing of Internship MoUs

Before the commencement of the internship, formal **Internship Agreements** will be signed between the student, the institution and the internship provider. This agreement clearly outlines the roles and responsibilities of each party.

- The **TPO** will ensure that these agreements are completed and stored in the student's internship file.
- A copy of each agreement will be submitted to the University Internship Cell for record-keeping.

8. Commencement of Internship

Students begin their internships under the guidance of their **Industry Supervisor**. Throughout the internship, students are required to maintain a **Daily Internship Diary**, recording their tasks, learning outcomes and skills gained.

- The **Faculty Coordinator** will monitor students during the internship and conduct regular check-ins.
- The **Industry Supervisor** will periodically evaluate the student's performance, ensuring their tasks align with the agreed-upon objectives.

9. Mid-Internship Review

At the midpoint of the internship, the **Faculty Mentor** will conduct a **Mid-Internship Review** with the student and the Industry Supervisor to evaluate the student's progress. This will ensure that any issues are addressed promptly and that the internship continues to meet both academic and professional objectives.

- The **TPO** will also review student progress and assist in resolving any issues that may arise.
- A progress report will be submitted to the University Internship Cell after the review.

10. Submission of Internship Reports

After completing the internship, students are required to submit their **Internship Reports** within one week. This report must detail the tasks they completed, the skills they developed and the overall learning experience.

- **Faculty Mentors** will review the reports and provide feedback.
- The reports are then submitted to the **TPO** and forwarded to the University Level Internship Cell for academic record-keeping.

11. Final Evaluation and Viva Voce

Students will present their internship experiences through a **Viva Voce or Seminar Presentation**. An evaluation committee, consisting of the **Faculty Mentor, TPO**, and other faculty members, will assess the students' performance based on their report and presentation.

- Grades will be assigned based on the evaluation rubric, which considers both the student's report and the viva voce.
- The final grades and evaluation sheets are submitted to the University Level Internship Cell.

12. Issuance of Completion Certificates

Upon successful completion of the internship, the **Industry Supervisor** will issue a **Completion Certificate** and provide final feedback on the student's performance. The certificate is submitted to the College Level Internship Cell and then forwarded to the University Level Internship Cell.

- The **TPO** ensures that the certificates are recorded in the student's academic file.

13. Credit Allocation and Reporting

After the final Evaluation, the **University Internship Cell** will allocate academic credits based on the student's performance during the internship. The **TPO** will submit the final grades to the Examination Section for inclusion in the student's academic records.

14. Feedback Collection and Process Improvement

Once the internship cycle is complete, the **University and College Internship Cells** will collect feedback from students, faculty and industry supervisors. This feedback will be used to improve the internship process for future batches.

- The **TPO** compiles the feedback and submits a report to the University Level Internship Cell.
- Recommendations for improving the process are made based on the feedback collected.

15. Renewal and Signing of New MoUs

At the end of each academic year, the **TPO** will work on renewing MoUs with existing industry partners and establishing new partnerships for the upcoming academic year. The **University Internship Cell** will monitor and support this process, ensuring the institution has access to various internship opportunities.

Components for Evaluation of Internships/OJT

Evaluation of internships or On-the-Job Training (OJT) is a critical process that assesses the performance and learning outcomes of the students. The evaluation process is divided into **Internal** and **External** components to ensure a comprehensive review of the student's practical work experience. Each component plays a significant role in determining the final credit allocation and student success.

1. Internal Evaluation

Internal Evaluation is carried out by the **Faculty Mentor** and the College Level Internship Cell. The purpose is to assess the student's performance from an academic perspective, ensuring that the internship aligns with the learning objectives of the academic programme.

Key Components of Internal Evaluation:

- **Regularity and Punctuality:** Attendance, timely submission of reports and adherence to deadlines.
- **Mid-Internship Review:** The Faculty Mentor conducts periodic student progress reviews. This includes checking for task completion, problem-solving skills, and the relevance of tasks to the student's academic goals.
- **Internship Report:** The student submits a comprehensive report detailing the tasks they performed, skills they developed and lessons learned during the internship. The report is evaluated for clarity, depth and connection to the student's academic curriculum.

- **Viva Voce or Presentation:** Students present their internship experience before a panel, including the Faculty Mentor and other department members. This presentation evaluates the student's understanding of the practical work done and how they can relate it to theoretical knowledge.
- **Faculty Mentor's Evaluation:** The Faculty Mentor evaluates the student's overall progress, work ethic, initiative and problem-solving ability.

2. External Evaluation

External Evaluation is carried out by the **Industry Supervisor** or the organisation hosting the student during the internship. This Evaluation is crucial as it assesses the student's ability to work professionally and apply academic knowledge in real-world tasks.

Key Components of External Evaluation:

- **Task Performance:** The industry supervisor evaluates the quality and efficiency with which the student performed assigned tasks.
- **Technical Skills:** Assessment of the student's technical skills related to the internship, including their ability to apply learned theories practically.
- **Professional Behaviour:** The supervisor assesses the student's punctuality, communication skills, teamwork and adherence to the organisation's protocols.
- **Problem-Solving and Initiative:** Evaluation of the student's capacity to take initiative and solve problems independently within the scope of their tasks.
- **Final Supervisor Feedback:** The supervisor provides feedback on the overall performance of the student, highlighting strengths, weaknesses and areas for improvement.

Suggestive Grid for Assessment and Evaluation

A **suggestive grid** provides a systematic way to assign weightage to various components of both internal and external evaluations. The following grid outlines the distribution of marks/grades for an internship/OJT evaluation process:

Component	Weightage (Marks)	Evaluated By
Internal Evaluation		
Regularity and Punctuality	10	Faculty Mentor
Mid-Internship Review	15	Faculty Mentor
Internship Report	20	Faculty Mentor
Total Internal Evaluation	XXX Marks	
External Evaluation		
Task Performance	20	External Examiner
Technical Skills	10	External Examiner
Professional Behaviour	10	External Examiner
Problem-Solving and Initiative	10	External Examiner
Total External Evaluation	50 Marks	
Grand Total	100 Marks	

1. Appendix

1.1. Appendix I: Internship Undertaking

1. Student Name:			
2. Current Address			
3. Residence Address			
4. Email id			
5. Mobile Nos.			
6. Aadhar			
7. PAN			
8. Overall GPA			
9. Mode of Internship			
10. Internship Preferences			
	Location	Core Area	Organization / Institute
Preference-1			
Preference-2			
Preference-3			
I confirm that I agree with the terms, conditions, and requirements of the Internship Policy			
Student Signature:			
Date _____			
I confirm that the student has attended the internship orientation and has met all paperwork and process requirements to participate in the internship program, and has received approval from his/her mentor.			
Sign of Department Faculty Coordinator			
Date			

1.2. 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 Year
Project:
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 verbs to show what you have accomplished Quantify results as much as possible
- Use key words that will catch a recruiter's eye

Other Achievements and Personal Interests

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

1.3. Appendix III: Organization Outreach Letter

<HEI Letter Head>

To,

The (Manager, HR)

.....

Subject: Request for _____ weeks internship of Students pursuing < >

Dear Sir,

The HEI established in <year>, <HEI>, Maharashtra reflects the vision of leading industrialists and educationalists. Institute is accredited with '< >' grade by NAAC in March 2015. The HEI has been recognized about it's over all academic excellence and infrastructure.

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

S.No.	Name	Roll no.	Year	Department

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

A line of confirmation will be highly appreciated.

Yours sincerely,

Nodal Officer/TPO

<HEI Name and Date>

1.4. Appendix IV: Relieving Letter of Student

<HEI Letter Head>

To,
The General Manager (HR)
.....

Subject: Relieving letter of student

Dear Sir,

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

S.No.	Name	Roll no.	Year	Department

This training being an essential part of the curriculum, the following guidelines have been prescribed in the curriculum for the training. You are therefore, requested to please issue following guidelines to the concerned student mentor.

- Internship schedule may be prepared and a copy of the same may be sent to us.
- Each student is required to prepare Internship diary and report.
- Kindly check the Internship diary of the student daily.
- Issue instruction regarding working hours during training and maintenance of the attendance record

You are requested to evaluate the student's performance on the basis of grading i.e. Excellent, Very Good, Satisfactory and Non-Satisfactory on the below mentioned factors:

- Attendance and general behavior
- Relation with workers and supervisors
- Initiative and efforts in learning
- Knowledge and skills improvement
- Contribution to the organization

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

Your efforts in this regard will positively enhance 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 regulation of the organization and will maintain a proper discipline with keen interest during their internship. The students will report to you on dated along with a copy of this letter.

Yours sincerely,

Nodal Officer/TPO

<HEI Name and Date>

1.6. Appendix VI: Attendance Sheet

<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						

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

Name and Signature with date of Internship Supervisor _____

1.7. Appendix VII: Supervisor Evaluation of Intern

<Organization Letter Head>

Student Name: _____ Date: _____
 Work Supervisor: _____ Title: _____
 Organization: _____
 Internship Address: _____
 Dates of Internship: From _____ To _____

Please evaluate intern by indicating the frequency with which you observed the following behaviors:

Parameters	Needs Improvement	Satisfactory	Good	Excellent
Behaviors				
Performs in a dependable manner				
Cooperates with co-workers and supervisors				
Shows interest in work				
Learns quickly				
Shows initiative				
Produces high quality work				
Accepts responsibility				
Accepts criticism				
Demonstrates organizational skills				
Uses technical knowledge and expertise				
Shows good judgment				
Demonstrates creativity/originality				
Analyzes problems effectively				

Is self-reliant				
Communicates well				
Writes effectively				
Has a professional attitude				
Gives a professional appearance				
Is punctual				
Uses time effectively				

Overall performance of student intern (circle one):

(Needs improvement / Satisfactory / Good / Excellent)

Additional comments, if any:

Signature of Industry supervisor _____

HR Manager _____

1.8. Appendix VIII: Student Feedback of Internship

(To be filled by Students after Internship completion)

Student Name: _____ Date: _____

Industrial Supervisor: _____ Title: _____

Supervisor Email: _____ Internship is: _____ Paid _____ Unpaid _____

Organization: _____

Internship Address: _____

Faculty Coordinator: _____ Department: _____

Dates of Internship: From _____ To _____

Give a brief description of your internship 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 prior to 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)					

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 internship 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 internship?
- What did you dislike about the internship?
- Considering your overall experience, how would you rate this internship? (Circle one).
-Satisfactory/ Good/ Excellent
- Give suggestions as to how your internship experience could have been improved. (Could you have handled added responsibility? Would you have liked more discussions with your professor concerning your internship? Was closer supervision needed? Was more of an orientation required?)

<Signature of Student>

<Name, Roll number, Date>

1.9. Appendix IX: Performa for Evaluation of Internship by Institute

<HEI Letter Head>

1. Name of Student _____
2. Mob. No. _____
3. Roll No. _____
4. Branch/Semester _____
5. Period of Training _____
6. Home Address with contact No. _____
7. Address of Training Site: _____
8. Address of Training Providing Agency: _____
9. Name/Designation of Training In- charge _____
10. Type of Work _____
11. Date of Evaluation _____
12. Please rate the following:

S.no.	Particular	Grade
1	Quality and effectiveness of presentation	
2	Depth of knowledge and demonstrated skills	
3	Variety and relevance of learning experience	
4	Practical applications and relationships with concepts taught	
5	Internship Report	
6	Attendance record, student log, supervisor evaluation	

Overall grade: _____

Additional Remarks:

Signature of Faculty Mentor

1.10. Appendix X: Student Resources: Internship Programs and Platforms

Government Internship Programs

- AICTE Internship: <https://internship.aicte-india.org/>
- NITI Ayog Internship: <https://www.niti.gov.in/internship>
- TULP Internship Program: https://smartcities.gov.in/The_Urban_Learning_Internship_Program
- Digital India Internship: <https://www.meity.gov.in/writereaddata/files/Digital%20Internship%20Scheme%202023%20%281%29.pdf>
- Directorate General of Foreign Trade Internship program: <https://www.dgft.gov.in/CP/?opt=intership-scheme>
- National Commission for Scheduled Tribes Internship: <https://ncst.nic.in/sites/default/files/2021/Internship/3677>
- Corporate Affairs Ministry Internship program: <https://www.mca.gov.in/bin/dms/getdocument?mds=aC%252B%252F82boz%252FD%252FdHcFkAAJ0A%253D%253D&type=open>
- Finance Ministry Internship program: <https://dpe.gov.in/schemes/scheme-internship>
- Women and Child Development Ministry Internship program: https://wcd.nic.in/sites/default/files/Internship%20Guideline.._0.pdf
- Ministry of Culture Internship programs: <https://nationalmuseumindia.gov.in/en/national-museum-internship-programme>

Online Platforms for Internships:

- Internshala: <https://internshala.com/>
- LetsIntern: <https://letsintern.in/>
- Twenty19: <http://twenty19.com.testednet.com/>
- HelloIntern: <https://hellointern.co/>
- Freshersworld: <https://www.freshersworld.com/>
- Youth4work: <https://www.youth4work.com/>
- Freshersnow: <https://www.freshersnow.com/internships-in-delhi/>
- Zuno by Foundit: <https://www.foundit.in/zuno/>
- LinkedIn: <https://www.linkedin.com/jobs/internship-jobs/?currentJobId=3647611763&originalSubdomain=in>
- Well Found (earlier, AngelList Talent): <https://wellfound.com/location/india>
- Indeed: <https://in.indeed.com/jobs?q=internships&l=&vjk=fd2d4f96a2564717>
- Naukri.com: <https://www.naukri.com/internship-jobs>
- TimesJobs: <https://www.timesjobs.com/jobs-by-roles/intern-jobs>
- NGO Box: https://ngobox.org/job_listing.php
- CSR Box: <https://csrbox.org/>

2. Annexure- Frequently Asked Questions for Students

i. What is an internship?

An internship is a structured, short-term work experience usually offered by organizations and academic / research institutions to students to gain practical exposure in a professional setting. Key benefits of an internship include:

- Practical application of classroom learning in real-world scenarios.
- Professional-skill development including communication, teamwork, etc.
- Exposure to industry-specific processes and environments.
- Opportunities for networking and potential future job prospects

ii. How many hours do I need to complete to get the credits for my internship?

The number of hours required varies based on the credit allocation for different programs. It is generally equivalent to 30 hours of work per credit. Technical programs typically require 12 credits, while other undergraduate programs require 12-14 credits. On the other hand, postgraduate programs require 10-12 credits.

iii. When can I apply for Internship?

The application timelines and duration are specified at the beginning of each academic year. Students can apply as per the specified timelines. The Internship Cell shall facilitate the application process and provide support with preparation.

iv. What are the domains I can do my internship in?

Internship domains are diverse, encompassing both core and non-core areas. Core domains are related directly to the student's field of study. On the other hand, non-core domains offer opportunities for cross-disciplinary learning and skill development. The internships can be of the following nature (but not limited to):

- Internships with Industrial organizations, both Industrial and Government
- NGO, MSME, Rural Internship
- Innovation and Entrepreneurship activities
- Inter/ Intra Institutional Activities
- Academic / industry research project
- Project work, Seminar (excluding credits for Advanced Courses)

v. How can I apply for Internship?

Students can apply through multiple channels. They can leverage existing internship platforms and programs, as given in Appendix of this Policy. Apart from these portals, students are encouraged to network through alumni, faculty mentors, and industry experts to find the organizations that suit their interests. They are also encouraged to engage in networking events, career fairs, and workshops organized by the HEI.

vi. What is the monetary compensation for my internship?

Compensation structures vary across internships and organizations. Some internships offer monetary compensation, while others may be partially compensated or unpaid. The focus remains on the quality and relevance of the internship experience.

vii. What should I write in my resume? Is cover letter Cover letter also necessary?

Resumes should highlight academic achievements, skills, previous experiences, and extracurricular activities relevant to the internship. A cover letter is recommended, showcasing the student's interest, qualifications, and suitability for the internship role.

Students are required to follow a standard format for their Resume, as given in the Appendix of the Internship Policy.

viii. Can my internship lead to full time employment?

Internships often act as a gateway to potential future job opportunities within the hosting organization. However, full-time employment depends on various factors, including performance during the internship and organizational requirements. Students are required to report to the Internship Cell of any PPO made by the respected organization.

ix. How will my internship performance be assessed? Will the assessment affect my credits?

Internship shall be evaluated on the basis of quality and effectiveness of presentation, depth of knowledge and demonstrated skills, variety and relevance of learning experience, practical applications and relationships with concepts taught in the course, and Internship Report. Attendance record, student log, supervisor evaluation shall also be analyzed towards evaluation of the Internship. The credits will be allocated on the basis of overall grade (above Pass) received by the students during the assessment.

x. Can I work from home for the internship?

Depending on the nature of the internship and the organization's policies, remote work options might be available. However, compliance with the organization's requirements and maintaining communication with HEI is crucial.

xi. What if I find an internship, unaided by the University, i.e, through my own efforts?

Students are free to find their own internship opportunities. They must inform the Nodal Officer/TPO and ensure compliance with internship guidelines.

xii. Whom can I contact for any clarifications / questions on internships and related processes?

For any queries or clarifications regarding internships and related processes, students can reach out to the designated Nodal Officer/TPO or the Faculty Coordinators at the Departmental level. If any student has any grievance with respect to termination and/or any penal action ordered by concerned HOD, then such a student can submit his appeal in writing to the Nodal Officer/TPO, who shall be the final arbiter on such matters.