

MAJOR MANDATORY INTRODUCTION TO BUSINESS

PROGRAM	B.COM
SEMESTER	I
COURSE TITLE	INTRODUCTION TO BUSINESS
VERTICLE /CATEGORY	A/MAJOR MANDATORY (CORE)
COURSE LEVEL	4.5
COURSE CODE	
COURSE CREDIT	2
HOURS PER WEEK THEORY	2
HOURS PER WEEK PRACTICAL/TUTORIAL	NA

COURSE OBJECTIVE

This course provides an overview of the business, understanding and significance of the Business Environment, Project Planning and Business Strategy.

COURSE OUTCOMES

CO1: Learners will recognize the fundamental components of the business

CO2: Learners will be able to apply theoretical knowledge to real world scenarios within the Business Environment.

CO3: Learners would understand the concept and importance of project planning and would get hands on through case studies

CO4: To create comprehensive understanding among the learners about Business Strategies

ORGANISATION OF THE COURSE

UNIT NO	COURSE UNITS AT A GLANCE	TOTAL HOURS
1	Business and Business Environment	15
2	Project Planning and Business Strategies	15
TOTAL HOURS		30

COURSE DESIGN	
COURSE UNIT TITLE 1: BUSINESS and BUSINESS ENVIRONMENT (15)	
a. Business	Introduction - Traditional and Modern Concept of business., Functions, Scope and Significance of business. Objectives of Business: Steps in setting business objectives,
b. Business Environment	Concept and Importance of business environment, Constituents of Business Environment, Educational Environment and its impact, International Environment – Current Trends in theWorld, Climate change and its impact
PEDAGOGICAL APPROACH: Lecture Method, Case study and Assignments	
COURSE UNIT TITLE 2 PROJECT PLANNING and BUSINESS STRATEGIES: (15)	
a. Project Planning	Introduction: Business Planning Process; Concept and importance of Project Planning; ProjectReport; feasibility Study types and its importance Business Unit Promotion: Concept and Stages of Business Unit Promotion, Location – Factors determining location, and Role of Government in Promotion. Statutory Requirements in Promoting Business Unit.
b. Business Strategy	Introduction :- Concept of Business strategy, New Trends in Business strategy: Impact of Liberalization, Privatization and Globalization, Strategy alternatives in the changing scenario, Restructuring and turnaround strategies
PEDAGOGICAL APPROACH: Lecture Method, Assignments and Case Studies	

REFERENCES:-

- Business Organisation Management Maheshwari, Rajendra P, Mahajan, J.P. International Book House
- Business Organisation, Maheshwari, Rajendra P, Mahajan, J.P., International Book House
- Introduction to Commerce, Vikram, Amit, Atlantic Pub
- A Course Book on Business Environment, Cherunilam, Francis, Himalaya Pub
- Business Environment, Cherunilam,Francis, Himalaya Pub
- Essentials of Business Environment, Aswathappa K., Himalaya Pub
- Essentials of Business Environment, Aswathappa, Himalaya Pub
- Strategic Management, Kapoor, Veekkas, Taxmann

Total 50 Marks: with 2 Credits
30 Marks External and 20 Marks Internal

30 Marks External

DURATION: 1 Hour

MARKS: 30

Any 2 out of 3

Q. 1 Answer the following (15 Marks)

- a.
- b.

Q. 2 Answer the following (15 Marks)

- a.
- b.

Q. 3 Answer the following (15 Marks)

- a.
- b.

20 Marks Internal
Any 4 out of 6

- | | |
|---------------------|------------|
| 1) Class Test | (05 Marks) |
| 2) Assignment | (05 Marks) |
| 3) Presentation | (05 Marks) |
| 4) Group Discussion | (05 Marks) |
| 5) Quiz | (05 Marks) |
| 6) Case Study | (05 Marks) |

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

Course	Accountancy & Financial Management -I (Semester I; Level 4.5)	Credits	02
Type	Major: Mandatory	No of Teaching hours	30
Evaluation/ Assessment	Total 50 Marks = 30 Marks Semester End Evaluation and 20 Marks Continuous Evaluation		

Preface

India is experiencing a surge in entrepreneurial endeavors. For young minds planning to start their businesses or manage family businesses, a deep understanding of accounting principles is vital for financial management, decision-making, and ensuring the growth and sustainability of their enterprises. Accounting serves as the cornerstone of commerce education. It is the language of business and forms the basis for understanding financial transactions, records, and statements. Learning accounting is fundamental for students pursuing careers in commerce. Many commerce learners aspire to become Chartered Accountants (CAs), Cost and Management Accountants (CMAs), or Company Secretaries (CS) in India. A strong foundation in accounting and financial management is a prerequisite for pursuing these prestigious and highly regarded professional qualifications. The present course designed imparts a foundation of knowledge and skills that are not only pertinent to academic success but also invaluable for successful careers in the complex and dynamic business landscape of India. Whether students aim to become accountants, opt for administrative services of government, entrepreneurs, financial analysts, or professionals in any related field, this course provides the necessary tools to excel in their chosen paths while contributing to India's financial stability.

Aims and Objectives

CO1	To recognize the fundamental accounting concepts and conventions in financial reporting and understand its applicability.
CO2	To articulate the applicability and valuation of selected Accounting Standards.
CO3	To ascertain the process of preparation of final accounts for a proprietary manufacturing firm.

Learning Outcomes

LO1	The learner will be able to identify and explain the various accounting concepts and conventions applicable to the accounting system.
LO2	The learner will be able to identify, summarize, distinguish the purpose of policies and compute the valuation of inventory as per Accounting Standards 2
LO3	The learner will be able to calculate the profit/loss of the manufacturing firm and prepare its final accounts.

MODULES AT GLANCE

Module No	Content	No of Hours
1	Introduction to Accounting Concepts and Accounting Standards.	15
2	Final Accounts of Manufacturing Concern.	15
		30

Module No	Content	No of Hours
1	<u>Introduction to Accounting Concepts & Accounting Standards.</u> - Accounting Concepts and Conventions. - Meaning and Classification - Capital, Revenue: Expenditure and Receipts, Profit and Loss. - Accounting Standard (AS) and Ind-AS & IFRS – An Introduction, Concepts and Benefits. - AS – 1 Disclosure of Accounting Policies. - AS – 2 Valuation of Inventories. - AS - 9 Revenue Recognition. - Inventory Valuation and Experiential Learning- Physical Stock Taking Activity and Recording. - Practical Problems on preparation of Stock Ledger Account using First in First Out (FIFO Method) and Weighted Average Cost method. - Short practical problems on Valuation of Inventory as per AS 2.	15
2.	<u>Final Accounts of Manufacturing Concern</u> - Introduction and meaning. - Final Accounts of Manufacturing Concern (Proprietary Firm). - Closing and Adjustment Entries in Final Accounts of Manufacturing Concern. - Preparation of Trading Account, Manufacturing Account, Profit & Loss Account and Balance Sheet. (Note: For Semester End Examination not more than 5 adjustments to be asked in one practical problem)	15

Reference Books

1. Introduction to Accountancy by T. S. Grewal, S. Chand and Company (P) Ltd., New Delhi.
2. Advanced Accountancy by R. L Gupta and M Radhaswamy, S. Chand and Company (P) Ltd., New Delhi.
3. Modern Accountancy by Mukherjee and Hanif, Tata Mc. Grow Hill & Co. Ltd., Mumbai
Financial Accounting by Lesile Chandwichk, Pentice Hall of India Adin Bakley (P) Ltd.

4. Financial Accounting for Management by Dr. Dinesh Harsalekar, Multi-Tech. Publishing Co. Ltd., Mumbai.
5. Financial Accounting by P. C. Tulsian, Pearson Publications, New Delhi.
6. Accounting Principles by Anthony, R.N. and Reece J.S., Richard Irwin Inc.
7. Financial Accounting by Monga, J.R. Ahuja, Girish Ahuja and Shehgal Ashok, Mayur Paper Back.
8. Compendium of Statement & Standard of Accounting, ICAI.
9. Guidance Notes on Accounting Standard, ICAI
10. Indian Accounting Standards, Ashish Bhattacharya, Tata Mc. Grow Hill & Co. Ltd., Mumbai
11. Financial Accounting by Williams, Tata Mc. Grow Hill & Co. Ltd., Mumbai
12. Company Accounting Standards: Shrinivasan Anand, Taxman.
13. Financial Accounting by V. Rajasekaran, Pearson Publications, New Delhi.
14. Introduction to Financial Accounting by Horngren, Pearson Publications.
15. Financial Accounting by M. Mukherjee. M. Hanif. Tata McGraw Hill Education Private Ltd; New Delhi.

Semester End External - 30 Marks

Time: 1:00 Hour

QUESTION PAPER PATTERN **Attempt any 2 out of 3 questions.**

Question No	Questions	Marks
Q1	Practical/ Theory	15
Q2	Practical/ Theory	15
Q3	Practical/ Theory	15
	TOTAL	30

Note

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given however it is not mandatory.
3. Use of simple calculator is allowed in the examination.
4. Wherever possible more importance is to be given to the practical problems.

Continuous Evaluation: Internal (20 marks)

	Assessment/ Evaluation	Marks
1	Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)	10
2	Participation in Workshop/ Conference/Seminar/ Case Study/Field Visit/ Certificate Course/Projects/Assignments etc. (Physical/Online mode)	10

Mandatory Course – I

Programme Name: B. Com. (Business Economics)

Course Name: Economics for Professional Careers - I

Total Credit: 2

University Assessment: 50 Marks

Pre-Requisite: This course requires students to have a foundational understanding of basic economics.

Course Objectives:

- To establish a comprehensive understanding of Business Economics.
- To demonstrate and understand the various concept in the principles of demand.
- To compare and contrast the theories of consumer behavior.
- To develop expertise in the concept of supply and related concepts.

Course Outcome:

CO1: Remembering the meaning, scope and importance of concepts used in the economics.

CO2: Understanding the role, problems and types of concepts used in the economics.

CO3: Applying the determinant of demand, supply.

CO4: Analysing the consumer's behaviour.

Modules	Units	Lecture Hours
1. Business Economics and Demand	Meaning, scope and importance of Business Economics., Basic Problems of an Economy and Role of Price Mechanism.	15
	Meaning and Determinants of Demand, Law of Demand, Increase & Decrease in Demand and Expansion & Contraction of Demand.	
2. Consumer's Behaviour and Supply	Theory of Consumer's Behaviour Marshallian approach and Indifference Curve approach.	15
	Meaning and Determinants of Supply, Law of Supply and Elasticity of Supply.	

Reference Books:

- 1) Bradley R. Schiller, The Macro Economics Today, Tata McGraw-Hill, 2011.
- 2) B. Douglas Bernheim and Michael D. Whinston, Microeconomics, Tata McGraw-Hill, 2011.
- 3) Lipsey, R.G. and A.K. Chrystal, Economics, Oxford Univ. Press, 2007
- 4) Mankiw, N.G., Economics: Principles and Applications, Cengage Learning, 2009.
- 5) Pindyck, R.S. and D.L. Rubinfeld, Microeconomics, Pearson Education, 2008.
- 6) Stiglitz, J.E. and C.E. Walsh, Principles of Economics, W.W. Norton, 2002.
- 7) Salvatore, D.L., Microeconomics: Theory and Applications, Oxford Univ. Press, 2008.
- 8) Suma Damodaran, Managerial Economics, Oxford University Press, 2006
- 9) Varian, H.R., Intermediate Microeconomics: A Modern Approach, W.W. Norton, 2002.
- 10) Sen, Anindya, Microeconomic Theory, Oxford Univ. Press, 1999.
- 11) Koutsoyiannis, A., Modern Microeconomics, MacMillan Press, 1979.
- 12) H.L. Ahuja, Business Economics, 1999.
- 13) H.L. Ahuja, Principles of Microeconomics.

Title of the Course: Entrepreneurship and Innovative Start-ups with Strategic Economics

Programme: B. Com in Business Economics

**Name of the Course: Environmental Management
& Sustainable Development -I**

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Environmental awareness transcends academic boundaries. This course transcends academic boundaries, equipping you with a foundational understanding of ecosystems, biodiversity, and the human impact on natural resources and climate. Students will learn about critical issues like pollution and explore solutions for a sustainable future. The knowledge you gain here connects with diverse fields such as biology, economics, and even engineering. It is a foundation for further exploration in environmental science, conservation biology, and environmental policy. This course ignites your interest in environmental issues and opens doors to exciting careers in environmental management, conservation, and sustainable development – fields with growing demand across industries. Prepare for an interactive learning experience through engaging lectures, stimulating group discussions, and insightful case studies examining real-world environmental challenges and solutions.
2	Vertical :	Open Elective
3	Type :	Theory
4	Credit:	2 credits / (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1. To create and disseminate knowledge to the students about environmental problems at local, regional and global scale. 2. To introduce about ecosystems, biodiversity and to make aware for the need of conservation. 3. To sensitize students towards environmental concerns, issues, and impacts of	

	human population. 4. To prepare students for successful career in environmental departments, research institutes, industries, consultancy, and NGOs, etc.
8	Course Outcomes: 1. Use principles of Environmental Science for explaining sustainable development and its related ethical concerns 2. Display scientific perspective for issues confronting our present day environment. 3. Analyze the national and global environmental issues relating air, water, soil, and land use, biodiversity, and pollution. 4. Explain the Role of an individual in relation to human population and environmental pollution.
9	Modules:- Unit I: Ecosystems, Biodiversity and Conservation (8 lectures) Introduction, structure, and function of ecosystems; Energy flow: food chains, food webs and ecological succession. Case studies of the following: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) 1. Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns 2. India as a mega-biodiversity nation; Endangered and endemic species of India 3. Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. 4. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value. Unit II: Natural Resources and Sustainable Development (7 lectures) Overview of natural resources: Definition of resource; Classification of natural resources- biotic and abiotic, renewable and non-renewable. Biotic resources: Major type of biotic resources- forests, grasslands, wetlands, wildlife and aquatic (fresh water and marine); Microbes as a resource; Status and challenges. Water resources: Types of water resources- fresh water and marine resources; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Water scarcity and stress; Conflicts over water. Soil and mineral resources: Important minerals; Mineral exploitation; Environmental problems due to extraction of minerals and use; Soil as a resource and its degradation. Energy resources: Sources of energy and their classification, renewable and non-renewable sources of energy; Conventional energy sources- coal, oil, natural gas, nuclear energy;
	Non-conventional energy sources- solar, wind, tidal, hydro, wave, ocean thermal, geothermal, biomass, hydrogen and fuel cells; Implications of energy use on the environment. Introduction to sustainable development: Sustainable Development Goals (SDGs)-

	targets and indicators, challenges and strategies for SDGs.
	Unit III: Human Communities and the Environment (8 lectures)
	1. Human population growth: Impacts on environment, human health and welfare. 2. Resettlement and rehabilitation of project affected persons; case studies. 3. Disaster management: floods, earthquake, cyclones and landslides. 4. Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan. 5. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. 6. Environmental communication and public awareness, case studies (e.g. CNG vehicles in Delhi).
	Unit IV: Environmental Issues; Local, Regional, and Global (7 lectures)
	Environmental issues and scales: Concepts of micro-, meso-, synoptic and planetary scales; Temporal and spatial extents of local, regional, and global phenomena. Pollution: Impact of sectoral processes on Environment, Types of Pollution- air, noise, water, soil, municipal solid waste, hazardous waste; Transboundary air pollution; Acid rain; Smog. Land use and Land cover change: land degradation, deforestation, desertification, urbanization. Biodiversity loss: past and current trends, impact. Global change: Ozone layer depletion; Climate change.
10	Text Books 1. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006. 2. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders. 3. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi. 4. Chiras, D. D and Reganold, J. P. (2010). Natural Resource Conservation: Management for a Sustainable Future. 10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson. 5. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS) 6. Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. Ecology, Environment and Resource Conservation. Anamaya Publications https://sdgs.un.org/goals 7. Down to Earth, Centre of Science and Environment ®. 8. Hawkins R. E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay ®. 9. Harper, Charles L. (2017) Environment and Society, Human Perspectives on Environmental Issues 6th Edition. Routledge. 10. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press. 11. Harris, Frances (2012) Global Environmental Issues, 2nd Edition. Wiley-Blackwell.

11	Reference Books 1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt. 2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press. 3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge. 4. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
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	5. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons. 6. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent. 7. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders. 8. Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton. 9. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press.	
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, Visits, assignment etc. (at least 4)	
14	Format of Question Paper: for the final examination For OE: External - 30 Marks (2 Credits) Internal - 20 Marks Question Paper Format for 30 Marks Format of Question Paper: 30 Marks per paper Semester End Theory Examination: 1. Duration - These examinations shall be of one hour duration. 2. Theory question paper pattern: a. There shall be 04 questions each of 10 marks out of which students will attempt ANY THREE	

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

Name of the Course: Quantitative Techniques – I (OE – I)

Sr. No.	Heading	Particulars
1	Description the course: Including but not limited to:	This course deals with the Basic Mathematics that forms an essential component of Most of the Competitive and Entrance Examinations, such as Banking, Management Entrance, UPSC/MPSC, SET/NET, GMAT/GRE to quote a few. Although the Math-concepts involved in these examinations are of elementary level, the nature of the problems in such exams is far different, and the difficulty level of the questions is much higher, than the typical ones, based on which students are tested in schools. A person appearing for such exams is expected to have a thorough understanding of the concepts, to have ability to think logically, and to be able to interpret the data, presented in different manner.
2	Vertical:	Open Elective
3	Type:	Theory
4	Credits:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives (CO): This course revises the basic mathematical concepts learned during school career. However, the problems asked in this course would be mostly advanced and indirect, and would demand broader and critical thinking. The course aims to enhance the reasoning power and logical thinking of the learners and nurture their intellect so as to make them competent across all competitive exams. CO1. To reinforce the basic math concepts and ideas within the learners CO2. To enhance the reasoning power of the learners and make them think over and apply concepts/formulae to solve math problems of indirect nature, thereby developing their problem-solving capacity. CO3. To develop logical thinking of the learners CO4. To make learners competent across all competitive and entrance examinations.	
8	Course Outcomes (OC): After completion of the course, students will be able to. OC1: understand the integers, rational numbers, real numbers and their operations. OC2: learn the concepts of GCD, LCM. OC3: understand the concepts related to averages and percentages, such as arithmetic mean.	

	geometric mean, harmonic mean OC4: evaluate the ratios and proportions OC5: understand the Profit, Loss, Percentage Profit and Percentage Loss. OC6: learn the concepts related to Time, Speed and Distance.
9	Modules:- Module 1: Elementary Arithmetic - I 1. Numbers and BODMAS: • Review of the number systems (Integers, Whole Numbers, Rational Numbers and Real Numbers) • Review of the basic operations and their results (like odd + even = odd, odd × even = even, odd raised to even is odd etc) • Easy tricks to do fast calculations (multiplication, squares, square-roots etc) • GCD and CLM of two or more numbers. 2. Averages and Percentage: • The three different means viz. Arithmetic Mean, Geometric Mean, Harmonic Mean • Properties of the three means, such as (a) AM-GM-HM inequality, (b) The mean of two numbers lies in between the two numbers, (c) In case of several numbers, the product of AM and the number of numbers equals the addition of numbers, (d) In case of several numbers, the product of the numbers equals the GM raised to the number of numbers, (e) The effect of adding the same quantity to each number on AM, (f) The effect of multiplying each number by the same quantity on GM • Percentage 3. Ratio and Proportion: • Concept of Ratio of two quantities • Ratio related properties such as invertendo, alternendo, componendo, dividendo etc • Direct and Inverse Proportion [The problems to be asked should be of varied levels of difficulty. A few ones based on directly applying a given formula may be asked at the beginning; however, the latter ones should demand critical analysis of the given information and a thoughtful selection of the method/formula to solve the same.] Module 2: Elementary Arithmetic – II 1. Profit and Loss: • Definitions of Profit and Loss • The concept of Percentage Profit and Percentage Loss 2. Time, Speed and Distance: • The concept of average speed based on the total distance crossed and the total time taken • The difference between crossing a pole/tower/tree/human and crossing a tunnel/bridge/station • Crossing a stationary object versus crossing a moving object

	- Moving with/against the current (in a river) 3. Work, Pipes and Cisterns: - Work done in unit time is reciprocal of the total work done (assuming that the amount of work done in each unit time is same), - Filling/refilling/emptying cisterns.													
10	Text Books 1. Bible To Basic Mathematics, Pragati Agarwal 2. Quantitative Aptitude for Competitive Examinations, R. S. Agarwal 3. Logical and Analytical Reasoning: Useful for All Competitive Exams, A. K. Gupta													
11	Reference Books 1. Arithmetic : Subjective And Objective For Competitive Examinations, R. S. Agarwal 2. Maths Book For Competitive Exams, Vikas Bhalla 3. Reasoning For Competitive Examinations, Nishit K Sinha													
	<u>Scheme of the Examination</u>													
	The performance of the learners shall be evaluated into two parts. - Internal Continuous Assessment of 20 marks for each paper. - Semester End Examination of 30 marks for each paper. - Separate head of passing is required for internal and semester end examination.													
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%												
13	Continuous Evaluation through: Quizzes, Class Tests, presentations, projects, role play, creative writing, assignments etc. (at least 3) <table border="1"> <thead> <tr> <th>Sr. No.</th><th>Particulars</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>1</td><td>A class test of 10 marks is to be conducted during each semester in an Offline mode.</td><td>10</td></tr> <tr> <td>2</td><td>Project on any one topic related to the syllabus or a quiz (offline/online) on one of the modules.</td><td>05</td></tr> <tr> <td>3</td><td>Seminar/ group presentation on any one topic related to the syllabus.</td><td>05</td></tr> </tbody> </table>		Sr. No.	Particulars	Marks	1	A class test of 10 marks is to be conducted during each semester in an Offline mode.	10	2	Project on any one topic related to the syllabus or a quiz (offline/online) on one of the modules.	05	3	Seminar/ group presentation on any one topic related to the syllabus.	05
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	Paper pattern of the Test (Offline Mode with One hour duration): Q1: Definitions/Fill in the blanks/ True or False with Justification. (04 Marks: 4 x 1). Q2: Attempt any 2 from 3 descriptive questions. (06 marks: 2 × 3)																	
14	Format of Question Paper: The semester-end examination will be of 30 marks of one hour duration covering the entire syllabus of the semester. <table border="1"><thead><tr><th colspan="4">Note: Attempt any TWO questions out of THREE.</th></tr></thead><tbody><tr><td>Q.No.1</td><td>Module 1 and 2</td><td>Attempt any THREE out of FOUR. (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3 (c) Question based on OC4 (d) Question based on OC5/OC6</td><td>15 Marks</td></tr><tr><td>Q.No.2</td><td>Module 1 and 2</td><td>Attempt any THREE out of FOUR. (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3 (c) Question based on OC4 (d) Question based on OC5/OC6</td><td>15 Marks</td></tr><tr><td>Q.No.3</td><td>Module 1 and 2</td><td>Attempt any THREE out of FOUR. (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3 (c) Question based on OC4 (d) Question based on OC5/OC6</td><td>15 Marks</td></tr></tbody></table>		Note: Attempt any TWO questions out of THREE.				Q.No.1	Module 1 and 2	Attempt any THREE out of FOUR . (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3 (c) Question based on OC4 (d) Question based on OC5/OC6	15 Marks	Q.No.2	Module 1 and 2	Attempt any THREE out of FOUR . (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3 (c) Question based on OC4 (d) Question based on OC5/OC6	15 Marks	Q.No.3	Module 1 and 2	Attempt any THREE out of FOUR . (Each question of 5 marks) (a) Question based on OC1/OC2 (b) Question based on OC3 (c) Question based on OC4 (d) Question based on OC5/OC6	15 Marks
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Sign of the BOS
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Dr. Bhausaheb S Desale
The Chairman, Board of
Studies in Mathematics

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Dr. Madhav R. Rajwade
Faculty of Science &
Technology

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

Name of the Course: IT_Google Workspace

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

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

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

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

Module 2:

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

	5. Google Sites: Creating and building simple websites using Google Sites, Adding content, images, and widgets to websites. a. Assume you runs a small business. Create a visually appealing website which includes the following pages: Home page , About the business, Products page, Announcement of discounts.	
10	Text Books and Online Resources 1. Hart-Davis, G. (2021). Teach Yourself Visually Google Workspace. Visual. 2. https://support.google.com/a/users#topic=9247638 3. https://support.google.com/edu/classroom#topic=10298088 4. https://support.google.com/maps/?hl=en#topic=9729258	
11	Reference Books 1. Team, Z. (2017). The Ultimate Guide to G-Suite. Lean Pub G-Suite. 2. Iyer, b. (2022). Google workspace user guide: a practical guide to using google apps efficiently while integrating them with your data.	
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	
14	Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination Practical Slip: Q1. From Module 1 13 marks Q2. From Module 2 12marks Q3. Journal and Viva 05 marks	

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

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

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

VSC Semester 1

Fundamentals of Start Up

PROGRAM	B.COM
SEMESTER	I
COURSE TITLE	Fundamentals of Start up
VERTICLE /CATEGORY	VSC 1
COURSE LEVEL	4.5
COURSE CODE	
COURSE CREDIT	2
HOURS PER WEEK THEORY	2
HOURS PER WEEK PRACTICAL/TUTORIAL	NA

COURSE DESCRIPTION

The course Fundamentals of Start up introduce the fundamentals of startup in India, funding strategies & motivation to start own business.

COURSE OBJECTIVE

To understand new venture creation opportunities, its resources, and requirements for Enterprise Start-up.

COURSE OUTCOME

Course Outcomes: On successful completion of this course, the students will be able:

CO1: Develop a start-up Enterprise with Big Idea Generation.

CO2: Analyze start-up capital requirement by analyzing legal factors.

CO3: Interpret feasibility Analysis towards funding issues.

CO4: Access growth stages in new venture and reasons for scaling ventures.

CO5: Evaluate financial stability and decide on expansion possibilities

ORGANISATION OF THE COURSE

UNIT NO	COURSE UNITS AT A GLANCE	TOTAL HOURS
1	Start-up Opportunities	15
2	Start-up Capital Requirements and Legal Environment	15
TOTAL HOURS		30

COURSE DESIGN
Semester I Title: Fundamentals of Start-ups
<u>Module 1: Start-up Opportunities (15)</u>
• The New Industrial Revolution – The Big Idea- Generate Ideas with Brainstorming- Business Start-up - Ideation- Venture Choices - The Rise of the start-up Economy • The Six Forces of Change- The Start-up Equation, The Entrepreneurial Ecosystem: Entrepreneurship in India, Government Initiatives.
PEDAGOGICAL APPROACH: Lecture Method, Case study and Assignments
<u>Module 2: Start-up Capital Requirements and Legal Environment (15)</u>
• Identifying Startup Capital Resource requirements, Constructing a Process Map, Approval for New Ventures • Funding Strategies with Bootstrapping, Crowd Funding, Preparation of Startup Project Report.
PEDAGOGICAL APPROACH: Lecture Method, Case study and Hands on project report
REFERENCES:- • Kathleen R Allen, Launching New Ventures, An Entrepreneurial Approach, Cengage Learning, 2016. Page 6 of 6 • Anjan Raichaudhuri, Managing New Ventures Concepts and Cases, Prentice Hall International, 2010. • S. R. Bhowmik, M. Bhowmik, Entrepreneurship, New Age International, 2007. • Steven Fisher, Ja-nae' Duane, The Startup Equation -A Visual Guidebook for Building Your Startup, Indian Edition, Mc Graw Hill Education India Pvt. Ltd, 2016. • Donald F Kuratko, Jeffrey S. Hornsby, New Venture Management: The Entrepreneur's Road Map, 2e, Routledge, 2017. • Vijay Sathe, Corporate Entrepreneurship, 1e, Cambridge, 2009.

Total 50 Marks: with 2 Credits
30 Marks External and 20 Marks Internal

30 Marks External

DURATION: 1 Hour

MARKS: 30

Any 2 out of 3

Q. 1 Answer the following

(15 Marks)

- a.
- b.

Q. 2 Answer the following

(15 Marks)

- a.
- b.

Q. 3 Answer the following

(15 Marks)

- a.
- b.

20 Marks Internal
Any 4 out of 6

3) Class Test

(05 Marks)

2) Assignment

(05 Marks)

3) Presentation

(05 Marks)

4) Group Discussion

(05 Marks)

5) Quiz

(05 Marks)

6) Case Study

(05 Marks)

Note: 1) Any Four out of the above can be taken for the internal Assessment.

4) The internal Assessment shall be conducted throughout the Semester.

Course	Vocational Skills in Accounting– I (Semester I; Level 4.5)	Credits	02
Type	VSC, SEC: (VSEC)	No of Teaching hours	30
Evaluation/ Assessment	Total 50 marks = 30 Marks Semester End Evaluation and 20 Marks Continuous Evaluation		

Preface

In the dynamic landscape of business, staying compliant with various laws and regulations is crucial for the smooth functioning and growth of enterprises. This comprehensive course aims to empower learners with the knowledge and skills required for successful business registration and compliance with key legislations. Covering a spectrum of legal frameworks, the course delves into the intricacies of Income Tax Law, GST Law, Udyam, Digital Signature application. By completing this course, learners will not only enhance their employability but also gain a competitive edge in navigating the complex regulatory environment of the practical business world. Acquire the skills needed to ensure legal compliance, foster ethical business practices, and contribute to the sustainable growth of enterprises in today's ever-changing business landscape.

Aims and Objectives

CO1	To enable the learners to understand the concepts of business start-ups.
CO2	To enable the learners to develop the skill required for registration of business start-ups under various statutes.

Learning Outcomes

On successful completion of the course, the learners will be able to

LO1	Acquire the basic knowledge of the concept of person under various statutes and Digital Signature.
LO2	Familiarise and understand the basic concepts of business registrations under various statutes.
LO3	Develop the application skill required for registration under various statutes.
LO4	Develop the analytical skill required to understand the various conditions required for registration under various statutes.
LO5	Evaluate in practically restricted situation the knowledge gained related to registration under various statutes.

MODULES AT GLANCE

Module No	Content	No of Hours
1	<u>Module-1</u> • Meaning and concept of “Person” under Income Tax Law, GST Law, Udyam • Application and Registration procedure of Digital Signature. • PAN & TAN application for business Under The Income Tax Act, 1961. • Business Registration under UDYAM / UDYOG AADHAR. • Business Registration under Goods and Service Tax Laws.	15
2.	<u>Module-2</u> • Registration of business under The Maharashtra State Tax on Professions, Trades, Callings and Employments Acts, 1975. • Business Registration under The Employees’ Provident Funds And Miscellaneous Provisions Act, 1952. • Business Registration under The Employees’ State Insurance Act, 1948.	15

Note: The above modules will be covering applicability and registration of individuals and partnership firm.

References

Sr. No.	Name of the Book	Name of the Author	Publisher
1	Student’s Guide to Income Tax Including GST.	Vinod K Singhania, Monica Singhania	Taxmann
2	Student’s Guide to Income Tax Including GST – Problems and Solutions	Vinod K Singhania, Monica Singhania	Taxmann
3	Direct Taxes Law and Practice	Vinod K Singhania, Kapil Singhania	Taxmann
4	Income Tax Act, 1961	Bare Act	
5	Income Tax Rules, 1962		
6	GST Practice Manual	Aditya Singhania	Taxmann
7	GST Ready Reckoner	V.S. Datey	Taxmann
8	Professional’s Guide to GST	Abhishek A. Rastogi	Taxmann
9	GST Acts with Rules/Forms & Notifications	Taxmann	
10	Indirect Tax Laws	Mahesh Gour, K M Bansal, V S Datey	Taxmann
11	The Maharashtra State Tax on Professions, Trades, Callings and Employments Act, 1975 with Rules, 1975	PL. Subramanian	Snow White
12	Students handbook on Taxation	T.N.Manoharan and G R Giri	Snow White

13	Direct Tax Laws and International Taxation	T.N.Manoharan and G R Giri	Snow White
14	Guide to Employees' Provident Fund	Asis Mokhupadaya	Aggarwal Law House
15	Practical Guide to Employees' State Insurance Act, Rules and Regulations	HL Kumar	Aggarwal Law House
16	The Employees' Provident Funds and Miscellaneous Provisions Act, 1952	Commercial Law Publishers	

<u>Sr. No.</u>	<u>Weblinks</u>
1	https://incometaxindia.gov.in/Pages/default.aspx
2	https://udyamregistration.gov.in/Government-India/Ministry-MSME-registration.htm
3	https://www.gst.gov.in/
4	https://mahagst.gov.in/en
5	https://unifiedportal-mem.epfindia.gov.in/memberinterface/
6	https://www.esic.gov.in/

Semester End External - 30 marks

Time: 1:00 hour

QUESTION PAPER PATTERN

Attempt any 2 out of 3 questions.

Question No	Questions	Marks
Q1	Practical/ Theory	15
Q2	Practical/ Theory	15
Q3	Practical/ Theory	15
	TOTAL	30

Note

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may be subdivided into 8 marks + 7 marks, 10 marks + 5 marks and 5 marks + 5 marks + 5 marks. Internal options may be given however it is not mandatory.
3. Use of simple calculator is allowed in the examination.
4. Wherever possible more importance is to be given to the practical problems.

Continuous Evaluation: Internal 20 Marks

	Assessment/ Evaluation	Marks
1	Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)	10
2	Participation in Workshop/ Conference/Seminar/ Case Study/Field Visit/ Certificate Course/Projects/Assignments etc. (Physical/Online mode)	10

VSC Semester 1

Business Etiquettes and Corporate Grooming

PROGRAM	B.COM
SEMESTER	I
COURSE TITLE	Business Etiquette and Corporate Grooming
VERTICLE /CATEGORY	VSC 1
COURSE LEVEL	4.5
COURSE CODE	
COURSE CREDIT	2
HOURS PER WEEK THEORY	2
HOURS PER WEEK PRACTICAL/TUTORIAL	NA

COURSE DESCRIPTION

The course in business etiquette and corporate grooming introduces concepts related to business etiquette and corporate grooming and its applications in the contemporary context.

COURSE OBJECTIVES

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

1. Identify basic concepts related to business etiquette and corporate grooming.
2. Discuss the concepts in the context of effective writing and business correspondence.
3. Discuss its applications in different settings and appreciate the key minimum standards required by etiquette practice Level of Knowledge: Conceptual and application

COURSE OUTCOME

CO1: Enable the learners to understand the etiquette required in business

CO2: Help the learners know the concept of corporate grooming

CO 3: Enable the learners to understand the application of business etiquette and corporate grooming

ORGANISATION OF THE COURSE

UNIT NO	COURSE UNITS AT A GLANCE	TOTAL HOURS
1	Business Etiquettes	15
2	Corporate Grooming	15
TOTAL HOURS		30

COURSE DESIGN
Unit 1 –Business Etiquettes – (15)
• Business Etiquettes- Concept, Principles, Significance of Business Etiquettes in 21st Century Professional Advantage; Need and Importance of Professionalism Minimum standards required by etiquette practice. • Workplace Etiquette, E-Mail Etiquette, Telephone Etiquette Dining Etiquette, Meeting Etiquette and Presentation Etiquettes.
PEDAGOGICAL APPROACH: Lecture Method, Role Play and Assignments
Unit 2 – Corporate Grooming (15)
• Corporate Grooming - Concept, Hygiene and Grooming Guide - Posture and Gesture – Yes's and NO's of Grooming, Appearance and Attire, Clothes Encounters - Gauge in brain (Formal vs informal), Connecting and Building Rapport - Listening Skills, Conversational Skills, Body Language. • Emotional intelligence: Importance, concept, theory and measurements. Stress Management: Strategies for preventing and relieving stress. Time management: Meaning; Techniques and styles.
PEDAGOGICAL APPROACH: Lecture Method, Case study and Role Play
REFERENCES:- • Lillian H. Chaney, Jeanette S. Martin. The Essential Guide to Business Etiquette • Sarvesh Gulati (2012), Corporate Grooming and Etiquette, Rupa Publications India Pvt. Ltd. • Thomas Means (2009), Business Communication. • Nancy R. Mitchell Etiquette Rules Wellfleet Press 2017 A field guide to modern manners

Total 50 Marks: with 2 Credits
30 Marks External

DURATION: 1 Hour

MARKS: 30

Any 2 out of 3

Q. 1 Answer the following

(15 Marks)

- a.
- b.

Q. 2 Answer the following

(15 Marks)

- a.
- b.

Q. 3 Answer the following

(15 Marks)

- a.
- b.

20 Marks Internal

1) Class Test

(05 Marks)

2) Assignment

(05 Marks)

3) Presentation

(05 Marks)

4) Group Discussion

(05 Marks)

5) Quiz

(05 Marks)

6) Case Study

(05 Marks)

Note: 1) Any Four out of the above can be taken for the internal Assessment.

2) The internal Assessment shall be conducted throughout the Semester.

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

8	Course Outcomes: At the end of the course, learners will be able to: 1. Understand the basics and significance of business communication theory. 2. Adapt to and use digital communication methods for personal and business purposes. 3. Grasp and effectively use the nuances of verbal and non-verbal communication. 4. Improve their skills in business correspondence.
9	Modules:- Per credit One module can be created
	Module 1: Introducing the Theory of Business Communication (15 Lectures)
	1. Concept of Communication - Definition and meaning of communication - Process of communication - Need of communication - Feedback 2. Communication at the Workplace - Channels of communication: Downward, Upward, Horizontal, Grapevine - Methods of communication: Verbal and non-verbal 3. Impact of Digital Technology on Communication - Internet-enabled communication; Email - Social media: FaceBook, Twitter, Instagram, WhatsApp
	Module 2: Business Correspondence (15 Lectures)
	1. - Parts of a business letter - Layouts of a business letter 2. - Job application with bio-data - letter of appointment - letter of appreciation - letter of resignation

	3. - Emails: Job application via email - writing and responding to official emails
10	Text Books: N.A.
11	Reference Books: 1. Ashley, A. <i>A Handbook of Commercial Correspondence</i>. New Delhi: Oxford University Press, 1992. 2. Aswalthapa, K. <i>Organisational Behaviour</i>. Mumbai: Himalaya Publications, 1991. 3. Balan, K.R. and Rayudu, C. S. <i>Effective Communication</i>. New Delhi: Beacon Books, 1996. 4. Bangh, L. Sue, Fryar, Maridell and Thomas David A. <i>How to Write First Class Business Correspondence</i>. N.T.C. Publishing Group USA, 1998. 5. Benjamin, James. <i>Business and Professional Communication Concepts and Practices</i>. New York: Harper Collins College Publishers, 1993. 6. Britt, Deborah. <i>Improving Business Communication Skills</i>. Kendall Hunt Publishing Co., 1992. 7. Bovee Courtland, L. and Thrill, John V. <i>Business Communication Today</i>. McGraw Hill, New York, Taxman Publication, 1989. 8. Drucher, P.F. <i>Technology, Management and Society</i>. London: Pan Books, 1970. 9. Eyre, E.C. <i>Effective Communication Made Simple</i>. Kolkata: Rupa and Co., 1985. 10. Ecouse, Barry. <i>Competitive Communication: A Rhetoric for Modern Business</i>. New Delhi: OUP, 1999. 11. Fisher, Dalmar. <i>Communication in Organisation</i>. Mumbai: Jaico Publishing House, 1999. 12. Frailley, L.E. <i>Handbook of Business Letters</i>. Revised Edn. New Jersey: Prentice Hall Inc., 1982. 13. Flynn, Nancy. <i>The Social Media Handbook</i>. Wiley, 2012. 14. Gartside, L.E. <i>Modern Business Correspondence</i>. Plymouth: McDonald and Evans Ltd, 1980. 15. Ghanekar, A. <i>Communication Skills for Effective Management</i>. Pune: Everest Publishing House, 1996. 16. Labade, Sachin, Katre Deepa et al. <i>Communication Skills in English</i>. Orient Blackswan, Pvt Ltd, 2021. 17. Shainesh, G. and Githa Heggde. <i>Social Media Marketing: Emerging Concepts and Applications</i>. Springer Nature Singapore, 2018

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination												
13	Continuous Evaluation through: • Performance in activities: 10 marks (The class may be divided into batches to conduct the oral activities by creating formal schedule for the same before the semester End Examination.) • Written assignments or projects: 10 marks (Learners will have to write and submit written assignments in a timely manner.) Suggested Activities: • Use of social media accounts for purpose of business communication • Making short presentations on given topics • Official letter writing/ email writing exercises • Role play focusing on channels and methods of communication													
14	Format of Question Paper: for the final examination <table> <tr> <td><i>External / Semester End Examination</i></td><td><i>Marks: 30</i></td><td><i>Time: 1 Hours</i></td></tr> <tr> <td>Q.1. Essay Type Questions (Any One out of two on Unit I)</td><td></td><td>Marks 10</td></tr> <tr> <td>Q.2. Essay Type Questions (Any One out of two on Unit II)</td><td></td><td>Marks 10</td></tr> <tr> <td>Q.3. Short Notes/Problem (Any Three out of five on all Units)</td><td></td><td>Marks 10</td></tr> </table>		<i>External / Semester End Examination</i>	<i>Marks: 30</i>	<i>Time: 1 Hours</i>	Q.1. Essay Type Questions (Any One out of two on Unit I)		Marks 10	Q.2. Essay Type Questions (Any One out of two on Unit II)		Marks 10	Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10
<i>External / Semester End Examination</i>	<i>Marks: 30</i>	<i>Time: 1 Hours</i>												
Q.1. Essay Type Questions (Any One out of two on Unit I)		Marks 10												
Q.2. Essay Type Questions (Any One out of two on Unit II)		Marks 10												
Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10												

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

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Associate Dean
Dr. Suchitra Naik
Faculty of
Humanities

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Associate Dean
Dr. Manisha Karne
Faculty of
Humanities

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

PROGRAM	BA /BSc/ BCOm
SEMESTER	I
COURSE TITLE	Foundation of Behavioural skills Basic level
VERTICLE /CATEGORY	E (Value Education Course)
COURSE LEVEL	50
COURSE CODE	
COURSE CREDIT	2
HOURS PER WEEK THEORY	2
HOURS PER WEEK PRACTICAL/TUTORIAL	

COURSE OBJECTIVE
1. To develop understating about behavioural Skills. 2. To develop communication skills of students through experiential learning. 3. Life skill development through work life balance and stress management training. 4. To developing effective leadership quality among the learners.
COURSE OUTCOME
CO1: Learners will be able to Define and Identify different life skills required in personal and professional life
CO2: Learners will develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.
CO3: Learners will be able to explain the basic mechanics of effective communication and demonstrate these through presentations and take part in group discussions
CO4: Learners will be able to use appropriate thinking and problem-solving techniques to solve new problems

ORGANISATION OF THE COURSE

UNIT NO	COURSE UNITS	HOURS PER WEEK
1	Module 1: Behavioural skills	2*5=10
2	Module 2: Stress Management	2*2=04
3	Module 3: 21st-century skills	2*5=10
4	Module 4: Understanding Value Education	2*3=6
TOTAL HOURS		30

COURSE DESIGN

UNIT TITLE	OUTCOME	DESCRIPTION	PEDAGOGICAL APPROACH
Behavioural skills	Learners will be able to Define and Identify different life skills required in personal and professional life.	Overview of Life Skills: Meaning and significance of life skills, skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion. Life skills for professionals: positive thinking, right attitude, attention to detail, having the big picture, learning skills, research skills, perseverance, setting goals and achieving them, helping others, leadership, motivation, self-motivation, and motivating others, personality development, IQ, EQ, and SQ2.	Examples, TED Talks, videos.

Stress Management	Learners will develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.	Stress, reasons and effects, identifying stress, stress diaries, the four A's of stress management, techniques, Approaches: action-oriented, emotion-oriented, acceptance-oriented, resilience, Gratitude Training, Coping with emotions: Identifying and managing emotions, harmful ways of dealing with emotions, PATH method and relaxation techniques.	Examples, Role Plays, Behavioral Simulations and Games
21st-century skills	Learners will be able to explain the basic mechanics of effective communication and demonstrate these through presentations and take part in group discussions	Creativity, Critical Thinking, Collaboration, Problem Solving, Decision Making, Need for Creativity in the 21st century, Imagination, Intuition, Experience, Sources of Creativity, Lateral Thinking, Myths of creativity, Critical thinking Vs Creative thinking,	Case Discussions, Games and simulations, Group discussions.
Understanding Value Education	Learners will be able to use appropriate thinking and problem-solving techniques to solve new problems	Introduction – Definition, Importance, Process & Classifications of Value Education: Understanding the need, basic guidelines, content and process for Value Education Understanding the thought-provoking issues; need for Values in our daily life Choices making – Choosing, Cherishing & Acting, Classification of Value Education: understanding Personal Values, Social Values, Moral Values & Spiritual Values.	Case Discussions, Games and simulations, Community Service, Presentations

CONTINUOUS ASSESSMENT TESTS (CAT) & SEMESTER END EXAMINATION (SEE)			
NATURE OF ASSESSMENT	MARKS	METHODOLOGY	COURSE OUTCOME
CAT 1 *	10	Online Quiz, Open book test, Presentations, Projects and Viva	CO1
CAT 2 *	05	Presentations, Projects and Viva	CO1, CO2
CAT 3 *	10	Online Quiz, Open book test, Presentations, Project Assignment and Viva	CO3
CAT 4 *	05	Presentations, Projects and Viva	CO4
SEE	30	Five questions of 10 marks each (from each course unit), to be attempted any 3, 10 marks may be subdivided into two sub questions of 5 marks	CO1, CO2, CO3, CO4

*Any Two for 20 marks

ESSENTIAL READINGS	1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics. 2. Shiv Khera, "You Can Win", Macmillan Books, New York, 2003. 3. Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression, 2017.
ADDITIONAL READINGS	The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change Stephen Covey Free Press (first published August 15th 1989)

Syllabus Drafting Committee

Prof. Dr. Aruna Deshpande

Prof. Dr. Tejashree Deshmukh

Mr. Nitin Vazirani

Signature

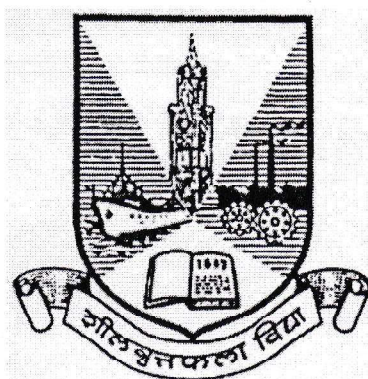
Prof. Kavita Laghate

Mr. Bhooshan Mailkani
Dr. Vinita Pimple

Chairman of Board of Studies in Value Education

As Per NEP 2020

University of Mumbai



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

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc.
2	Vertical :	Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By $\sqrt{\quad}$)
3	Type :	Theory / Practical
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: (List some of the course objectives) 1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition. 2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system. 3. To help to study the enriched scientific Indian heritage. 4. To introduce the contribution from Ancient Indian system & tradition to modern science & Technology.	
8	Course Outcomes: (List some of the course outcomes) 1. Learner will understand and appreciate the rich Indian Knowledge Tradition 2. Lerner will understand the contribution of Indians in various fields 3. Lerner will experience increase subject-awareness and self-esteem 4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined	
9	Modules:-	
	Module 1: (10 Hours)	
	1. Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System) 2. Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions) 3. Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE) 4. Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres) 5. Relevant sites in the vicinity of the Institute (Water Management System at Kanheri, Temple Management of Ambarnath, etc.)	

	Module 2: (10 Hours)	
	1. Medicine (Ayurveda) 2. Alchemy 3. Mathematics 4. Logic 5. Art of Governance (Arthashastra)	
	Module 3: (10 Hours) (Select Any FIVE out of the following)	
	1. Aesthetics 2. Town Planning 3. Strategic Studies 4. Krishi Shastra 5. Vyakaran & Lexicography 6. Natyashastra 7. Ancient Sports 8. Astronomy	9. Yoga and Wellbeing 10. Linguistics 11. Chitrasutra 12. Architecture 13. Taxation 14. Banking 15. Trade and Commerce
10	Reference Books 1. Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa. 2. Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banrasidas, Delhi 1958. 3. History of Chemistry in Ancient India & Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956 4. Charaka Samhita- a scientific synopsis, P. Ray & H.N Gupta National Institute of Sciences of India, New Delhi 1965. 5. MacDonnell A.A- History of Sanskrit literature 6. Winternitz M- History of Indian Literature Vol. I, II & III 7. Dasgupta S.N & De S.K- History of Sanskrit literature Vol. I. 8. Ramkrishna Mission- cultural heritage of India Vol. I, II & III. 9. Majumdar R. C & Pushalkar A.D- History & culture of the Indian people, Vol. I, II & III. 10. Keith A.B- History of Sanskrit literature. 11. Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit	
11	Continuous Internal Assessment: 20 Marks	Semester End Examination : 30 Marks
12	Continuous Evaluation through: Assignment/ Presentations/ Projects (Group/Individual) / Field Visit Report 10 Marks, class Test / MCQ Test 5 Marks, Overall Conduct and Class Participation 5 Marks	
13	Format of Question Paper: for the final examination Q1. Attempt any TWO Questions out of FIVE. 6 Marks Q2. Attempt any THREE Questions out of FIVE 12 Marks Q3. Attempt any THREE Questions out of FIFTEEN. 12 Marks	



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Offg. Associate Dean
Name of the Associate
Dean
Faculty of Interdisciplinary Studies
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Interdisciplinary Studies
Name of the Faculty

UNIVERSITY OF MUMBAI

National Service Scheme

1.1 Preamble:

Students in the National Service Scheme are better able to comprehend all the most recent ideas. These courses include an Introduction to National Service Scheme that covers the concept of social services, which are a variety of public services meant to offer support and help to targeted specific groups, most often the underprivileged. They could be offered by individuals, autonomous, private entities, or under the management of a government body.

1.2 Objectives of the Course:

1. To Introduce National Service Scheme to learners and explain how it is used in current social studies.
2. To make the students aware of the need of having a foundation in social science and NSS.
3. To introduce students to social concepts and issues in society, as well as to get involved in resolving social issues.

1.3 Learning Outcomes of the Course: The students will be able to

1. The course will help students comprehend the foundations of the National Service Program.
2. To understand the unique camping program.
3. Students will learn about the regular activities of NSS.

1.4. Programme Specific Outcomes:

1. Students will be familiar with NSS fundamentals and history, particularly as they pertain to social work.
2. Students will recognize NSS and its ongoing operations.

1.5 Programme Outcomes:

1. Students will comprehend fundamental ideas and facts about the National Service Program.
2. Students will learn the essentials of NSS-related procedures.
3. Students will learn social work skills (such as Voter Awareness, Campus Cleanup, Tree Plantation, and Rallies).

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

UNIVERSITY OF MUMBAI**Semester I****NSS CC****Sub: - Introduction to National Service Scheme****Credits: 02****Marks:50**

Unit Number	SEMESTER 1 Title of the Unit	No. of Lecture
1	Introduction to National Services Scheme NSS- History,Philosophy & Need of Emergence Aims, Objectives, Motto and Emblem of NSS, NSS Theme Song Organizational Structure of NSS-Hierarchy at different levels (National,State,University,College) Roles and Responsibilities of Program Officer Financial Provisions -Grant in Aid for NSS Advisory committees & their functions	15
2	NSS Programmes and Activities (Regular activities) NSS Programmes and Activities (Special Camp activities) Yearly Action Plan of NSS Unit Volunteerism– Meaning, definition, basic qualities of volunteers, need of volunteerism for National development. Opportunities in NSS for Volunteers (Various Camps) Report Writing	15

As Per NEP 2020

University of Mumbai



Title of the Program

Co-Curricular Course

**Introduction to Sports, Physical Literacy,
Health and Fitness and Yog**

SEM I

Syllabus for Two Credit

(With effect from the academic year 2024-25)

Semester I Course Structure

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

Semester I

1.1 Preamble:

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

1.2 Objectives of the Course:

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

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

1.3 Salient features of the course:

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

1.4 Utility of the course:

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

1.5 Program outcomes:

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

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

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

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

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

1.9 Medium of Instruction: English

1.10 Course Structure

Credits: 02

Lectures: 30

Marks: 50

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

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

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

As Per NEP 2020

University of Mumbai



Title of the Program

Introduction to Cultural Activities

SEM I

Syllabus for Two Credit

(With effect from the academic year 2024-25)

Aims and Objectives

- To study the importance of cultural activities in India.
- To discuss the historical importance of cultural activities.
- To define and describe the overview of cultural practices at Indian and Global level.
- To list the various forms of cultural activities and its applied skills.
- To describe the role of organizations for organizing cultural activities in India.

Learning Outcomes

- Understand the significance of cultural activities
- Sensitize students towards Indian culture and its preservation
- Apply the knowledge and skills of the cultural activities in their practical life
- Participate in the various cultural activities

Modules at Glance Semester I

Module No.	Unit	Content	No. of Hours
1	I	Overview to Cultural Activities	05
	II	History of Student Cultural Activities	05
2	III	Forms / Types of Literary and Fine Arts Activities and its Applied Skills	10
	IV	Forms / Types of Performing Arts Activities and its Applied Skills	10
Total No. of Hours			30

Module No.	Unit	Content	No. of Hours
1	I	1.1 Overview to Cultural Activities • Definition of culture and its manifestations • Understanding cultural diversity and inclusivity • The role of cultural activities in preserving heritage • Overview of Indian cultural practices • Overview of global cultural practices	05
	II	2.1 History of Student Cultural Activities □ Role of student cultural activities □ History of student cultural activities in India	05

		• Role of AIU in preserving cultural heritage of India • History of student cultural activities in Maharashtra • Student Cultural activities at University of Mumbai	
2	III	3.1 Forms / Types of Literary and Fine Arts Activities and its Applied Skills 3.1.1 Various Forms of Literary Arts • Elocution: Reading Skills, Soft Skills, Languages, Communication Skills, etc. • Debate: Reading Skills, Soft Skills, Languages, Communication Skills, etc. • Story Writing: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc. • Story Telling: Introduction, Plot, Characterization, Presentation, Relevance, Language Style, etc. • Quiz: General Knowledge skills 3.1.2 Various Forms of Fine Arts • Painting: Visualization, Delivery of the Subject, Composition, Colour Application, Presentation and Overall Impact • Collage: Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact • Poster Making: Visualization, Delivery of the Subject, Presentation, Tagline and Overall Impact • Clay Modeling: Visualization, Delivery of the Subject, Handling of Medium, Composition, Presentation and Overall Impact • Cartooning: Visualization, Delivery of the Subject, Characters, Synchronization, Colour Application, Composition, Presentation and Overall Impact • Rangoli: Visualization, Delivery of the Subject, Colour Scheme, Elements, Presentation and Overall Impact • Mehendi Designing: Originality, Creativity, Decorative Art with Aesthetic Sense, Presentation and Overall Impact	10

		• Spot Photography: Impact, Composition, Technical Quality and Suitability for the Specific Theme • Installation: Visualization, Delivery of the Subject, Handling of Medium, Synchronization, Composition, Presentation and Overall Impact	
	IV	4.1 Forms / Types of Performing Arts Activities and its Applied Skills 4.1.1 Various Forms of Dance • Folk Dance: History and Origin of Folk Dance In India, Types and their Uniqueness, Significance of Folk Dance, Folk Dances in Maharashtra • Classical Dance: History of Classical Dance, Types and their Peculiarities, Significance of Classical Dances in India 4.1.2 Various Forms of Theatre • History of Indian Theatre • Types and their Uniqueness • Significance of Indian Theatre • Various Forms of Theatre: One Act Play, Skit, Mime, Mimicry 4.1.3 Various Forms of Music • History of Indian Music, • Types and their Uniqueness, • Significance of Music in India • Various Forms of Music: Classical Singing, Light Vocal, Percussion, Non-Percussion, Nattasangeet, Western Vocal, Western Instrumental	10

Scheme of Evaluation

The Scheme of Examination shall be of 50 marks. It will be divided into Internal Evaluation (20 marks) and Semester End Examination (30 Marks).

Semester I (50 Marks, 2 Credits) Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks
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1	Presentation OR Project OR Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) OR Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) OR Field Visit OR Attendance	5
Total		20

Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1	Objective Type Questions (All Units)	6
2	Descriptive Question(s) on Unit I [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]	6
3	Descriptive Question(s) on Unit II [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]	6
4	Descriptive Question(s) on Unit III [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]	6
5	Descriptive Question(s) on Unit IV [This question may be divided into sub questions like (a) (b) for 3 Marks + 3 Marks or 4 Marks + 2 Marks pattern]	6
Total		30

Reference Books

- 1) Rabindranath Tagore, The Centre of Indian Culture. Rupa and Co, India, 2017.
- 2) Chopra, J. K. Indian Heritage and Culture. Unique Publisher, India, 2013.
- 3) Patnaik Devdatta, Indian Culture, Art and Heritage. Pearson, India, 2021.
- 4) Cassady Marsh, An Introduction to the Art of Theatre: A comprehensive text- Past, Present and Future. Colorado Springs, Colo, 2017.
- 5) Pingle Bhavanrav A., History of Indian Music: with particular reference to theory and practice, Dev Publishers and Distributors, India, 2021.
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