

THAKUR RAMNARAYAN COLLEGE OF ARTS AND COMMERCE

B.A. DEPARTMENT FYBA SYLLABUS

VERTICAL		COURSE NAME	CREDITS
1	MAJOR	INTRODUCTION TO PSYCHOLOGY	4
1	MAJOR	MICRO-ECONOMICS - I	4
1	MAJOR	Ancient India: From Earliest Times to 350 BCE	4
4	VSC	PERSONAL & SOCIAL LIFE SKILLS <u>OR</u> ENTREPRENEURSHIP DEVELOPMENT	2
4	SEC	METHODS FOR STUDYING PSYCHOLOGY <u>OR</u> ECONOMIC DATA ANALYSIS	2
4	AEC	INTRODUCTION TO COMMUNICATION SKILLS <u>OR</u> COMMUNICATION SKILLS IN ENGLISH	2
5	VEC	INDIAN CONSTITUTION <u>OR</u> INTRODUCTION TO LAW OF TORTS & CONSUMER PROTECTION ACT <u>OR</u> LAW RELATED TO INTELLECTUAL PROPERTY RIGHTS <u>OR</u> FUNDAMENTAL OF PEOPLES SKILL <u>OR</u> FOUNDATION OF BEHAVIOURAL SKILLS	2
5	IKS	INDIAN KNOWLEDGE SYSTEM SERIES - GENERIC I <u>OR</u> GENERIC II <u>OR</u> GENERIC III	2

**Course Vertical: MANDATORY MAJOR (V1)**

**Course Title: Introduction to Psychology- I**

**Course Credits: 4**

**Name of the Course: Introduction to Psychology- I**

Sr. No	Heading	Particulars
1	<b>Description the Course:</b>	This course aims to give the students building blocks of psychology. They will learn basic ideas, different theories, and how they're used in real life. By the end, students will be able to see how psychology connects to everyday experiences. This foundation will prepare them to delve deeper into psychology in the future and explore its impact on daily life
2	<b>Vertical:</b>	Mandatory Course
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	4 Credits
5	<b>Hours Allotted:</b>	60 Hours
6	<b>Marks Allotted:</b>	100 Marks
7	<b>Course Objectives:</b>	<ol style="list-style-type: none"><li>1. To develop the ability to apply psychological principles to analyze real-world situations and behaviors</li><li>2. To develop skills for promoting positive mental health and well-being in oneself and others.</li><li>3. To explore the history of psychology and the different approaches psychologists use to study the mind and behaviour.</li></ol>
8	<b>Course Outcomes:</b>	Student will be able to <ol style="list-style-type: none"><li>1. Utilize psychological concepts to understand and analyze everyday situations and personal experiences.</li><li>2. Analyze the interaction of biological, social, and cultural factors that shape human behavior.</li><li>3. Identify how psychological knowledge can be used to improve communication, decision-making, and interpersonal relationships.</li><li>4. Formulate clear and well-supported arguments about human behavior based on psychological evidence.</li><li>5. Recognize the influence of psychological factors on decision-making, communication, and social interactions.</li></ol>

9	<b>Also applicable to the students of Institute of Distance &amp; OpenLearning (IDOL) of University of Mumbai)</b>
	<b>Module I: Psychology: What is it? (15 Hours)</b>
	<ol style="list-style-type: none"> <li>1. Psychology- Definition, Goals, Perspectives</li> <li>2. Psychology as a Science</li> <li>3. Individual differences and Intelligence</li> <li>4. Professionals in Psychology and frequently asked questions in Psychology</li> </ol>
	<b>Module II: Biological Psychology (15 Hours)</b>
	<ol style="list-style-type: none"> <li>1. Neuron and Neurotransmitters and the Endocrine system</li> <li>2. Brain and Behaviour</li> <li>3. Neuroplasticity and Brain Computer Interface</li> <li>4. Hemispheric specialisation and language</li> </ol>
	<b>Module 3: Development across the lifespan (15 Hours)</b>
	<ol style="list-style-type: none"> <li>1. Studying human development</li> <li>2. Stages of development: prenatal, infancy and childhood</li> <li>3. Classic studies in Psychology</li> <li>4. Indian Adolescents and Late adulthood and aging</li> </ol>
	<b>Module 4: Stress and Health (15 Hours)</b>
	<ol style="list-style-type: none"> <li>1. Understanding Stress and stressors and its Physiological factors</li> <li>2. Psychological factors of stress</li> <li>3. Emotional factors of stress</li> <li>4. Techniques of coping with stress</li> </ol>

Reference Books:

1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon

2. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.

3. Ciccarelli, S. K., White, J. N. & Misra, G. (2015). Psychology. 5th ed. New Jersey: Pearson Education

**MANDATORY MAJOR: Introduction to Psychology- I (4 credits)**

RECOMMENDED CONTINUOUS EVALUATION THROUGH:

**Continuous Internal Evaluation. Marks: 40**

1. Assignments (15)
2. Classroom Presentations (05)
3. Essay Submission/ Book review (10)
4. Participation in Departmental Activities / Field Visit Report (10)

**CHOSEN METHOD:**

1. Assignments (15)
2. Classroom Presentations (05)
3. Essay Submission (10)
4. Participation in Departmental Activities (10)

**External / Semester End Examination Marks: 60 Time: 2 Hours**

- Q.1 Fill in the blanks (Based on all units). (Marks 12)
- Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit I). (Marks 12)
- Q.3 Essay Type Questions (Attempt Any One out of two on Unit II). (Marks 12)
- Q.4 Short Notes/Problem (Attempt Any Three out of five Based on Unit III). (Marks 12)
- Q.5 Short Notes/ Problems (Attempt Any Three out of five Based on Unit IV). (Marks 12)

**Course Vertical: MANDATORY MAJOR (V1)**

**Course Title: Ancient India: From Earliest Times to 350 BCE**

**Course Credits: 4**

**Name of the course: Ancient India: From Earliest Times to 350 BCE**

Sr. No	Heading	Particulars
1	<b>Description the Course:</b>	This course examines the history of Ancient India from its earliest times to 350 BC, focusing on major developments such as early human settlements, the Indus Valley Civilization, and the Vedic Period with the arrival of the Indo-Aryans and the composition of the Vedas. It also highlights the rise of Jainism and Buddhism in the 6th century BC and explores significant advancements in medical science, including the foundations of Ayurveda.
2	<b>Vertical:</b>	Mandatory Course
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	4 Credits
5	<b>Hours Allotted:</b>	60 Hours
6	<b>Marks Allotted:</b>	100 Marks
7	<b>Course Objectives:</b>	<ol style="list-style-type: none"><li>1. To introduce students to the distant past of the Indian subcontinent.</li><li>2. To familiarize students with the various sources of Ancient Indian History.</li><li>3. To teach the processes of evolution of Indian society, culture, economic and political institutions.</li><li>4. To impart doctrines of the Ancient Indian religious sects.</li></ol>
8	<b>Course Outcomes:</b>	Student will be able to <ol style="list-style-type: none"><li>1. Identify Ancient Indian sources.</li><li>2. Comprehend the Ancient Indian social, Religious and Political processes.</li><li>3. Understand and relate with the ancient Indian traditions and wisdom.</li><li>4. Sensitize students regarding multi religious roots of Indian culture.</li></ol>

<b>9 Also applicable to the students of Institute of Distance &amp; Open Learning (IDOL) of University of Mumbai)</b>	
<b>Module I: Sources of Ancient India</b>	<b>( 15 Hours)</b>
<ol style="list-style-type: none"> <li>1. Archaeological Sources and Numismatics</li> <li>2. Literary Sources</li> <li>3. Foreign Travelers Accounts.</li> </ol>	
<b>Module II: Indus Valley Civilization</b>	<b>( 15 Hours)</b>
<ol style="list-style-type: none"> <li>1. Socio – Social and Economic Life.</li> <li>2. Religious Life.</li> <li>3. Town Planning and Decline of the Civilization.</li> </ol>	
<b>Module 3: Vedic Age</b>	<b>( 15 Hours)</b>
<ol style="list-style-type: none"> <li>1. Political and social Life</li> <li>2. Economic and Religious Life</li> <li>3. Janapada- Administration</li> </ol>	
<b>Module 4: India after 6th Century B.C.</b>	<b>( 15 Hours)</b>
<ol style="list-style-type: none"> <li>1. Jainism</li> <li>2. Buddhism</li> <li>3. Development of Medical Science</li> </ol>	

Reference Books:

1. Agarwal D.P., The Archaeology of India, (Delhi Select Book Services) Syndicate, 1984.
2. Bhattacharya N.N., Ancient Indian Rituals and their Social Contents, Manohar Publications, Delhi, 1996.
3. Jha, D.N, Ancient India in Historical Outline, Motilal Banarasidas, New Delhi, 1974

**MANDATORY MAJOR: ANCIENT INDIA: FROM EARLIEST TIMES TO 350 CE  
(Credits 4)**

RECOMMENDED CONTINUOUS EVALUATION THROUGH:

**Continuous Internal Evaluation. Marks: 40**

1. Assignments (15)
2. Classroom Presentations (05)
3. Essay Submission/ Book review (10)
4. Participation in Departmental Activities / Field Visit Report (10)

**CHOSEN METHOD:**

1. Assignments (15)
2. Classroom Presentations (05)
3. Book review (10)
4. Participation in Departmental Activities / Field (10)

**External / Semester End Examination Marks: 60 Time: 2 Hours**

- Q.1 Fill in the blanks (Based on all units). (Marks 12)
- Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit I). (Marks 12)
- Q.3 Essay Type Questions (Attempt Any One out of two on Unit II). (Marks 12)
- Q.4 Short Notes/Problem (Attempt Any Three out of five Based on Unit III). (Marks 12)
- Q.5 Short Notes/ Problems (Attempt Any Three out of five Based on Unit IV). (Marks 12)

**Course Vertical: MANDATORY MAJOR (V1)**

**Course Title: MICRO-ECONOMICS I**

**Course Credits: 4**

**Name of the Course: Micro- Economics-I**

Sr. No.	Heading	Particulars
1	<b>Description the Course:</b>	This course is designed to introduce the students to elementary concepts in microeconomics, economic theories and its application. The student should be able to use these concepts to understand the relevance of microeconomics to the real world. The learners should be able to build on these concepts in the future to develop a deeper understanding of the Economy and its relevance in decision making.
2	<b>Vertical:</b>	Mandatory Course
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	4 Credits
5	<b>Hours Allotted:</b>	60 Hours
6	<b>Marks Allotted:</b>	100 Marks
7	<b>Course Objectives:</b>	<ol style="list-style-type: none"><li>1. To understand subject matter of Microeconomics</li><li>2. To enhance students' knowledge about microeconomics, market and consumer's behavior</li><li>3. To enhance analytical skills of the students for solving economic problem</li></ol>
8	<b>Course Outcomes:</b>	Student will be able to <ol style="list-style-type: none"><li>1. Understand basic concepts of microeconomics</li><li>2. Apply concepts of microeconomics into business and real-life problems</li><li>3. Analyse different concepts of microeconomics and their relationships</li><li>4. Evaluate different concepts of microeconomics its importance and applications in real life</li><li>5. Adapt skills set required for economic decision making</li></ol>

9	<b>Also applicable to the students of Institute of Distance &amp; Open Learning (IDOL) of University of Mumbai)</b>
<b>Module I: Introduction of Micro Economics (15 Hours)</b>	
<ol style="list-style-type: none"> <li><b>1. Micro economics:</b> Meaning, nature, scope, significance and limitations</li> <li><b>2. Economic models and Methodologies:</b> Scientific method, Role of Assumptions, Production possibility curve</li> <li><b>3. Economist as policy advisors:</b> Positive economics and normative economics, managerial economics, causes of disagreement among economists</li> <li><b>4. Basic concept:</b> wealth, welfare and scarcity</li> </ol>	
<b>Module II: Understanding Fundamentals of Market (15 Hours)</b>	
<ol style="list-style-type: none"> <li><b>1. Demand Analysis:</b> Meaning of demand, Demand Function, Derivation of Demand curve, Individual demand versus Market Demand</li> <li><b>2. Supply Analysis:</b> Meaning of supply, Supply function, Derivation of Supply curve, Individual Supply versus Market Supply.</li> <li><b>3. Market Equilibrium:</b> Changes in equilibrium, Changes in demand and Supply, movements along the demand curve, shifts in the demand curve, shifts in supply curve</li> </ol>	
<b>Module 3: Consumer's Behaviour I (15 Hours)</b>	
<ol style="list-style-type: none"> <li><b>1. Utility Analysis:</b> meaning of Utility, Cardinal and Ordinal Approaches, types of goods: Substitutes and complementary</li> <li><b>2. Indifference Curve Analysis:</b> Meaning, types and properties of indifference curve</li> <li><b>3. Budget Constraint:</b> Meaning, Properties and derivation of Budget line</li> <li><b>4. Consumer's Equilibrium:</b> Budget optimization, Income, Price and Substitution effect</li> </ol>	
<b>Module 4: Consumer's Behaviour II (15 Hours)</b>	
<ol style="list-style-type: none"> <li><b>1. Elasticity of demand:</b> Meaning of elasticity of demand, Methods of elasticity of Demand,</li> <li><b>2. Types of elasticity of demand:</b> Price, Income and cross elasticity of demand</li> <li><b>3. Elasticity of Demand and applications:</b> Total revenue and the elasticity of demand, Taxes, Subsidies and elasticity effects</li> <li><b>4. Consumers and producer's Surplus:</b> meaning and computation of Consumer's and Producer's Surplus</li> </ol>	

**Reference Books:**

- N.Gregory Mankiw, (2015), "Principles of Microeconomics" 7<sup>th</sup> edition- Cengage Learning.
- Sen Anindya, (2007), "Microeconomics Theory and Applications" Oxford University press, New Delhi.
- Salvator D, (2003) "Microeconomics Theory and Applications" Oxford University press, new Delhi.
- M.L.Jhingan, (2006) "Microeconomics Theory", 5<sup>th</sup> edition Vrinda Publication (P) Ltd.
- H.L.Ahuja, (2016) "Advance Economics Theory" S.Chand & Company Ltd.
- Paul Samuelson and W. Nordhaus, (2009): Economics, 19<sup>th</sup> Edition McGraw Hill Publications.

**MANDATORY MAJOR: MICROECONOMICS I (4 credits)**

RECOMMENDED CONTINUOUS EVALUATION THROUGH:

**Continuous Internal Evaluation. Marks: 40**

1. Assignments (15)
2. Classroom Presentations (05)
3. Essay Submission/ Book review (10)
4. Participation in Departmental Activities / Field Visit Report (10)

**CHOSEN METHOD:**

1. Assignments (15)
2. Classroom Presentations (05)
3. Essay Submission/ Book review (10)
4. Participation in Departmental Activities / Field Visit Report (10)

**External/Semester End Examination Marks:60 Time:2 Hours**

Note: 1. Attempt any four out of six

2. Each question carries equal marks.(15 marks each)

Q.1

Q.2

Q.3

Q.4

Q.5

Q.6

**Course Vertical 4 : VSC****Course Title: Personal and Social Skills****Course Credits: 2****Personal and Social Skills**

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
1	<b>Vertical</b>	Vertical 4
2	<b>Type:</b>	VSC
3	<b>Credit:</b>	2 Credits
4	<b>Hours Allotted:</b>	30 Hours
5	<b>Marks Allotted:</b>	50 Marks
6	<b>Learning Objectives:</b>	<ol style="list-style-type: none"><li>1) To learn about Personal Skill of Self Awareness</li><li>2) To understand the Personal Skill of Empathy and its role in life.</li><li>3) To know about Communication and its type and role.</li><li>4) To learn about nature stages and process of interpersonal relationship</li></ol>
7	<b>Course Outcomes:</b>	<ol style="list-style-type: none"><li>1) Describe Personal and Social Life Skills</li><li>2) Evaluate the role of Personal and Social Life Skills in real life.</li><li>3) Find relevant literature regarding Personal and Social Life Skills</li><li>4) Give examples about Personal and Social Life Skills</li><li>5) Apply Personal and Social Life Skills to real life</li></ol>
8		<b>Personal and Social Skills Syllabus</b>

Unit 1	<b>1. Personal Skill- Self Awareness and Empathy (15 Hours)</b> <b>a) Introduction to Personal and Social Life Skills, Defining Self-awareness</b> <b>b) Dimensions of Self-awareness, Understanding self through SWOC Analysis and Johari Window</b> <b>c) Empathy and Its Components</b> <b>d) Differentiating Empathy from Sympathy, Social and cultural practices to build Empathy</b>
Unit 2	<b>2. Social Skill- Communication and Interpersonal relations (15 Hours)</b> <b>a) Defining Communication, Communication Process</b> <b>b) Types of communication, Barriers in Communication</b> <b>c) Nature of Interpersonal relationships and Stages of forming interpersonal relationships</b> <b>d) Process of Team Building and Characteristics of effective teams</b>

**Reference Books:**

1. Nair, A.R. , Ranjan, S. , Hardikar, G.& Santhanam, D., (2021). Life Skills: Ready Reckoner. Chennai: Southern Book Star
2. Robbins, S.P., Judge, T. A., & Vohra, N., (2017). Chennai: Pearson India Education Services Pvt. Ltd.

**Continuous Internal Evaluation. Marks: 20**

1. Assignments (5 marks )
2. Viva (5 marks )
3. Class test (10 marks ) ( 5 definition will be asked for 2 marks each)

**CHOSEN METHOD:**

1. Assignment (5)
2. Assignment review (5)

**External/Semester End Examination Marks:30 Time:1 Hour**

- Q1. Definition ( 10 marks)
- Q2. Short notes (Any 2 out of 3 ) (10 marks)
- Q3. Answer in brief (Any 1 out of 2) (10 marks)

**Course Vertical: ABILITY ENHANCEMENT SKILL (V4)**

**Course Title: Communication skills**

**in English**

**Course Credits: 2**

AEC - Communication Basket that is **Communication Skills in English I**

<b>Sr. No</b>	<b>Heading</b>	<b>Particulars</b>
1	<b>Description the Course:</b>	<p><b>Communication Skills in English I</b></p> <p>The English language is an important medium of communication through which one can connect to the global community. It is, therefore, vital that all learners acquire adequate skills in this language. Communication Skills in English is a course that guides the first-year learners to acquire the four skills of communication viz., Listening, Speaking, Reading and Writing.</p> <p>The focus of the syllabus is on building confidence in the learners in applying these skills while using English both academically and socially. Keeping this in mind, the units will have a multi-pronged approach. The course is graded from basic to higher levels of learning so as to help learners gradually acquire the skills. The 30:20 pattern will also help in accomplishing this goal. The activities are designed to focus on oral skill development, while the lectures are aimed at honing their cognitive, analytical, linguistic and creative skills.</p> <p>It is hoped that by the end of the academic year, the learners will have developed confidence in using English language both for oral and written communication as well as develop interest in enhancing these skills later on.</p>
2	<b>Vertical:</b>	<b>Ability Enhancement Course</b>
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted:</b>	30 Hours

6	<b>Marks Allotted:</b>	50 marks
7	<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To enhance English language proficiency of students by familiarizing them with Listening, Speaking, Reading and Writing (LSRW) skills</li> <li>2. To introduce learners to different perspectives of looking at a text or passage</li> <li>3. To equip learners in the functional aspects of English so that they use the acquired language skills correctly and confidently</li> <li>4. To guide learners in the effective use of the digital medium of communication.</li> </ol>	
8	<b>Course Outcomes:</b> learners will be able to <ol style="list-style-type: none"> <li>1. Understand and interpret any text they are reading from different perspectives.</li> <li>2. Arouse the interest of learners in listening to and watching good quality audio and visual media.</li> <li>3. Acquire proficiency in the skills of listening; speaking, reading and writing that will help them meet the challenges of the world.</li> <li>4. Develop good oral and written skills of communication in the English language.</li> </ol>	

9	<b>also applicable to the students of Institute of Distance &amp; Open Learning (IDOL) of University of Mumbai)</b>	
<u>Module I: Introduction to Communication Skills,</u> <u>Reading Skills, and Listening Skills</u>		<b>( 15 Hours)</b>
<p><b>1. Introduction to Communication Skills</b></p> <ul style="list-style-type: none"> <li>● English as an international language and varieties of English</li> <li>● Verbal and Non-Verbal Communication</li> <li>● Features of Effective Writing Skills</li> <li>● Characteristics of an Effective Speech</li> <li>● Effective Listening Skills</li> </ul> <p>This section provides theoretical base for the following units that are practical in nature.</p> <p><b>2. Reading Skills:</b></p> <ul style="list-style-type: none"> <li>● Scanning a text for information</li> <li>● Skimming a passage to look for main ideas, understanding text type</li> <li>● Guessing meaning of an expression (word/phrase/clause)</li> <li>● Building inference skills</li> <li>● Grammar: Tenses, Question Tag, Change the Voice, Framing Interrogative sentence, Synonyms and Antonyms</li> </ul> <p>Passages of around 200- 250 words from fables, folk stories, short stories, non-fiction, history, business or environment could be chosen in this section.</p>		

### 3. Listening Skills

- Listening for main ideas/Gist
- Listening for details
- Listening for text organization features
- Listening for tone, accent, style and register

A variety of relevant audio/visual texts as samples may be drawn from various sources. Listening skills in English should be developed through various activities along with the practice done while teaching in the class.

### Module II: Speaking Skills and Writing Skills

(15 Hours)

#### 1. Speaking Skills in English

##### i) Public Speaking in English

- Introduction
- Characteristics of an effective speech
- Analysis of model speeches
- Drafting and presenting a speech in formal and informal gatherings

##### ii) Conversation skills

- Opening a conversation
- Introducing oneself in various contexts
- Introducing others formally and informally

#### 2. Formal Writing Skills:

- Job applications with bio data (solicited and unsolicited)
- RTI applications
- Applications for duplicate documents (I-cards / mark sheet, etc.)

#### Reference Books:

1. Bellare, Nirmala. *Reading & Study Strategies*. Books. 1 and 2. Oxford University Press, 1997, 1998
2. Bellare, Nirmala. *Easy Steps to Summary Writing and Note-Making*. Amazon Kindle Edition, 2020
3. Comfort, Jeremy, et al. *Speaking Effectively: Developing Speaking Skills for Business English*. Cambridge University Press, 1994.
4. Das, Bikram K., et al. *An Introduction to Professional English and Soft Skills*. Cambridge University Press India Pvt. Ltd., 2010
5. Das, Yadjnaseeni & R. Saha (eds.) *English for Careers*. Pearson Education India, 2012.
6. Dimond-Bayir, Stephanie. *Unlock Level 2 Listening and Speaking Skills Student's Book and Online Workbook: Listening and Speaking Skills Student's Book+ Online Workbook*. Cambridge University Press, 2014.

7. Doff, Adrian and Christopher Jones. *Language in Use* (Intermediate and Upper Intermediate). CUP, 2004.
8. Glendinning, Eric H. and Beverley Holmstrom. Second edition. *Study Reading: A Course in Reading Skills for Academic Purposes*. CUP, 2004
9. Goodale, Malcolm. *Professional Presentations Video Pack: A Video Based Course*. Cambridge University Press, 1998.
10. Grellet, F. *Developing Reading Skills*. Cambridge: Cambridge University Press, 1981
11. Grussendorf, Marion. *English for Presentations*. OUP, 2007.
12. Hamp- Lyons, Liz and Ben Heasley. Second edition. *Study Writing: A Course in Writing Skills for Academic Purposes*. CUP, 2006
13. Labade, Sachin, Katre Deepa et al. *Communication Skills in English*. OrientBlackswan, Pvt Ltd, 2021.
14. Lewis, N. *How to Read Better & Faster*. New Delhi, Goyal Publishers & Distributors Pvt. Ltd, 2006.
15. McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Cambridge: Cambridge University Press, 2001.
16. Mohan, RC Sharma Krishna. *Business Correspondence and Report Writing*. Third edition. Tata McGraw-Hill Education, 2002.
17. Murphy, Raymond, et al. *Grammar in use: Intermediate*. Cambridge University Press, 2000
18. Raman, Meenakshi, and Singh, Prakash. *Business Communication*. India, Oxford University Press, 2006.
19. Richards, Jack C., and Chuck Sandy. *Passages Level 2 Student's Book*. Cambridge University Press, 2014.
20. Sadanand, Kamlesh & S. Punitha. *Spoken English: A Foundation Course*. (Part 1 & 2). Orient Blackswan. 2009.
21. Sasikumar, V., et al. *A Course in Listening & Speaking I*. 2005. Cambridge University Press India Pvt. Ltd. (under the Foundation Books Imprint), 2010
22. Savage, Alice, et al *Effective Academic Writing*. Oxford: OUP, 2005
23. Sethi, J. *Standard English and Indian usage: Vocabulary and grammar*. PHILearning Pvt. Ltd., 2011.
24. Taylor, Grant. *English Conversation Practice*. 1967. Tata McGraw-Hill, 2013
25. Turton, Nigel D. *A B C of Common Grammatical Errors*. 1995. Macmillan India Ltd., 1996
26. Vas, Gratian. *English Grammar for Everyone*. Mumbai, Shree Book Centre, 2015
27. Watson, T. *Reading Comprehension Skills and Strategies: Level 6*. Saddleback Educational Publishing, 2002

### Web link Resources:

- A conversation about household appliances: <https://youtu.be/rAPI0fSborU> 13. Video on psychology: Why do we dream? <https://youtu.be/2W85Dwxx218>
- Video on social media: What is a social media influencer? <https://youtu.be/39A3og7enz8>
- Tips on communication (TED Talk): The Secrets of Learning a New Language [https://youtu.be/o\\_XVt5rdpFY](https://youtu.be/o_XVt5rdpFY)

- Expressing opinions: If Cinderella Were a Guy: [HTTPS://youtu.be/p4OyCNctKXg](https://youtu.be/p4OyCNctKXg)
- Video on the English language: Where did English come from?  
<https://youtu.be/YEaSxhcns7Y>

Evaluation:

RECOMMENDED CONTINUOUS EVALUATION THROUGH:

- Performance in activities: 10 marks (The class may be divided into batches to conduct the presentations and conversations by creating formal schedule for the same before the semester End Examination.)
- Participation in classroom during lectures: 05 marks (Learners' response to teaching and tasks involving listening skills will be assessed.)
- Overall attendance (lectures): 05 marks (Percentage of learners' attendance in class to be considered.)

**Chosen Method:**

- Performance in activities: 10 marks
  1. Group Presentation
  2. Giving a Speech
- Participation in classroom during lectures: 05 marks
- Overall attendance (lectures): 05 marks

**For a Two Credit courses**

**External / Semester End Examination**

**Marks: 30**

**Time: 1 Hours**

Q.1	Fill in the blanks (Based on all units).	Marks 10
Q.2	Essay Type Questions (Attempt Any One out of two Based on Unit I).	Marks 10
Q.4	Short Notes/Problem (Attempt Any Three out of five Based on Unit II).	Marks 10

**Course Vertical: VALUE EDUCATION COURSE (V5)**

**Course Title: FOUNDATION OF BEHAVIOURAL SKILLS**

**Course Credits: 2**

**Name of the course: Foundation of Behavioural skills**

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Description the Course:</b>	Understanding Value Education explores the foundational principles and practical applications of ethical and moral values in contemporary contexts. Participants delve into essential concepts that underpin value education, gaining insights into fostering integrity, empathy, and responsible decision-making. This module equips learners with the tools to navigate complex ethical dilemmas and cultivate a positive impact on both personal and professional spheres.
<b>2</b>	<b>Vertical:</b>	E (Value Education Course)
<b>3</b>	<b>Type:</b>	Theory
<b>4</b>	<b>Credit:</b>	2 Credits
<b>5</b>	<b>Hours Allotted:</b>	30 Hours
<b>6</b>	<b>Marks Allotted:</b>	50 Marks
<b>7</b>	<b>Course Objectives:</b>	<ol style="list-style-type: none"><li>1. To develop understating behavioural Skills.</li><li>2. To develop communication skills of students through experiential learning.</li><li>3. Life skill development through work life balance and stress management training.</li><li>4. To develop effective leadership quality among the learners.</li></ol>
<b>8</b>	<b>Course Outcomes:</b>	Student will be able to 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

<b>9</b>	<b>(This Course is also applicable to the students of Institute of Distance &amp; Open Learning (IDOL) of University of Mumbai)</b>
	<b>Module I: Behavioural Skills ( 15 Hours)</b>
	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 and 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.
	<b>Module II: Stress Management ( 15 Hours)</b>
	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.
	<b>Module 3: 21st-century skills ( 15 Hours)</b>
	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,
<b>Module 4: Understanding Value Education ( 15 Hours)</b>	
Introduction – Definition, Importance, Process & Classifications of Value: 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.	

Reference Books:

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.

## **VALUE EDUCATION COURSE (V5): FOUNDATION OF BEHAVIOURAL SKILLS**

RECOMMENDED CONTINUOUS EVALUATION THROUGH:

### **Continuous Internal Evaluation. Marks: 20**

1. Online Quiz, Open book test, Presentations, Projects and Viva (10)
2. Presentations, Projects and Viva (05)
3. Online Quiz, Open book test, Presentations, Project Assignment and Viva (10)
4. Presentations, Projects and Viva (05)

### **CHOSEN METHOD:**

1. Presentations, Projects and Viva (05)
2. Online Quiz, Open book test, Presentations, Project Assignment and Viva (10)
3. Presentations, Projects and Viva (05)



**COURSE VERTICAL - INDIAN KNOWLEDGE SYSTEM (V5)**  
**COURSE TITLE- Indian Knowledge System**  
**COURSE CREDITS: 2**

**Name of the course: Indian Knowledge System**

Sr. No.	Heading	Particulars
1	<b>Description the Course:</b>	Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc..
2	<b>Vertical:</b>	Indian Knowledge System
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	2 Credits
5	<b>Hours Allotted:</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition.</li> <li>To help students to understand the knowledge, art and creative practices, skills and values in the ancient Indian system.</li> <li>To help to study the enriched scientific Indian heritage.</li> <li>To introduce the contribution from Ancient Indian system &amp; tradition to modern science &amp; Technology.</li> </ol>
8	<b>Course Outcomes:</b>	<p>Student will be able to</p> <ol style="list-style-type: none"> <li>Learner will understand and appreciate the rich Indian Knowledge Tradition</li> <li>Learner will understand the contribution of Indians in various fields</li> <li>Learner will experience increase subject-awareness and self-esteem</li> <li>Learner will develop a comprehensive understanding of how all knowledge is ultimately intertwined</li> </ol>

9	
	Module I: ( 10 Hours)
	<ol style="list-style-type: none"> <li>Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System)</li> <li>Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions)</li> <li>Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE)</li> </ol>

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.)	
<b>Module II:</b>	<b>( 10 Hours)</b>
1. Medicine (Ayurveda)	
2. Alchemy	
3. Mathematics	
4. Logic	
5. Art of Governance (Arthashastra)	
<b>Module III:</b>	<b>( 10 Hours)</b>
1. Town Planning	
2. Ancient Sports	
3. Yoga & Wellbeing	
4. Architecture	
5. Trade & Commerce	

Reference Books:

1. Ed. D. M. Bose, S. N. Sen, B. V. Subbarayappa (1971) A Concise History of Science in India. The Indian National Science Academy, New Delhi
2. Brajendranath Seal (1915) The Positive Sciences of the Ancient Hindus. Longmans, Green & Co., London
3. Ed. P. Ray (1956) History of Chemistry in Ancient and Medieval India. Indian Chemical Society, Calcutta

Evaluation:

RECOMMENDED 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

CHOSEN EVALUATION METHOD:

- Presentations (Group/Individual) 10 Marks
- MCQ Test 5 Marks
- Overall Conduct and Class Participation 5 Marks

**External / Semester End Examination Marks: 30 Time: 1 Hours**

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|---|----------|
| Q. 1 Attempt any TWO Questions out of FIVE  | 6 Marks  |
| Q. 2 Attempt any TWO Questions out of FIVE  | 6 Marks  |
| Q. 3 Attempt any THREE Questions out of SIX | 12 Marks |