



Entrepreneurship

Handout

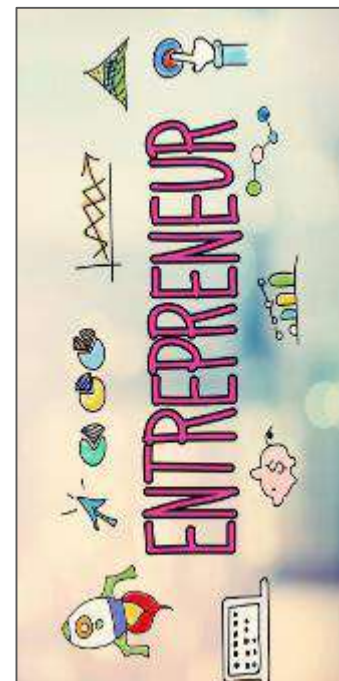
Entrepreneurship



| # | Topic |
|---|--|
| 1 | Qualities of an Entrepreneur, Thinking like an Entrepreneur |
| 2 | Creativity and Innovation, Critical Thinking and Problem Solving |
| 3 | Figuring out What Business you can do |
| 4 | Analyzing the Viability of Your Business Idea |
| 5 | Business Startup Process, Setting and Managing Performance Standards |
| 6 | Financing a Business |
| 7 | Marketing a small business, Growing Social Media Visibility |
| 8 | Organizing and Managing a Business |
| 9 | How to Make a Business Plan |

Who is an Entrepreneur?

- a person who organizes and manages a business undertaking, assuming the risk for the sake of profit.
- a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk.
- an employer of productive labor; contractor.
- Origin: French: one who undertakes (some task), equivalent to *entrepren(dre)* "to undertake"



Habits to Strengthen and Habits to Improve



- Regimented disciplined schedule
- Setting goals and meeting goals
- Making to – do lists
- Thoroughness
- Good listening habits
- Smile and be pleasant
- Talk respectfully
- Finish a task which you start
- Good personal hygiene
- Enjoy what you are doing
- Learning new things and seeking new experiences



Entrepreneurship



Habits to Strengthen and Habits to Improve



- Manage time effectively
- Relationship builder
- Problem solver
- Leadership
- Humility
- Fairness
- High energy & Vitality
- Risk taker
- Kindness
- Tenacity despite failure
- Integrity
- Open-mindedness
- Love of learning
- Creativity & curiosity
- Hard work

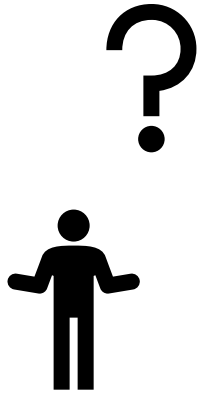


Laws of Success – The Long List of “Entrepreneurial Habits”

- A Goal
- Self-Belief/Self-Confidence
- Initiative and Leadership
- Creative (Imagination)
- Enthusiasm
- Self-Control
- Do More Than you are Paid for
- Pleasing Personality
- Think Clearly
- Focus/Concentration
- Work Well With Others (Cooperation)
- Learn From Your Mistakes
- Be Tolerant
- The Habit of Saving
- The Golden Rule - "Do unto others as you wish them to do unto you."

Effective Problem Solving Approach

Steps defined



1. Describe the Situation
 2. Identify & Define the Problem
 3. Apply a Fix, if required
 4. Do a Root-Cause analysis
 5. Draft solutions and map correlation
 6. Select and refine solution(s)
 7. Plan implementation
 8. Implement & Verify
- Objective assessment
- Critical & Creative Thinking
- Decision Making
- Execution

What is a Problem?

“A combination of circumstantial facts at a given time – about customer, finance, operations, or knowledge & skill – which prevents, hinders, or distracts you from progressing towards your objective(s).”

| | Why/ _{Purpose} | What | How | When | Who | Where |
|--------------------|-------------------------|------|-----|------|-----|-------|
| Customer | | | | | | |
| Finance | | | | | | |
| Operations | | | | | | |
| Knowledge & Skills | | | | | | |

Prioritizing Problems

Every Problem has a 'life-cycle'. It may have far reaching consequences.

Cause → effect → effect → effect → Results → Outcomes → Consequence

How should you prioritize which problem to solve/work on first?

1. Which has the biggest consequence?
2. Which has the most important effect? For the most important person.
3. Which will be the most inexpensive to solve?
4. Which will be the simplest to solve?
5. Which will take the least time to solve?
6. For which the Cause(s) need to be modified soonest.

8 Creative Thinking Techniques and The Tools To Use

1. Mind Mapping
2. The Checklist
3. Six Thinking Hats
4. Lateral Thinking
5. Random word generation
6. Picture Association
7. Change Perspective
8. Get Up and Go Out

<https://www.koozai.com/blog/content-marketing-seo/eight-awesome-creative-thinking-techniques-plus-tools/>

Understanding Needs



- Understanding needs is important for an entrepreneur as it will help you
 - Decide on what business to do.
 - Gain a deeper understanding of the community.
 - Understand how to address the community needs based on knowledge.
 - Know from the beginning what you are dealing with and not get surprises later.

Understanding Community Demographics



Demographics

- Data relating to the population and particular groups within it
- Community Demographics
 - Basic information such as gender, age, education
 - Location
 - Income/Affordability
 - Lifestyle information
 - And more...

Understanding Community Demographics



Community Needs
+
Community Demographics
=
Where Does my Product/Service Fall?

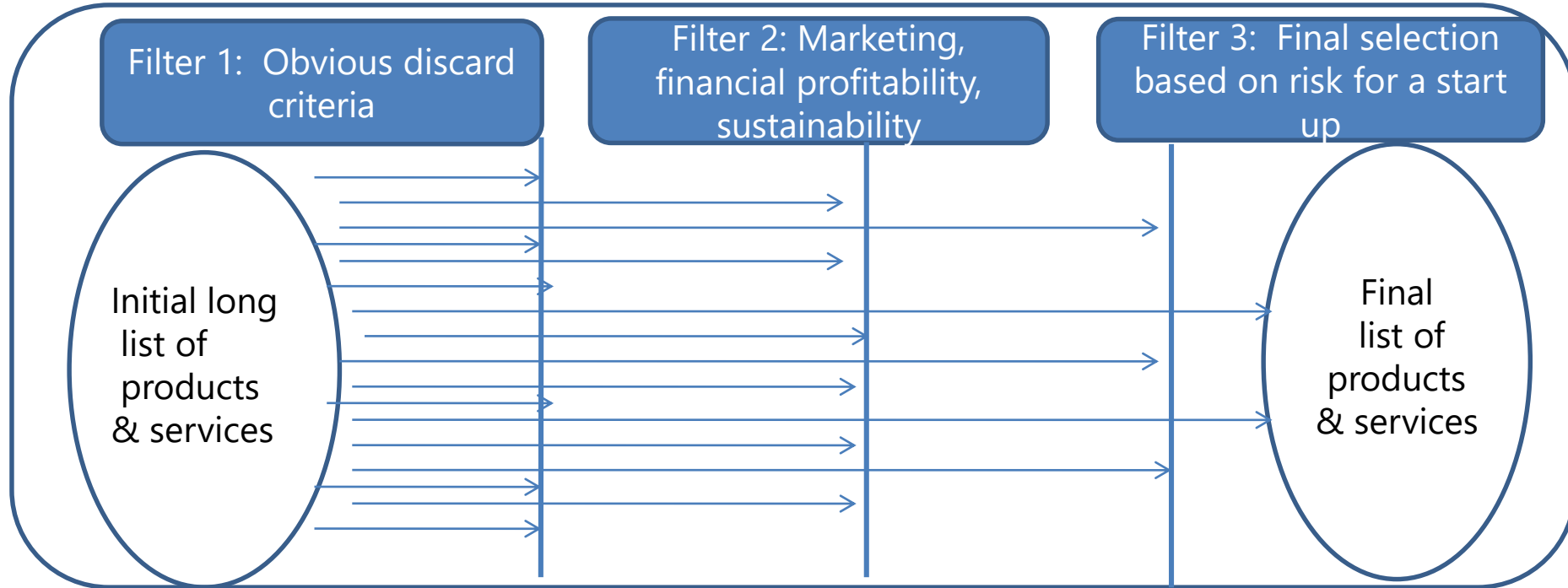
Evaluate Business Opportunity



What is the aim of identifying business opportunities?

- To evaluate market demand and buying conditions for existing products
- To evaluate market options for new products
- To evaluate market options for value added products or services

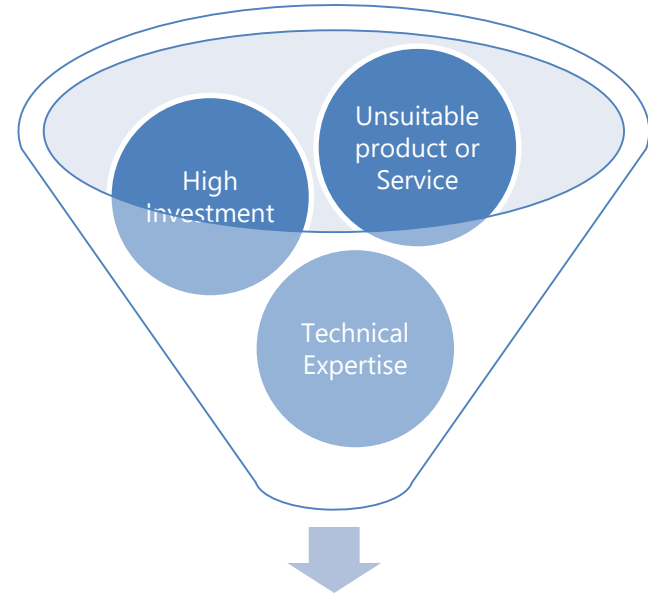
Evaluating Business Ideas



Filter 1 – Obvious Discards

Filter 1 - Elimination criteria for products or services:

- Unsuitable for a start up entrepreneur
- Require too high a level of investment
- Require technical expertise or sophisticated production methods
- Culturally or socially unacceptable.

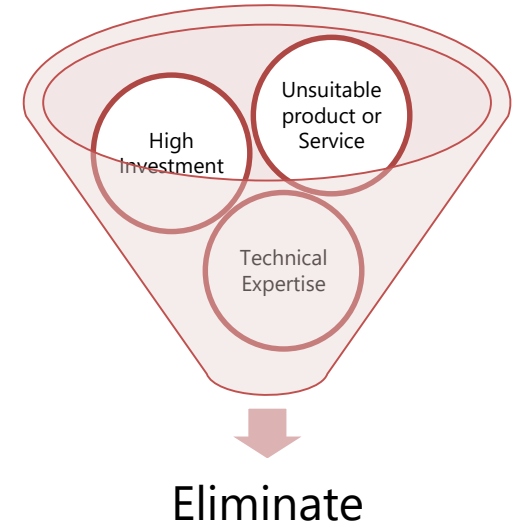


Eliminate

Filter 2 – Business Options Based on Economic Characterization

Filter 2 - Elimination criteria for products or services:

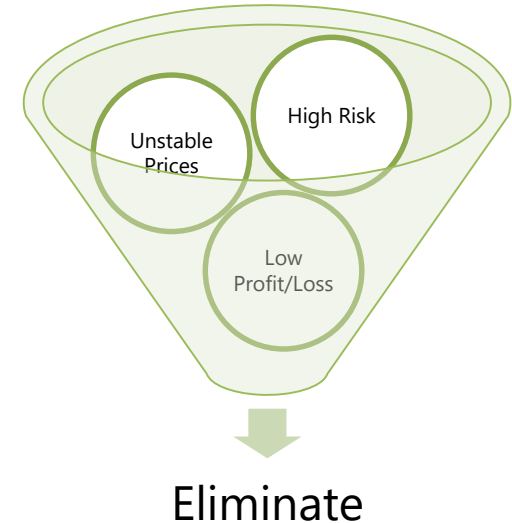
- Feasibility: initial investment should be affordable
- Simple to implement
- Technological level – low to intermediate (based on expertise)
- Infrastructure requirement – simple (available on rent)
- Matching – should match with consumer needs
- Marketing requirements – simple and affordable
- Profitability - attractive. Gain within a short term period
- Labour - if required family labour



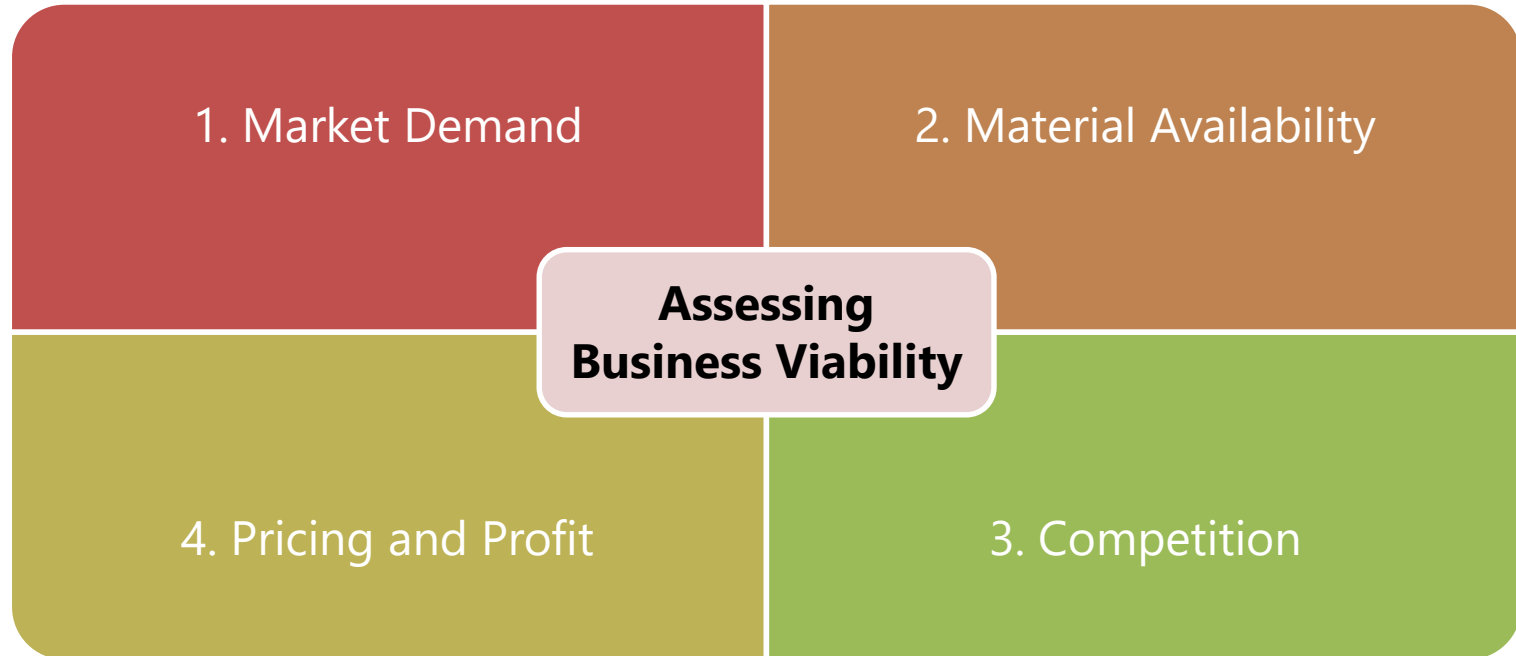
Filter 3 – Final Evaluation of Options

Filter 3 - Elimination criteria for products or services:

- Levels of risk the entrepreneur wants to take on
- Sustainability
- The business is adapted to the region
- Product prices are stable
- The product/service has a market and an attractive profit.



Framework for Assessing Business Viability



Market Demand

Market Demand

- Is there a demand for the product and service?
- How do we know that the demand exists?
- What are some of the ways you can find out the demand in the community?

Material Availability

Material Availability

- What is needed to make the product?
 - Material Requirement – Raw materials, equipment
 - Workers and Skills – Workers with necessary skills

Competition

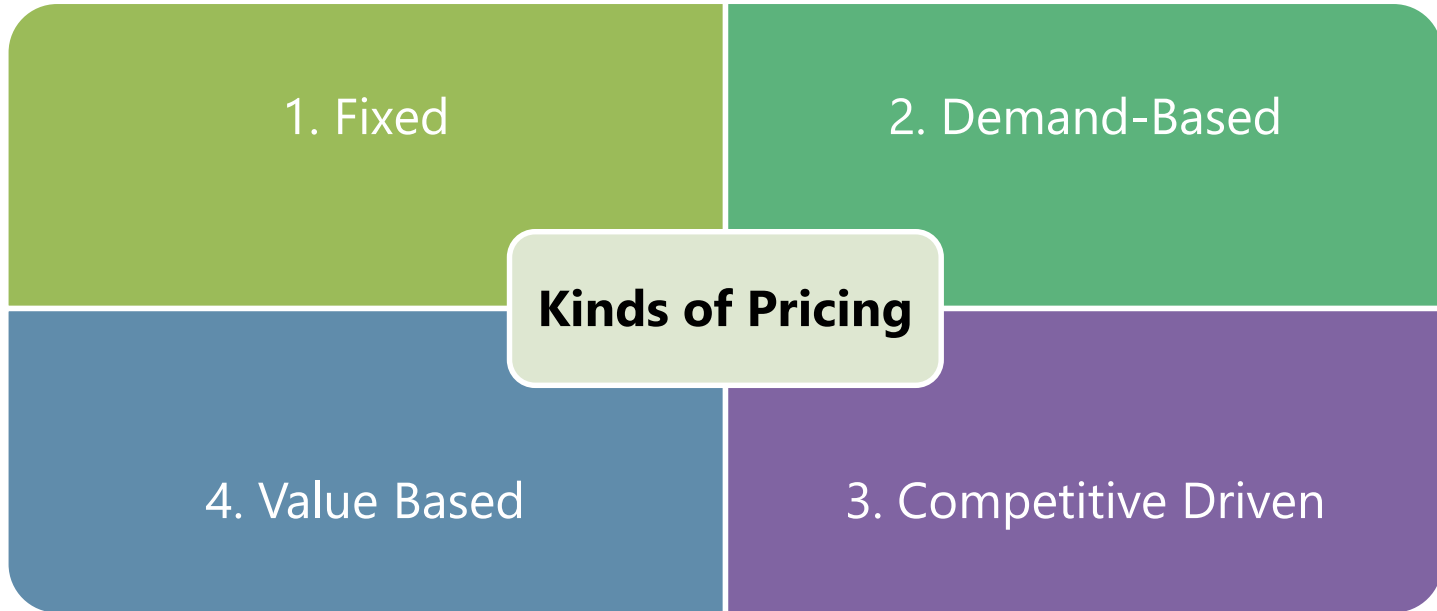
Competition

- Determine the number and type of competitors:
 - Who else is producing similar product?
 - Who are the direct competitors?
 - Who are the indirect competitors?
 - Which other products/services compete for the share of wallet of your target consumers?
- Types of Competition: Direct, Indirect, Share of Wallet

Managing Competition

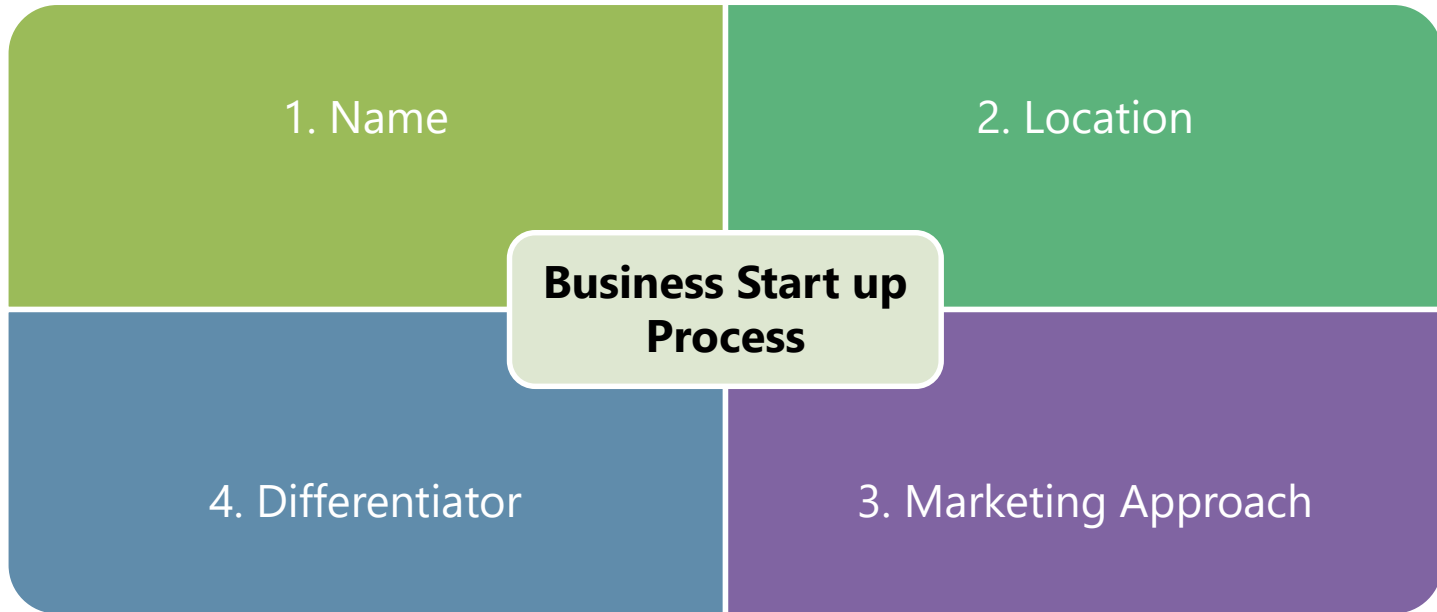


Pricing and Profit



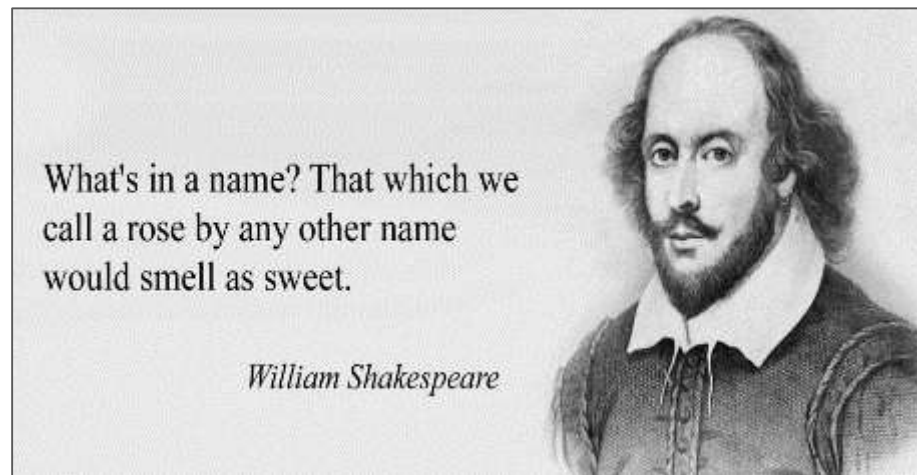
$$\text{Selling Price} = \text{Cost of production} + \text{Overheads} + \text{Profit}$$

Elements of Business Start up Process



What's in a Business Name?

- Make it memorable
- Make it distinctive
- Should reflect your market niche/identity
- Short
- Unique
- Creative
- Easy to say and remember

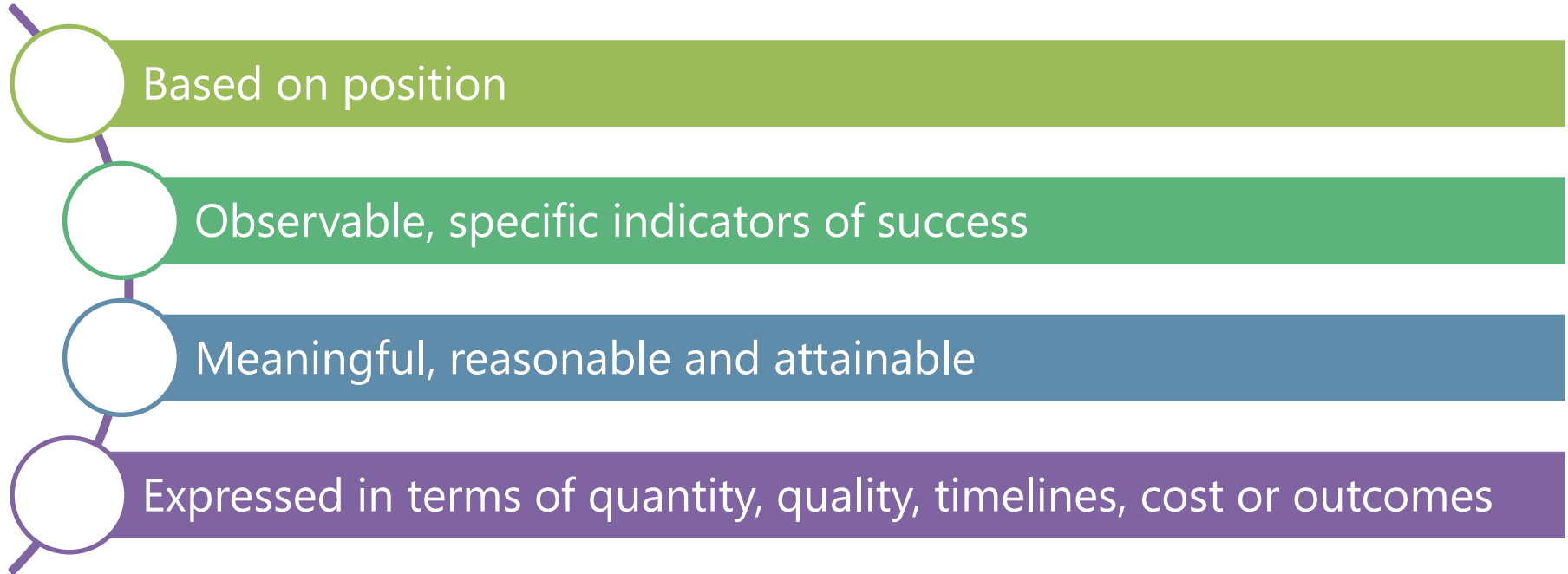


- Rhyming
- Use same letter in first and second word
- Quotes & expressions

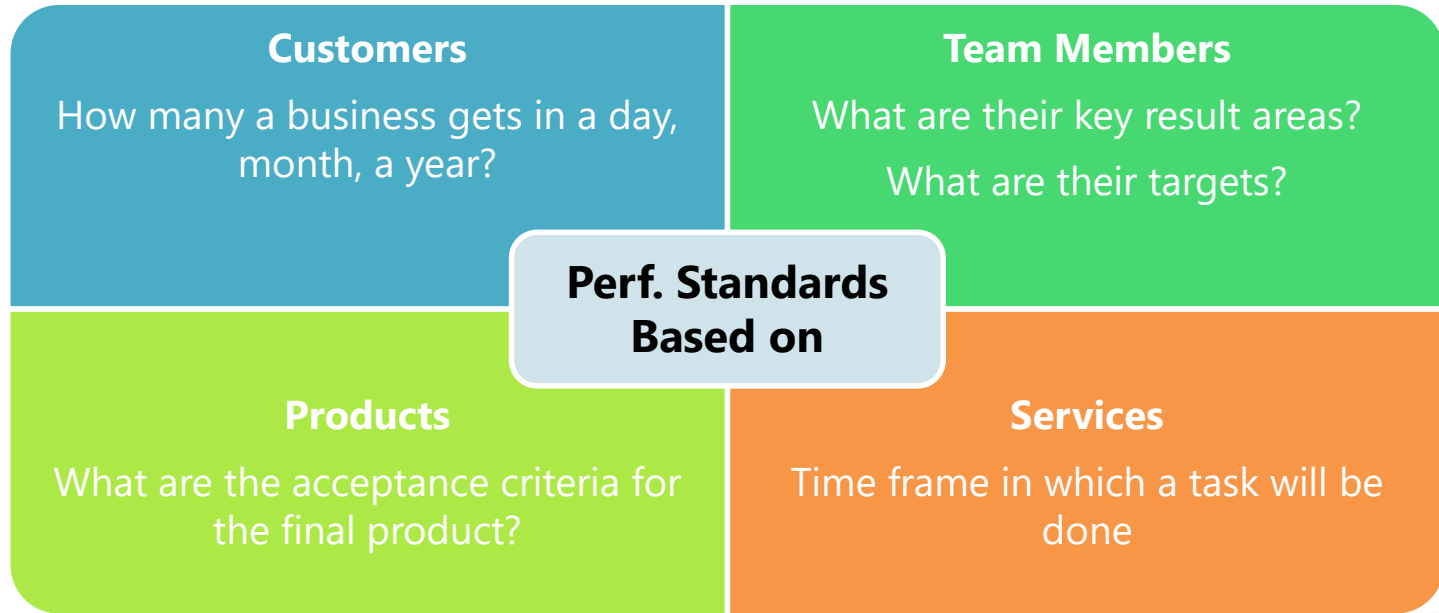
Factors to Consider Before Choosing a Business Location



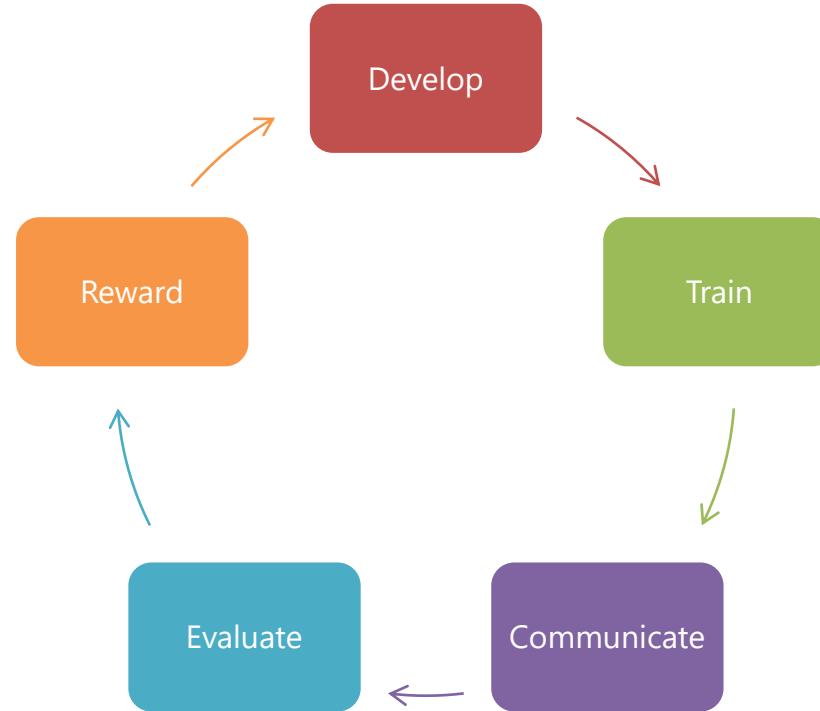
Performance Standards



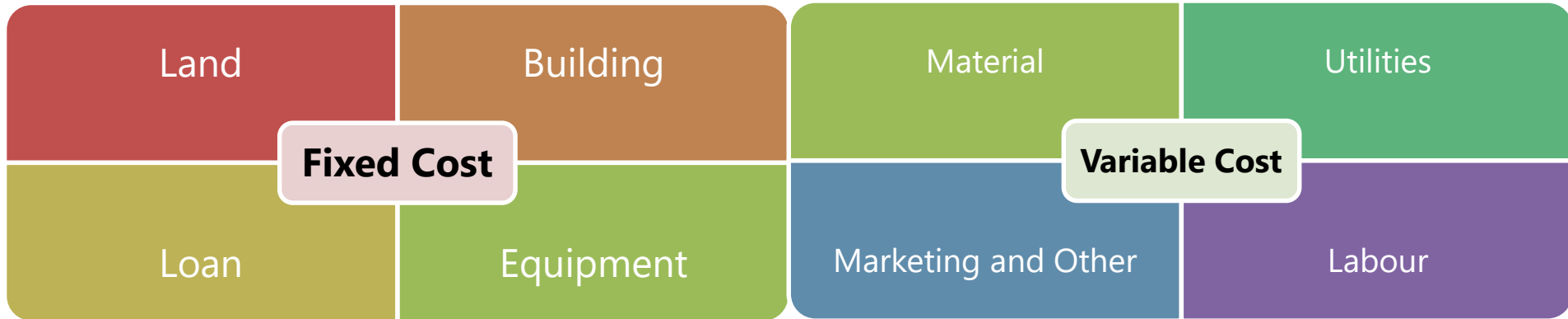
Setting Performance Standards



Managing Performance Standards



Estimating the Cost of Launching Business



Fixed Cost + Variable Cost + Personal Expense

Where can I get Funds for My Business?

Personal

- Personal Savings
- Family & Friends
- Community lenders
- Business partner

Financial Institutions

- Bank Loan
- Microfinance credit

Schemes

- Government Schemes
- Small Business Grants

Some businesses can be started without a loan

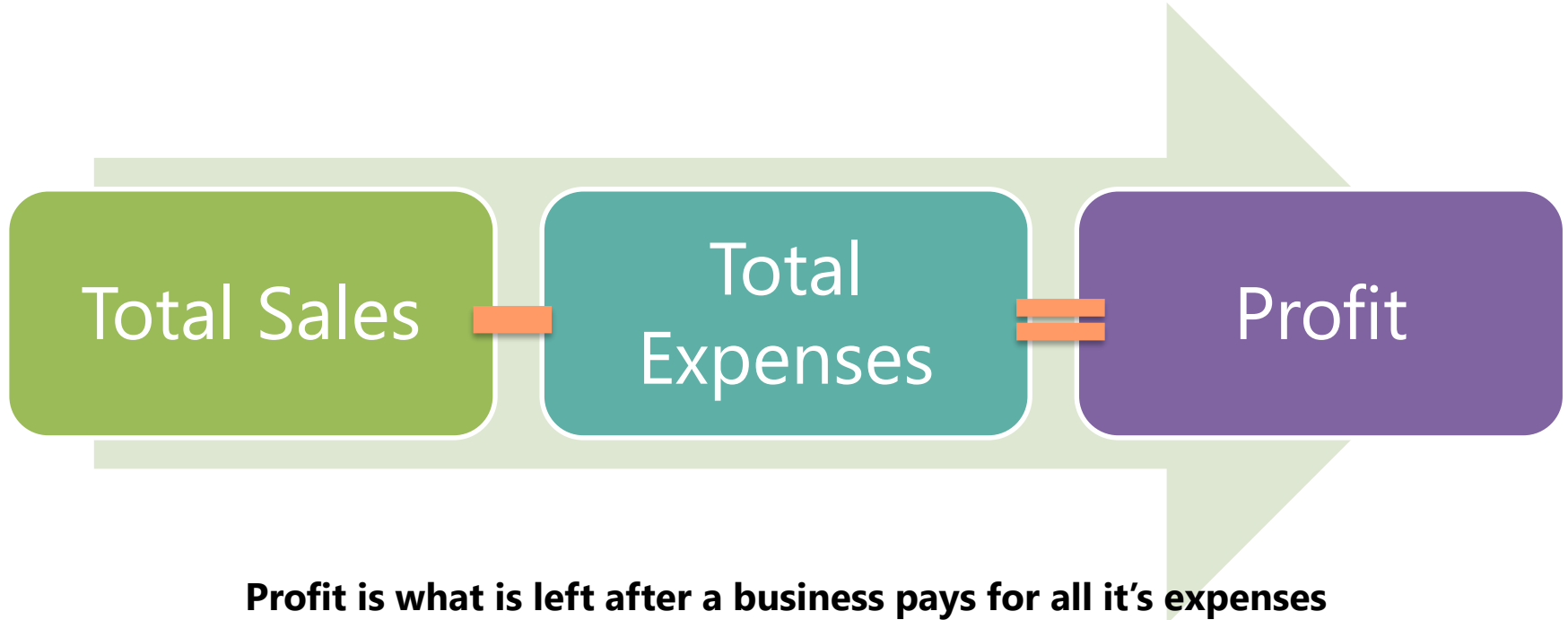
Cash Flow Statement

A statement listing all income less expenses over a given period



A profitable business can fail due to shortage of cash

Profit



How to Increase Cash Flow and Profit

How to Increase Cash Flow

1. Selling more goods or services
2. Selling an asset
3. Reducing costs
4. Increasing the selling price
7. Taking a loan
8. Refinance a current loan at better terms
5. Collecting faster
6. Less credit to customer, more credit from supplier

How to Increase Profit

1. Selling more goods or services
2. Reduce costs
3. Create more value for your product
4. Increasing the selling price
7. Increase productivity of team members
8. Reduce manufacturing costs
5. Reduce all component costs
6. Use technology to reduce costs

Marketing Strategy Reporting Template



| Sr | Particulars | Scenario Wise (Best/Worst) | Product wise | Segment wise |
|----|--|----------------------------|--------------|--------------|
| 1 | Executive Summary | | | |
| 2 | Target Customers | | | |
| 3 | Unique Selling Proposition (USP) | | | |
| 4 | Pricing & Positioning Strategy | | | |
| 5 | Distribution Plan | | | |
| 6 | Your Offers | | | |
| 7 | Marketing Materials | | | |
| 8 | Promotions Strategy | | | |
| 9 | Online Marketing Strategy | | | |
| 10 | Conversion Strategy | | | |
| 11 | Joint Ventures & Partnerships | | | |
| 12 | Referral Strategy | | | |
| 13 | Strategy for Increasing Transaction Prices | | | |
| 14 | Retention Strategy | | | |
| 15 | Financial Projections | | | |

4 Types of Market Segmentation



Demographic segmentation

- Age
- Gender
- Ethnicity
- Income
- Education level
- Religion
- Profession



Psychographic segmentation

- Personality traits
- Hobbies
- Life goals
- Values
- Beliefs
- Lifestyles



Geographic segmentation

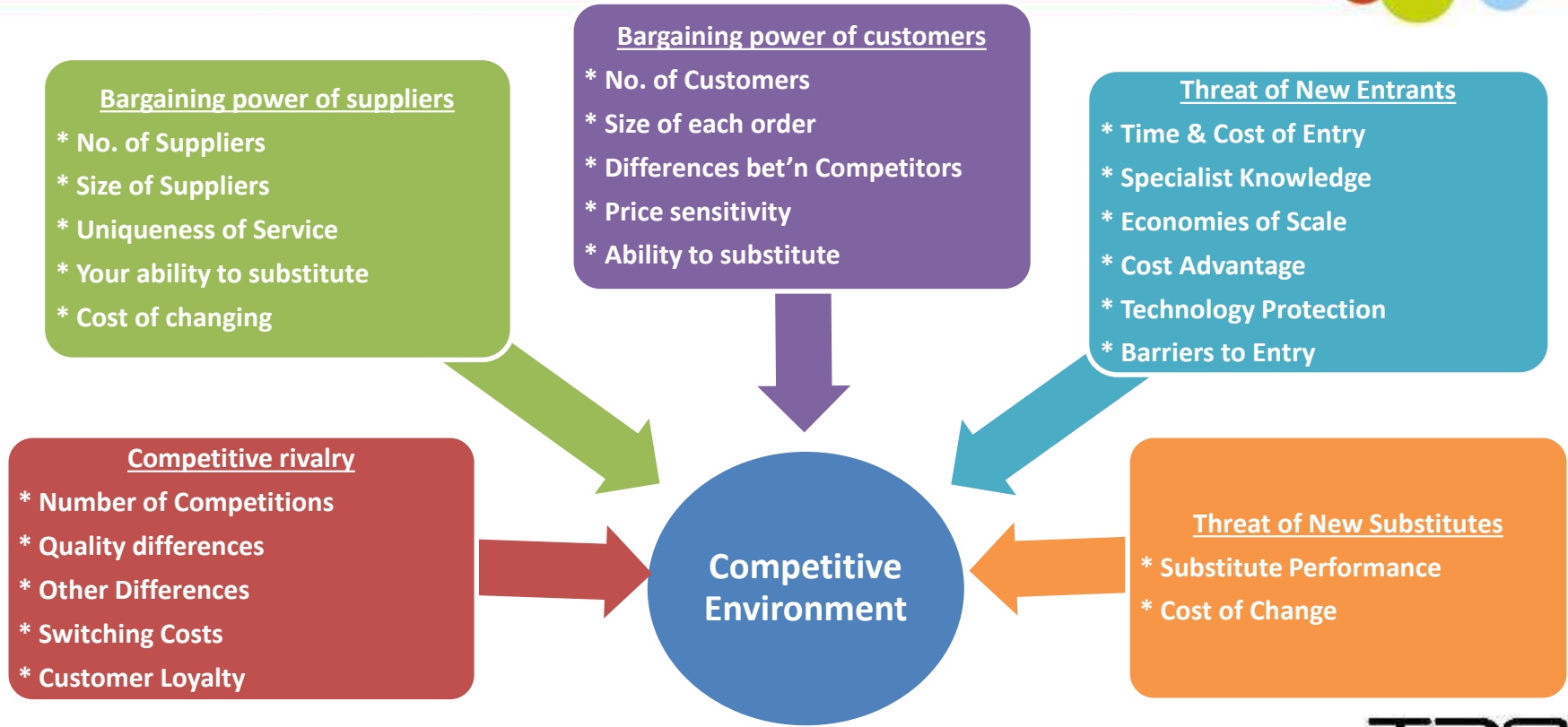
- Country
- Region
- City
- Postal code



Behavioral segmentation

- Spending habits
- Browsing habits
- Interactions with brand
- Loyalty to brand
- Previous product ratings

Porters Five Forces Model



Competitor Segmentation

(Customer Perspective)

Direct Competitors

(same product and category)

They have the same offerings and do what you do

Eg : If you are a Pepsi, a direct Competitor is a coke

Indirect Competitors

(similar product & different category)

They serve your audience and have similar offerings but not equal ones.

They're usually in a different business category.

Eg : If you are a Pepsi, an indirect Competitor would be Tropicana, Paperboat etc

Replacement Competitors

(different product & category)

They compete for your customer's financial resources but typically don't offer exactly what your business does.

They are a substitute but not an identical one. *And, they don't have to be in the same category.*

Eg : A person might think of Pepsi, but then may buy Bisleri/Mineral Water or just have water offered for free

Positioning of the Product - USP



- List the features and benefits that are unique about your product or service.
- Decide what emotional need is being specifically met by your product or service.
- Identify aspects of your product or service that your competitors cannot imitate.
- Create phrases about your unique product or service that are short, clear, and concise.
- Answering your customer's primary question: "What's in it for me?"



What is the best way to develop a positioning strategy?



Understand the customer

Your positioning should succinctly capture who your customers are and what they need. Describe the attributes of your target customers, including demographic, behavioral, psychographic, and geographic details.

Analyze the market

You need to know what alternatives customers have to your product so you can highlight what sets your offering apart. This will allow you to differentiate your product from the competition and help you explain to potential customers why your solution is the best option to solve their problems.

Assess the product

Your positioning must be built on the unique value your company and product provides. Conducting a SWOT analysis is a useful way to objectively analyze what your product is doing well and where it can do better.

Product Positioning strategy template



| Category | | Tagline | |
|---|---|---|--|
| ○ Market that you are in | | ○ Catchphrase or slogan you use to describe your company or product | |
| Customer challenge #1 | Customer challenge #2 | Customer challenge #3 | |
| ○ Major pain point for your customer | ○ Major pain point for your customer | ○ Major pain point for your customer | |
| Company differentiator #1 | Company differentiator #2 | Company differentiator #3 | |
| ○ Unique value creating characteristic of your company | ○ Unique value creating characteristic of your company | ○ Unique value creating characteristic of your company | |
| Product differentiator #1 | Product differentiator #2 | Product differentiator #3 | |
| ○ Unique, value-creating characteristic of your product | ○ Unique, value-creating characteristic of your product | ○ Unique, value-creating characteristic of your product | |
| ○ Brand essence | | | |
| ○ Core attributes you want to be known for | | | |

Outbound Marketing

- Outbound marketing is one, where you push your product to customers and ask them to buy it.

Inbound Marketing

- Inbound marketing, on the other hand is just opposite of it, where the customer gets pulled to your products because of your marketing strategies

Inbound Marketing Strategies



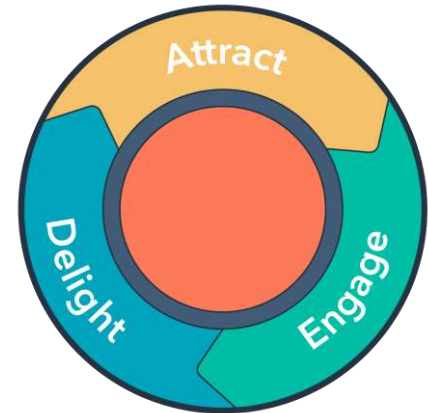
Brand
Marketing

Content
Marketing

Affiliate
Marketing

Tradeshaw
Marketing

Ambush
Marketing



- Brand marketing promotes your products or services in a way that highlights your overall brand.
- The goal of brand marketing is to link your identity, values, and personality with communications to your audience
- Brand marketing is not just about putting your logo and business name as many places as possible and expecting to generate sales.
- Many marketing departments are focused on short-term goals, rather than nurturing long-term goals that impact the entire business, like building a brand.

The secret sauce to brand salience: Authenticity, transparency and storytelling

Content marketing is all about using content to attract and retain visitors and eventually turn them into customers. And most people who use it know it's effective.

- Think back to the last thing you Googled. Did the content you discover *actually* answer the question you were asking?
- Did you feel engaged in reading the article or watching the video that you found?
- Were you able to find a helpful next step to learn more?

Affiliate marketing is a type of performance-based marketing in which a business rewards one or more affiliates for each visitor or customer brought by the affiliate's own marketing efforts

Some promising sources to leverage affiliate promotions include:

- **Product review blogs:** A review-focused affiliate blog can help you promote your products **effectively. They are more likely to drive customers who are really interested in making a purchase.**
- **Email marketing:** Affiliates with a huge list of email subscribers in your niche can help you drive more conversions.
- **Webinars:** Experts who host webinars on topics relevant to your niche can also be an amazing source of targeted leads. With an audience who trusts their recommendations, they can boost your affiliate marketing strategies.
- **YouTube videos:** Getting your products featured by a popular YouTuber can help you drive instant sales. After all, [40% of millennials](#) admit that their favorite YouTubers understand them better than their friends.

Ambush Marketing is one of the unique marketing tactics in which companies/brands tend to advertise their product on the place where the same product is already being advertised by another company or by their competitors.

Ambush marketing – also known as coat-tail marketing or predatory ambushing – is the practice of hijacking or coopting another advertiser's campaign to raise awareness of another company or brand, often in the context of event sponsorships.

Trade show and event marketing is a great way to get people together with common interests to achieve a goal. B2B and B2C marketers use trade shows and events to generate leads, nurture prospects, build brand awareness, expand distribution, conduct training, or enhance relationships with existing customers.

Creating a Trade Show and Event Marketing Plan

- Choose an event that matches your need
- Outline your event strategy
- Create your event plan
- Promote your event
- Script your event and execute
- Measure your event's success

Trade shows

Seminars or conferences

Networking meetings

Webinars

Events for arts, sports or charities

Overview - Digital Marketing approx. costing



SEO (Search Engine Optimisation)



The average cost of SEO is 12000-35000 INR per month

Social Media Marketing



The Average cost of SMM is 20000-35000 INR per month

Overview - Digital Marketing approx. costing



PPC (Pay-Per-Click)



The Average cost of PPC is 22000-25000 INR per month.

Email Marketing



Starts from 15000-25000 INR per email design and setup (email services charges are extra)

Overview - Digital Marketing approx. costing



Website design, Development and Hosting



1.Static website: It cannot be changed as the name suggest it will remain static

Starts from 30000-40000 INR

2.Dynamic website: Here it is all editable along with technical advancement you can also add and remove as per requirements.

Starts from 70000- 90000 INR (subjective as per requirements and number of products)

3.E-commerce website: Here, the technical background is made secure so that customers provide with payment gateways where they can go and make the payments.

Starts from 120000- 180000 INR (subjective as per requirements and number of products)

Overview - Digital Marketing approx. costing



**Starts from 5000- 15000 INR per month
(depends upon the number of words and
industry type)**

Choosing the right platform



Facebook: Users are typically 25 or older. Used to share content in a variety of forms, but beware — Facebook does all that it can to keep users on its site, so it's best not to fight them for fear of losing your reach. Share videos, infographics, milestones, behind-the-scenes snippets, and competitions; just try to keep your audience on Facebook.



Instagram:

This is better for B2C businesses, especially ones that are more visually appealing. The 'Instant' side of Instagram is still present as well, with the addition of Stories.

Choosing the right platform



Twitter:

Best for sharing information and news, and for sharing links to your website. The Twittersphere is a varied bunch, from all ages and a lot of different interests.



LinkedIn:

Great for B2B, specifically for professionals. This has a totally different feel than the other social media platforms — it's more understated and formal.



Pinterest:

Ideal for businesses with a mainly visual offering, like fashionistas, artists, or make-up artists. Make sure your product images link back to your website for people to purchase.

Choosing the right platform



Snapchat:

Usually younger audiences, under the age of 24. Much more of an instant-reaction platform, ideal for quick-fire, video-based content.



Youtube:

If you have, or are planning on having videos, get on Youtube. It's great for brand awareness, but don't expect many clicks to your website from Youtube.

Steps For Getting Listed On JustDial.com

- ✓ You can either list your business for free, or get a paid listing
- ✓ For a free listing, just go to www.justdial.com/Free-Listing and provide all the necessary details of your business
- ✓ For paid listing, visit www.justdial.com/advertise and fill the details and choose from the different packages provided by them

Steps For Listing On Sulekha.com

- ✓ Go to the site www.sulekha.com/local-services/business-owners
- ✓ Click on 'List Your Business'
- ✓ Mention the services you offer
- ✓ Add all your contact details (Aadhaar & GST numbers are optional)
- ✓ Choose any of the packages offered, based on your requirements

Social Media hacks for Young Businesses



1. Get on a schedule.



2. Don't underestimate the power of a hashtag.



Social Media hacks for Young Businesses



3. Boost blog traffic by promoting them on social media.



4. Partner with micro-influencers.



Social Media hacks for Young Businesses



5. Understand the ideal times to post.



6. Focus less on vanity metrics, more on engagement.



Objective Oriented Digital Marketing



Here are some ideas for content that aren't self-promotion:

- User-generated content
- Giveaways
- Behind-the-scenes snapshots
- National days —
- How-to guides and tutorials
- Blog posts
- Polls
- Quizzes
- Games (you can embed these to some social media platforms)
- Infographics
- Interviews
- Things that inspire you (books, films, art, music, other business owners)
- Quotes
- AMA sessions (ask me anything)
- Partnerships
- Responses to local or national events
- Milestones (1000 followers? Share it!)

If in doubt, the general rule of thumb is 80:20. 80% content, 20% promotion.

Managing Business



Physical Assets



Roles & Responsibilities



Managing Performance Standards



Managing Cash flow

Physical Assets

Interior & exterior cleanliness
& security

Adequate space & lighting

**Managing
Physical Assets**

Material handling & storage

Control of hazardous
material

Entrepreneurship



Roles and Responsibilities

Plan - what needs to be done, organize your day

Allocate resources

Hire right people

Clearly communicate about roles & responsibilities

Train (knowledge & skills) & motivate

Praise and reward

Take expert help & advice

Set up HR systems - Attendance & Leaves, Hiring process, Training, Outsourcing

Manage Performance Standards

Manage Quality of Input

- Good quality raw material, Equipment & Tools, Skilled workers

Manage Quality of Output

- Adhere to performance standards, Efficiency, Focused and quality work

Manage Customer Service

- Respect & care for your customer, Listen to your customer, Prompt service

Manage Employee Morale

- Motivate to maintain high standards, Praise for good performance, Constructive feedback

Manage Cash Flow

Control Cost

- Improve Efficiency - labour & equipment, Source materials locally, Reduce Inventory Losses, Reduce distribution costs

Increase Revenue

- Improve Productivity, Skilled & motivated workers, expand business, acquire customers, Up-sell/Cross-sell

Control Cash Flow

- Regularly save part of profit, Optimize operating cost, Save on utilities and rent, Reduce inventory levels

Why is a Business Plan Required?

- 1. Convince funding institutions to provide finance
- 2. Convince business partners to supply materials or services, etc.
- 3. Clarify your own thoughts and purpose about your business
- 4. Obtain permission from the local authority to set up the business

Components of a Business Plan – Business Profile

| | |
|---|-------------------------------|
| Section 1 – Business Profile | Description of my Business |
| | Product or Service |
| | Targeted Market and Customers |
| | Demand for my Business |

Components of a Business Plan – Business Details

Section

2 –

Business Details

Competition

My Differentiators

Marketing Plan for my Business

Components of a Business Plan – Finances

Section

3 –

Finances

How much money will I need?

How will I finance my business?
(Where will I get the funding?)

What is my product pricing, profit and cash flow?
(How will I earn?)

Components of a Business Plan – Other

Section 4 – Other

Roles and Responsibilities

Performance Standards and how will I Manage them?

Potential Risks and how will I Overcome them?

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Thank You!

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Certification Course in Digital Marketing by PG Dept. (M.com)

Objectives:

- Digital marketing is one of the most important and vast source that is used as the tool for online branding and online promotions.
- It has taken the promotions to the next level as all of the individuals are so interconnected to the internet and the web.
- The medium of digital marketing has exceptionally helped to enhance the growth and expansion of the of the business, organization, institutions as the branding and promotions of the products they are willing to sell has become easier.

Learning Outcomes:

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

- Explain the role and importance of digital marketing in a rapidly changing business landscape
- Discuss the key elements of a digital marketing strategy
- Illustrate how the effectiveness of a digital marketing campaign can be measured
- Demonstrate advanced practical skills in common digital marketing tools such as SEO, SEM, Social media and Blogs

The Certification course contains social media training sessions covering the following topics:

| Topics | No. of Lectures | Weightage (%) |
|---|------------------------|----------------------|
| Introduction to Social Media Marketing <ul style="list-style-type: none">• What is Social Media?• History of Social Media Marketing• Importance of Social Media• SMO Strategy for Business• Business Profile Creation• Brand Awareness• Viral Marketing | 4 | 10% |

| | | |
|--|----|-----|
| | | |
| <ul style="list-style-type: none"> • A B Testing • Content Marketing • Conversion Rate Optimization | 10 | 20% |
| <ul style="list-style-type: none"> • Email Marketing • Facebook Marketing • Google + Marketing • Google Tag Manager • Instagram Marketing | 16 | 20% |
| <ul style="list-style-type: none"> • Mobile Marketing • Online Marketing • PPC Tutorial • Pinterest Marketing • SEO | 10 | 15% |
| <ul style="list-style-type: none"> • Social Media Marketing • Twitter Marketing • YouTube Marketing • Web Analytics | 13 | 15% |
| Google apps (Docs, Forms, Calendar, Drive etc.) | 8 | 20% |

| Course Title | Cr. | External | Internal | Total |
|-------------------|-----|----------|----------|-------|
| Digital Marketing | 4 | 75 | 25 | 150 |

Evaluation Pattern:

Internal: MCQ, Quiz Questions

External: Project (Designing Blog, Facebook Marketing & Advertisement, Instagram Promotion etc.)

Certification Course Advance Tally

With GST by PG Dept. (M.Com)

Objectives:

- This course is designed to impart knowledge regarding concepts of Financial Accounting Tally is an accounting package which is used for learning to maintain accounts.
- As this course is useful for Commerce students to get placements in different offices as well as companies in Accounts departments

Learning Outcomes:

- After successfully qualifying practical examination, students will be awarded certificate to work with well-known accounting software i.e. Tally ERP.9
- Student will do by their own create company, enter accounting voucher entries including advance voucher entries, do reconcile bank statement, do accrual adjustments, and also print financial statements, etc. in Tally ERP.9 software
- Students do possess required skill and can also be employed as Tally Professional.

The Certification course contains Advance Tally with GST training sessions covering the following topics:

| SR. NO. | TOPICS | No. Of Lectures | Weightage (%) |
|----------------|---|----------------------------|--------------------------|
| UNIT 1 | BASIC TALLY | | |
| 1 | Basics of Tally | 12 | 25% |
| 2 | Accounts Master (Inventory creation) | | |
| 3 | Accounts Master (Ledger creation) | | |
| 4 | Purchase Entry | | |
| 5 | Sales Entry | | |
| 6 | Payment Entry | | |
| 7 | Receipt Entry | | |
| 8 | Contra Entry | | |
| 9 | Journal Entry | | |

| | | | |
|--------|--|----|-----|
| 10 | Credit Note | | |
| 11 | Debit Note | | |
| 12 | Accounting Reports (Financial Statements & Banking Features) | | |
| UNIT 2 | ADVANCE TALLY | | |
| 13 | Actual & Billed Quantity | 22 | 25% |
| 14 | Zero Valued Voucher | | |
| 15 | Batch Wise Detail | | |
| 16 | Voucher Type & Class | | |
| 17 | Budget & control | | |
| 18 | Cost Center & Cost Category | | |
| 19 | Stock Journal | | |
| 20 | Physical Stock Journal | | |
| 21 | Manufacturing Journal | | |
| 22 | Interest Calculation | | |
| 23 | Price List | | |
| 24 | Depreciation | | |
| 25 | Accounting for Joint Venture | | |
| 26 | Higher Purchase and Installments | | |
| 27 | Accounting for Consignment | | |
| 28 | Accounting for Inland Branches | | |
| UNIT 3 | | | |
| 29 | Bank Reconciliation Statement | 7 | 10% |
| 30 | Order Processing & Tracking Number | | |
| 31 | Multi-Currency | | |
| 32 | Export & Import Data-1 | | |
| 33 | Export & Import Data-2 | | |

| | | | |
|--------|---|----|-----|
| 34 | Non-Accounting voucher | | |
| 35 | Password | | |
| 36 | Tally vault Password | | |
| 37 | Backup/Restore | | |
| 38 | Branch Transfer | | |
| UNIT 4 | STATUTORY AND TAXATION | | |
| 39 | Tax Deduction at Source (TDS) E-Filing Returns | 12 | 20% |
| 40 | Service Tax | | |
| 41 | Dealer Excise | | |
| 42 | Manufacturing Excise | | |
| 43 | Point of sales | | |
| 44 | Payroll | | |
| 45 | Security Control | | |
| UNIT 5 | Goods and Service Tax (GST) | | |
| 46 | Generating GSTR-1, GSTR-2 Reports in Tally ERP 9 (Intrastate and Interstate Supply of Goods, Out ward Supply of Services, GST tax payments and uploading in GST portal) | 22 | 30% |
| 47 | GSRT-3B 6.1 Features | | |
| 48 | 6.2 new release GSTR-1, GSTR-2, SEZ, TDS, Clients | | |
| 49 | 6.3 GSTR-3B in JASON format | | |
| 50 | 6.3.2 sales of Exclusive Economic Zone (EEZ) and other Territory | | |
| 51 | 6.3 Exporting E-Way Bill from Tally ERP 9 to JSON file and uploading on Portal & | | |

| | | | |
|-----------|--|--|--|
| | Composition Scheme | | |
| 52 | 6.4.3 E-Way Bill Threshold Limit, Managing GSTR-1 transaction differences, Payroll Updation as per Financial Bill | | |
| | Practice Exercises | | |
| | Shortcuts | | |

| Course Title | Cr. | External | Internal | Total |
|---------------------|------------|-----------------|-----------------|--------------|
| Tally with GST | 4 | 75 | 25 | 100 |

Evaluation Pattern:

Internal: MCQ, Project, Quiz Questions

External: Practical Exam

Certification Course in Advanced Excel by PG Dept. (M.com)

Certification Course Advanced Excel **By PG Dept. (M.Com)**

Objectives:

- To enable students to gain advanced level skills in Excel.
- To gain Certification in Advanced Excel in order to build career profiles.

Learning Outcomes:

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

- This course aims to provide skills and knowledge which will allow the students.
- To create lookup functions, set Excel working options, enhance charts, protect worksheet data, perform advanced data operations using summarising, PivotTables, data consolidations, goal seeking, and Solver, and create and use macros.

The Certification course contains Advance Excel training sessions covering the following topics:

| Topics | No. of Lectures | Weightage (%) |
|--|-----------------|---------------|
| Basic <ul style="list-style-type: none">• Sum• Average• Min• Max• Clean• Trim | 25 | 20% |
| Text <ul style="list-style-type: none">• Text• Value• Concatenate• Exact• Mid• Left• Right• Upper• Lower• Replace• Proper | | |

Certification Course in Advanced Excel

by PG Dept. (M.com)

| | | |
|---|--|--|
| Date & Time <ul style="list-style-type: none">• Now• Date• Hour• Minutes• Seconds• Day• Month• Year• Net workdays Maths <ul style="list-style-type: none">• GCD• LCM• Product• Power• Sqrt• Quotient• Mod• Fact• Round• Large• Small Statistical <ul style="list-style-type: none">• Sumif• Averageif• Countif• Counta• Countblank Lookup & Ref <ul style="list-style-type: none">• Vlookup• Hlookup• Index• Match Logical <ul style="list-style-type: none">• And• Or• If Financial <ul style="list-style-type: none">• Rate• Nper• PMT | | |
|---|--|--|

Certification Course in Advanced Excel by PG Dept. (M.com)

| | | |
|--|-----------|------------|
| <ul style="list-style-type: none"> • FV Database <ul style="list-style-type: none"> • Dsum • Daverage • Dmin • Dmax • Dcount • Dproduct • Dget | | |
| Advanced Excel <ul style="list-style-type: none"> • Conditional Formatting • Data Sorting • Advance Filter • Data Consolidation • Data Validation • Data Table • Go Seek • Scenario Manager • Text to Column • Sub Total • Paste Special • Protection • Macros • Formula Auditing • Define Name • Insert Slicer • Insert Time Line • Formula Building • MIS Report | 20 | 30% |
| Fundamentals of Data Analysis <ul style="list-style-type: none"> • Instant Data Analysis • Sorting Data by Color • Slicers • Flash Fill | 5 | 10% |
| Powerful Data Analysis-I <ul style="list-style-type: none"> • PivotTable Recommendations • Data Model • Power Pivot | 5 | 20% |

Certification Course in Advanced Excel by PG Dept. (M.com)

| | | |
|---|----|-----|
| <ul style="list-style-type: none"> • External Data Connection • Pivot Table Tools | | |
| Powerful Data Analysis-II <ul style="list-style-type: none"> • Power View • Visualizations • Pie Charts • Additional Features • Power View in Services • Format Reports • Handling Integers • Templates • Inquire • Workbook Analysis • Manage Passwords • File Formats • Discontinued Features | 10 | 30% |
| Practical Assignment: <ul style="list-style-type: none"> ➤ Mark sheet ➤ Payroll Sheet ➤ Payroll Slip ➤ Automatic Attendance sheet ➤ Inventory management ➤ Pivot Table ➤ Power Pivot ➤ Autopilot ➤ MIS report ➤ Dashboard Creation ➤ Monthly Production Report | | |

| Subject | Cr. | External | Internal | Total |
|---------------|-----|----------|----------|-------|
| Advance Excel | 4 | 75 | 25 | 100 |

Evaluation Pattern:

Internal: Practical Test

External: Practical Exam and Project

Programme: BAMM

Medium: English

Paper Title: Video Editing & Sound recording

1st Year

Course Objectives:

- To introduce students to the technique of video editing & Sound Recording
- To acquaint students with the skill, required to professionally edit video and record sound.

Learner Outcomes:

- Students will acquire a theoretical and practical knowledge of video editing & sound recording and its related concepts.

Method of Instruction

- The course will use a combination of lecture, discussion, individual work, and group work, with emphasis on hands-on editing of documents & Sound editing of a audio.

| Module | Content |
|--|--|
| Module 1 <ul style="list-style-type: none">• Student will learn What is editing <ul style="list-style-type: none">• Importance of Sound | <ul style="list-style-type: none">• Why editing is needed. Different types of editing software's. Scope for Editors.• Introduction of sound, Importance of sound, Film without sound, sound effects etc. |
| Module 2 <ul style="list-style-type: none">• Introduction to Mac. | <ul style="list-style-type: none">• Introduction to operation of Mac v/s windows, Difference between Mac and Windows• Listening/understanding types of sound effects.• Exercise by listening related audio- videos |

| | |
|---|---|
| <ul style="list-style-type: none"> • Understanding of sound effects | |
| Module 3 <ul style="list-style-type: none"> • Showcasing different Videos for editing point of view. • Introducing software Steinberg Nuendo | <ul style="list-style-type: none"> • Shorts descriptions, • Angle of camera, • Locations, • Special effects, Animation etc. • Different types of sound recording software used by industry. • Introduction to Nuendo. |
| Module 4 <ul style="list-style-type: none"> • Introduction of Final Cut Pro • Test Recording of students | <ul style="list-style-type: none"> • Final Cut Pro Interface introduction • Recording of students on different subjects/topics |

2nd Year

Paper Title: Video Editing & Sound recording

Course Objectives:

- To provide a complete training on video editing and sound recording through lectures, exercises and applications

Learner Outcomes:

- To skilfully use different video editing software applications including Adobe Premiere, Final Cut Pro and Nuendo.

Method of Instruction

- The course will use a combination of lecture, discussion, individual work, and group work, with emphasis on hands-on editing of documents & Sound editing of a audio.

| Module | Content |
|--|--|
| Module 1 <ul style="list-style-type: none">• FCP Software Learning• Working with software Steinberg Nuendo | <ul style="list-style-type: none">• Cut to cut editing,• Fade in Fade out.• Sound recording• Learn about the basics of sound |
| Module 2 <ul style="list-style-type: none">• FCP Software Learning• Understanding of sound effects | <ul style="list-style-type: none">• Adding titles, Chroma Keying, Converting Video format.• Final Out put <p>Showing/understanding types of sound effects. Natural, Ambient, Recorded, The Studio Setup, Types of recording- Tape Recording</p> <ul style="list-style-type: none">• Showcasing related videos |
| Module 3 <ul style="list-style-type: none">• Projects• Using Nuendo | <ul style="list-style-type: none">• Discussing projects given by other faculties on different topics. Locations, shot descriptions, dialogue sound track etc. <p>Students practice their project given to them for subjects in their syllabus like FM Shows and advertisement making.</p> |

| | |
|---|---|
| Module 4 • Projects Using Nuendo | <ul style="list-style-type: none"> • Helping students for their projects rectify mistakes in shooting, Making final project. • Recording of students on different subjects/topics. Understanding different file extensions. |
|---|---|

3rd Year

Paper Title: Video Editing & Sound recording

Course Objectives:

- To emphasize skill practically so that students can contribute and provide support to the relevant industry

Learner Outcomes:

- Students will be trained to work in different areas of the media industry, work within a production house as an editor/ Recorder.
- Students can also provide freelance editing solutions to various clients. They can be easily employed by different TV channels as a Non-linear Editor.

Method of Instruction

- The course will use a combination of lecture, discussion, individual work, and group work, with emphasis on hands-on editing of documents & Sound editing of a audio.

| Module | Content |
|--------|---------|
|--------|---------|

| | |
|---|--|
| Module 1 <ul style="list-style-type: none"> • Final Cut Pro • Various effects used in FCP • Learning Nuendo and its various effects | <ul style="list-style-type: none"> • Adding Sound/Voice over to projects, adding effects, titles etc. (Groups project) • Learning Nuendo and effects • Practice of Effects and filters both (Advertising and Journalism Students) |
| Module 2 <ul style="list-style-type: none"> • FCP Effects • Recording Sound | <ul style="list-style-type: none"> • Final Projects Editing and Making CDS (Groups project) • Students use Recording setup for projects and portfolio. (Advertising and Journalism Students) |

References:

1. In the Blink of an Eye: A Perspective on Film Editing by Walter Murch
2. Adobe Premiere Pro CC Classroom in a Book (2015 release) by Maxim Jago
3. Some Procedures for Sound Editing on Videotape: Using JVC Editing Control Unit RM-86U and 6-Channel Mixer MI 5000” by Richard Raskin
4. The Focal Easy Guide to Final Cut Pro X by Rick Young

Programme: BAMB
Medium: English
Paper Title: Visual Communication and Photography
Semester: III
Subject Code: 30422
Year of Implementation: 2019-2020

| Title of the Paper | L | Cr | P/T | D (EE) | EE | IE | TM |
|--------------------------------------|----|----|-----|----------|----|----|-----|
| Visual Communication and Photography | 60 | 4 | | 2&1/2hrs | 75 | 25 | 100 |

L=Lectures per week, Cr=Credits,
P/T=Practical/Tutorials,
D=External Exam Duration,
EE=External Examination,
IE=Internal Examination, T=Total Marks

Objectives:

1. To gain understanding of visuals in media.
2. To be able to create visuals using camera.
3. To be able to recognize elements of visuals in media production.

Learning Outcomes:

1. Mastering the basics of form, color, typography, photography, layout, and motion graphics.
2. Development of Skill and Technique of Digital Camera

| Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
|--|---|--|-----------|------------------|---------|---|--------------|
| | | | | | | IE Weightage | EE Weightage |
| Theory and practise of drawing | To develop the habit of looking closely at the visible world around you in order to represent it in terms of aesthetics, beauty and truth. To look at what you are seeing and to see what you are looking at | Introduction to visual communication theory Unit 1: How and why we see Unit 2: The concept of visual literacy Unit 3: Sense and Perception of images Unit 4: Understanding visual art | 25 | 5 | 1 | 5 Finding Five visual illusions and explaining them | 20 |
| Build the knowledge of the essential skills in graphic communication design. | To understand the elements, or principles, of visual design include Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety | Elements and Principles of Design Unit 1: Balance and harmony, Patterns of arrangement object placement, Contrast Unit 2: Typography: Science of signs, images and words Unit 3: Effective use of colour Unit 4 : Graphics and Animation Layout and design ,Computer-generated images Computer animation in film and television | 25 | 15 | 1 | 5 Making a Journal on Principles of design using visuals from magazines | 20 |
| Handling Camera and its accessories | To become proficient at the technical aspect of photographing with a digital camera. | Photography Unit 1: A History of Photography and the Camera, Black and White Photography, Analog photography, DSLR Camera Unit 2: Types of cameras and camera lenses- their uses and functions | 25 | 15 | 1 | 5 Making use of design principles in creating visuals through photography. | 20 |

| | | | | | | | |
|-------------------------------|--|---|----|----|---|---|----|
| | | Apertures- f number and their effects Manual and auto focus Basic lighting for photography Essential accessories- filters, converters, flashgun, tripod, Memory card, Charge | | | | | |
| Learning types of photography | To develop and practice skills using digital photography | Rules of Composition 1.Landscape 2.People 3.Events 4.Photo Journalism | 25 | 25 | 1 | 10 Creating a photo Journal with various photos like sports, architecture, action, interiors, landscapes and nature, Still life, Portraits- indoor and outdoor | 15 |

Essential Reading:

1. Visual
2. Communication Images with Messages(2nd Edition). Lester,,P. 2000.
3. Manual of Graphic techniques: Mediums & Methods. Rose, Gillian. 2001.
4. Photography in India: A Visual History from the 1850s to the Present Hardcover – February 26, 2019 by Nathaniel Gaskell
4. Learning to see creatively-- by Bryan Peterson
5. Photography and the Art of Seeing-- by Freeman Patterson
6. Lessons in Typography: by Jim Krause July 16, 2015
7. Color for Designers by Jim Krause
8. The Beginner's Photography Guide (Dk) – 15 July 2016 by [DK](#) (Author)

Suggested Activities:

1. Picture analysis, Sketch a Picture or graphic image to supplement the words they are writing, Color test,
2. Direct their attention outward to see how color is used in various places.
3. Visit to Sanjay Gandhi National park and Mahim Nature's park for photography.

Programme: BAMM

Medium: English

Paper Title: Introduction to Computers

Semester: II

Subject Code:20522

Year of Implementation: 2019-20

| Title of the Paper | L | Cr | P/T | D (EE) | EE | IE | TM |
|----------------------------------|----|----|-----|----------|----|----|-----|
| Introduction to Computers | 60 | 4 | | 2&1/2hrs | 75 | 25 | 100 |

#L=Lecture, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, TM=Total Marks

Course Objectives:

1. Gain basic knowledge of computers.
2. Application of computers in other subjects.
3. Do research work and obtain information for presentations through internet.
4. Prepare documentation & PowerPoint presentations.

Learner Outcomes:

1. Enable students to understand Computer Basics, Internet browsing.
2. Introduction to Graphic Designing and Coral draw

| Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
|-----------------|--|--|-----------|------------------|---------|---|--------------|
| | | | | | | IE Weightage | EE Weightage |
| Computer Basics | Basics of Computer Software and Hardware | Evolution, Advantages and Disadvantages Features-Hardware and Software, Networking, LAN, MAN, WAN, Internet. Input, Output and Storage Devices. Input, Output Devices-Keyboard, Monitor | 20 | 3 | 1 | 05 Presentation on different generation of Computers | 15 |

| | | | | | | | |
|-------------------------|--|--|----|----|---|---|----|
| | | Joystick, MICR, Scanner, Digital Camera Output Devices- Monitor, Printer (Impact and Non-Impact Printers -Character Printer, Continuous Character Printers, Golf Ball- Daisy Wheel-Dot Matrix- Line-Page- Ink Jet- Drum-Band-Laser Printer), Plotters, Speakers. Storage Devices - Punch Card, Floppy Disk, Winchester Disk (Hard disk), Compact Disk, Magnetic Tapes, Magneto Optical Drive, DVD ROM / RAM Disk, Zip Drive. | | | | | |
| Micro Soft Office | Microsoft Word/Excel/Power Point | Role and importance of Presentation. Presentation Packages. Overview of Presentation Packages. Different Types of Slide layouts. Slide View, Slide Sorter View & Slide Show. Buttons, Setup Show, Applying Design. Templates and Backgrounds. Transition & Custom Animation Effects. Recording Voice in Presentation. Electronic Presentations | 20 | 15 | 1 | 05 Power point presentation, Writing Emails, Preparing CVs | 25 |
| Browsing | Using Internet, Email | Brief history of evolution of Internet. Using browsers and search engines. Managing Files and Folders. Browsing, Surfing & using search engines. Downloading Pictures | 20 | 2 | 1 | 05 Creating Email Ids, Downloading images, videos, and study materials | 10 |

| | | | | | | | |
|-------------------|---------------------------|--|----|----|---|---|----|
| | | and Text Creating Accounts. Attachments and Changing, Passwords, Chatting. | | | | | |
| Print Graphics | Corel Draw & Photoshop | Understanding Vector and Raster Graphics To create original art & convert it to desired file formats and platforms. Retouch, manipulate & enhance photographs of Digital arts for Photo- Albums. Students will develop the skills and vocabulary necessary to prepare a project for print production. | 40 | 40 | 1 | 10 Assignment using Corel Draw and Photoshop to design things like posters banners, visiting cards etc Online banners and Pop up ads. | 25 |

Reference Books

Fundamentals of Computer Graphics, Third Edition
Review of Second Edition, by Marlin Thomas

Fundamentals of Computers
Balagurusamy E

How Computers Work
Book by Ron White

How The Internet Works
by [Gralla](#) (Author)

Department of Home Economics: Nutrition and Meal Management

Add-On Skill Component

1 credit, 15 hours (3 hours Theory and 12 hours Practical)

Course objectives:

The course will help students

- To understand the different components of a recipe and its nutritional importance
- To acquire the skill to prepare different recipes
- To innovate and create new recipes

Outcomes:

The students will be able to-

- List out ingredients and the nutritional importance of a recipe
- Prepare the different recipes
- Innovate, plan and prepare their own recipes

A. Practical oriented course on Salads and Dressings

Theory:

Module 1: Introduction to salads (1 hour)

- 1.1 Types of Salads- Indian, Continental, Middle Eastern, Oriental
- 1.2 Components of a salad
- 1.3 Nutritional contribution of salads

Module 2: Preparation of Salads (1 hour)

- 2.2 Types of dressings- curds, tempering, French dressing, mayonnaise, white sauce
- 2.3 Types of garnishing
- 2.4 Presentation of salads

Module 3: Sanitation and Hygienic handling (1 hour)

- 2.1 Selection and Storage of raw material
- 2.2 Packaging of prepared salads

Practical

Module 1: Introduction to practical (2 hours)

- 1.1 Weights and measures
- 1.2 Equipment used for salad making

Module 2: Preparing different salad dressings (2 hours)

- 2.1 - Classic Vinaigrette, Roasted Garlic, Dijon, Spicy Honey-Mustard, Mediterranean, Creamy Italian, Lemon Balsamic, Basil-Walnut, Yogurt-Tamarind, Yogurt-Mint, Cilantro-Tamarind, other Indian salad dressings

Module 3: Preparing salads (8 hours)

- 3.1 Indian:** Masala mix sprout salad, Bhoplyache Bharit, Moong Dal Kosambari, Cucumber Raita, Aam kasundi

3.2 Continental: Roasted Butternut Squash Salad with Tahini Vinaigrette, Greek Salad, Grilled Sweet Potatoes with Lemon Herb Sauce, Tomato, Peach & Basil Salad, Continental Egg Salad

3.3 Middle Eastern: Tabbouleh, Fattoush Salad, Rice Salad, Quinoa salad, Chickpeas salad

3.4 Oriental: Korean Cucumber Salad, Crunchy Noodle salad, Thai crunch salad with peanuts, Spicy Zucchini and Carrot salad, Spinach and Orange salad

(The choice of salads in each category can vary according to availability of ingredients)

B. Practical oriented course on different types of Parathas

Theory:

Module 1: Introduction to Indian breads (1 hour)

- 1.4 Types of Indian breads- leavened (Naan, Kulcha, pav), unleavened (types of roti, chapati, phulkas, bhakri, parathas)
- 1.5 Ingredients used and their functions
- 1.6 Nutritional contribution

Module 2: Preparation of Salads (1 hour)

- 2.2 Types of parathas- plain, stuffed- savoury and sweet
- 2.3 Types of accompaniments- curds, chutneys, pickles
- 2.4 Methods of making parathas

Module 3: Sanitation and Hygienic handling (1 hour)

- 2.1 Selection and Storage of raw material
- 2.2 Packaging of products

Practical

Module 1: Introduction to practical (2 hour)

- 1.1 Weights and measures
- 1.2 Equipment used for paratha making

Module 2: Preparing different accompaniments (2 hours)

- 2.1 – Chana, rajma, Vegetable pickle, pickled onions, mint chutney, tomato chutney, mint curds, dahi-boondi, kachumber

Module 3: Preparing parathas (8 hours)

- 3.1** Plain paratha- laccha, ajwain, jeera, garlic and coriander,
- 3.2** Stuffed paratha- savoury- single layer, double layered- basic alu paratha- variations with vegetables and dals, papads, soya kheema, eggs
- 3.3** Stuffed paratha- Sweet – sugar paratha, puranpolis, nuts and dry fruit parathas, khava-poli, sanjori

Evaluation:

Internal assessment: Every practical will be evaluated out of 10 marks each= A

MCQs based on theory will be evaluated out of 15 marks= B

A+B= 25 marks

Final assessment:

Students will be asked to create their own innovative recipe for each product, prepare the recipe and serve in an appropriate serving dish and in an appropriate packaging material. The evaluation will be out of 25 marks = C.

Final marks will be $\frac{(A+B)}{2} + C$

2

SYLLABUS
B.COM III
SEMESTER VI
COMMON PAPER FOR ALL UGC VOCATIONAL COURSES
ENTREPRENEURSHIP DEVELOPMENT

Computer Code – 606154

4 Credits

Objective:-

To acquaint student with the basic concept of entrepreneurship theories & emerging trends in entrepreneurship.

| Units | Topics | Lectures | Credits | Weightage % |
|-------|--|----------|---------|-------------|
| 1 | Objective: To acquaint students with the concept of Entrepreneurship <ul style="list-style-type: none"> • Importance of Entrepreneurship • Role of an Entrepreneur in economic development of an economy • Characteristics of an successful entrepreneur • Entrepreneurial Development Program (EDP) Importance, Objectives & Methods | 25 | 1 | 25 |
| 2 | Objective: To help the students identify a business opportunity & understand different theories on entrepreneurship <ul style="list-style-type: none"> • Sources of information • Project selection • Product planning & development • Theories of entrepreneurship - Innovation theory by Schumpeter, Theory of high achievement by McClelland | 25 | 1 | 25 |
| 3 | Objective: To identify the challenges faced by women entrepreneur & role of various | 25 | 1 | 25 |

| | | | | |
|----------|--|-----------|----------|-----------|
| | agencies. <ul style="list-style-type: none"> Why women entrepreneurs fail? (4 entrepreneurial pitfalls by Peter Drucker) Role of State Govt. in promoting entrepreneurship – various incentives, subsidies & grants. Role of different agencies in entrepreneurship – DIC, SISI-DI, NIESBUD. | | | |
| 4 | Objective: To acquaint students with the emerging concept of Entrepreneurship <ul style="list-style-type: none"> Features of social entrepreneurship, agricultural entrepreneurship, academic entrepreneurship. Developing competitive advantage through IPR. Innovation & Entrepreneurship (Start-ups-Case Studies) | 25 | 1 | 25 |

- A. Sahay, A. Nirjar, Entrepreneurship, Education; Research & Practice, Excel Books, New Delhi, 1st Edition, 2006.
- J.S. Saini, B.S. Rathore, Entrepreneurship theory & Practice, Wheeder Publishing, New Delhi, 1st edition, 2001.
- Satish Taneja, S.L. Gupta Entrepreneurship Development, New creation, Galgotia Publishing Co. 2002.
- Saravanavel, P.: Entrepreneurial development. [principles, policies and programmes] (2nd ed) Madras. Ess Pee Kay Publishing House, 1991.--(338.04SAR)
- Ghosh, Biswanath: Entrepreneurship development in India. Jaipur. National Publishing House, 2000. 81-86803-63-7--(338.04(54)GHO)
- Khanka, S.S.: Entrepreneurial development. (3rd rev. ed) New Delhi. S.Chand & Co., 2001. 81-219-1804-4--(338.04KHA)
- Paul, Jose: Entrepreneurship development and management. Mumbai. Himalaya Publishing House, 2000.--(338.04PAU)
- Desai, Vasant: Small-scale industries and entrepreneurship. (6th rev.ed.) Mumbai. Himalaya Publishing House, 2001.--(338.04DES)

B.Com. III
Semester VI
Specialisation Group III
Financial Accounting & Auditing Paper VI
Taxation - Income Tax
Computer Code 650615
4 credits

ABOUT THE COURSE:

Course content focuses on conceptual aspect of Income- Tax

IMPORTANT NOTES:

- a) The law to be studied is that which is applicable to the previous year ended immediately before commencement of the academic year. (Applicable to Individual Assessee only)
- b) No knowledge of case laws is expected, Questions and Problems should not have any direct or indirect reference to case law.

External Exam: 75 Marks

| Unit | Topic | Weightage | Lectures |
|------|--|-----------|----------|
| 1 | <p>Objectives: To understand the basics of income-tax as part of direct tax laws and the elementary definitions.</p> <p>Contents: CONCEPT OF TAXATION, DEFINITION AND CHARGE OF INCOME TAX: THEORY ONLY DEFINITIONS: Assesses, Assessment Year, Person, Previous Year, Income, Total Income. Elementary Acquaintance with Section 6 (Resident Status) of Income Tax Act, 1961.</p> <p>Note: Exact Reproduction of Language of the Act is not expected.</p> | 25 | 15 |
| 2 | <p>Objectives: To understand the theory and its practical application in preparation of computation of income under the head “Income from Salary” “Income from House Property”, “ Income from Business/Profession” & “ Income from Other Sources”</p> <p>Contents: A) ELEMENTARY PROBLEMS ON SALARIES: Computation of Income under this Head Excluding calculations of Exempt limits of partly – exempt items, leave salary, Gratuity etc. and valuation of Perquisites but INCLUDING Deduction U/S 16 (iii).</p> | 25 | 15 |

| | | | |
|---|--|----|----|
| | <p>B) INCOME FROM HOUSE PROPERTY: Computation of Income from House Property u/s 22 to 25.</p> <p>C) INCOME FROM OTHER SOURCES: Computation of Income from this head INCLUDING Deductions.</p> | | |
| 3 | <p>Objectives: To understand the theory and its practical application in preparation of computation of income under the head “Income from Business/Profession” & “Capital Gain”</p> <p>Contents: A)Elementary Problems on Profits & Gains from Business & Profession: Theory and Elementary Problems for Individuals only-covering Section 28, 29, 30, 31, 32, 36 & 37. B)Elementary Problems on Capital Gains: Short Term and Long Term Capital Gain Covering Section 45, 47, 48, & 49.</p> | 25 | 15 |
| 4 | <p>Objectives: To understand five heads of income to prepare computation of total income, the various deduction available under income tax laws, calculation of tax and adjustment of prepaid taxes.</p> <p>Contents: COMPUTATION OF TOTAL INCOME: PROBLEMS ONLY ON: Computation of income under the head Salaries, Income from House Property, Profit & Gains of Business & Profession, Capital Gains and Other Sources, to the extent specified above; Working out Gross Total Income and Total Income after Deduction U/s 80C, 80D, 80E, 80G & 80TTA only; Calculating Income Tax Payable. (From Rates Table Provided)</p> | 25 | 15 |

Internal Assignments (25 Marks)

| Sr. No | Internal Assignment | Marks |
|--------|---|-----------|
| 1 | Assignment on preparation of Income- tax Return based on software/manual return of income. Quiz on all the heads of income. | 15 |
| 2 | PPT Presentations of any one Unit | 10 |
| | Total | 25 |

References :

Kishnadwalla & Shetty 2015, Direct taxes Manas Publication Delhi

V.K. Singhania, 2015, Direct & Indirect Taxes (student edition) – Taxman Publication

Girish Ahuja & Ravi Gupta, 2015, Direct Taxes- Law & Practice – S. Chand & Sons, Delhi

Ainapure&Ainapure, 2015, Direct & Indirect Taxes, Manan Prakashan –Mumbai

SEMESTER –V
Capital Markets
Computer Code
4 Credits

Module 5.4

Evaluation Pattern:

Internal Evaluation: 25 Marks

External Evaluation: 75 Marks

Objective: To make the students aware about the financial environment and the role of capital market in capital formation.

| Unit number | Detailed Syllabus | Teaching Hours | Weight age in (%) |
|-------------|---|----------------|-------------------|
| Unit-1 | Finance Function: Meaning ,scope and objective of finance function,Classification of finance function (Executive & Routine) Organisation of finance function,Challenges before Indian financial managers. | 10 | 20 |
| Unit-2 | Introduction to Capital Market: Role,definition,functions,advantages and disadvantages, Types of Capital Market (Gilt edged Securities Market,Industrial securities market) | 20 | 30 |
| Unit-3 | Marketing of securities: Methods of Marketing new issue, Public Issue Procedure,Underwriting of Shares. Meaning & Function of Stock Exchange,Benefits of Stock Exchange. | 20 | 30 |
| Unit -4 | Mutual Funds: Concepts of Mutual Funds,Types and importance of Mutual Funds,Factors affecting selection of Mutual Funds. | 10 | 20 |
| | | 60 | 100 |

Recommended Books:

1. Fundamentals of Marketing and Finance by Michael Vaz&VinayakParalikar
2. Financial Markets and services by GordanNatarajan (Himalaya Publishing House)
3. Financial Management – P.V. Kulkarni& B.G. Satyaprasad, 12th edition, published by Himalaya Publishing House.
4. Basic Financial Management - M.Y. Khan &P.K.Jain, 2nd edition 2005, published by Tata Mcgraw Hill Publishing Co. Ltd.
5. Fundamentals of Financial Management – Prof. A.P. Rao , 7th revised & enlarged edition. 2006 Everest Publishing House.

Bachelor of Commerce with Accountancy Finance and Insurance

SEMESTER – VI

Investment and Portfolio Management

Computer Code.....

4 Credits

Module 6.4

Evaluation Pattern:

Internal Evaluation: 25 Marks

External Evaluation: 75 Marks

| Module | Topic | Weightage % | No. of Periods |
|--------|--|-------------|----------------|
| | Objectives : This module aims at providing the students a basic introduction to the areas of security analysis and portfolio management and equipping them with learning basic tools and techniques for making profitable investment decisions. | | |
| I | INTRODUCTION TO INVESTMENT <ul style="list-style-type: none">• Meaning of investment ,• Investment avenues,• Types of investors, Investment objectives ,• The investment process,• Risk return Relationship | 20 | 10 |
| II | Equity Valuation Model Discounted Cash-flow techniques Balance sheet valuation, Dividend discount models, Intrinsic value and market price, earnings multiplier approach, P/E ratio, Price/Book value, Price/sales ratio, Economic value added (EVA). | 25 | 15 |

| | | | |
|-----|---|-----|----|
| III | SECURITIES RETURN & VALUATION ANALYSIS Security Analysis, Meaning of security, Types of securities, Calculation of security return, <ul style="list-style-type: none"> • Fixed-Income Securities – Overview of fixed-income securities – Risk factors in fixed-income securities (Systematic and unsystematic) – Bond analysis – Types of bonds, Major factors in bond rating process – Bond returns – Holding period return | 25 | 15 |
| IV | PORTFOLIO MANAGEMENT & CAPITAL MARKET THEORY: <ul style="list-style-type: none"> • Meaning of Portfolio – What is Portfolio Management – Objectives, Principles of Portfolio Construction. • Non Marketable Financial Assets – Bonds or fixed Income securities – Equity shares – Mutual Funds – Schemes of mutual funds (only concept of equity scheme, Hybrid Scheme, Debt Scheme) • Securities Market: Primary Equity Market, IPO, Book Building Process, Red Herring Prospectus, Secondary Market- Stock Markets. • Role of SEBI as regulator of Capital Market. | 30 | 20 |
| | | 100 | 60 |

Reference Books:

1. Bhalla : Investment Analysis, S. Chand & Co. Delhi.
2. Fischer & Jordan, Security Analysis and Portfolio Management, Prentice Hall India.
3. Pandian, Security Analysis and Portfolio Management, Vikas Publishing House Pvt. Ltd.
4. I. M. Pandey, Financial Management, Vikas Publishing House Pvt. Ltd.
5. V. A. Avadhani, Investment and Securities Market in India, Himalaya Publishing House.
6. D. C. Patwari, Options and Futures: Indian Perspective, Jaico Publishing House.
7. V. K. Bhalla, Portfolio Analysis and Management, Sultan Chand & Sons Agarwal, A Guide to Indian Capital Markets, New Delhi.

Bachelor of Accounting, Finance & Insurance

SEMESTER IV

BUSINESS FINANCE AND WOMEN EMPOWERMENT

Computer Code -----

4 Credits

| Unit | Topic | Weightage % | No. of Periods |
|-------------|---|--------------------|-----------------------|
| | Objective: 1. The objective of this course is to help students to understand the Financial statements make them aware of different styles of presenting financial data.. 3. To prepare and analyse the financial statements. | | |
| 1 | Fixed Capital and Working Capital: Meaning, Features, Factors determining its requirements, Fixed Capital vs Working capital | 25 | 15 |
| 2 | Capitalization and Capital Structure: Capital Structure-Meaning and Definition, Factors influencing capital structure, Capitalization(Overcapitalization, Under-capitalization, Water Capitalization.) | 25 | 15 |
| 3. | Micro Finance & Women Empowerment:- Concept of Women Empowerment Concept of Micro Finance Various policies and scheme of government for Women Empowerment through Micro Finance Poverty Alleviations through Micro Finance & Women Empowerment | 25 | 15 |
| 4. | Women Empowerment through Entrepreneurship Concept of Women Entrepreneurship Government policies for Women Entrepreneurship Development Issues and challenges in Women Entrepreneurship Development in India Self Help Group and Women Entrepreneurship Development in India | 25 | 15 |
| | | 100 | 60 |

Reference Text :

1.Vaz Michael and Paralikar Vinayakm, Fundamentals of Marketing

Masters of Arts

Syllabus for Orientation to Practicum in Counselling Psychology Semester IV

| Old Syllabus | Proposed Syllabus |
|---|---|
| Title of the Paper: Orientation to Practicum in Counselling Psychology | Title of the Paper: Orientation to Practicum in Counselling Psychology |
| Subject Code: 310231 | Subject Code: 30431 |

| PAPER TITLE | L | Cr | P/T | D (EE) | EE | IE | T |
|-------------|---|----|-----|------------|----|----|-----|
| | 4 | 4 | -- | 2 hours | 50 | 50 | 100 |

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

| Old Syllabus | Proposed Syllabus |
|--|--|
| Objectives: <i>After the completion of this unit the student will be able to</i> <ol style="list-style-type: none"> 1. integrate theory into practice through the process of action, reflection and praxis 2. provide for practicing competencies developed throughout the postgraduate program. 3. explain the role of professional counsellor pertaining to various issues and various settings. 4. underline importance and formats of history taking and mental status examination. 5. describe the counselling process in the field. 6. carry out the process of diagnosis and its importance in counselling 7. develop counselling interventions. | <i>After the completion of this unit the student will be able to</i> <ol style="list-style-type: none"> 1. integrate theory into practice through the process of action, reflection and praxis 2. provide for practicing competencies developed throughout the postgraduate program. 3. explain the role of professional counsellor pertaining to various issues and various settings. 4. underline importance and formats of history taking and mental status examination. 5. describe the counselling process in the field. 6. carry out the process of diagnosis and its importance in counselling develop counselling interventions. |

| Old Syllabus | | Proposed Syllabus | | | | | | | |
|--------------|--|-------------------|---|---|-----------|---------------------|---------|---------------------|---------------------|
| Unit | Topic and Details Old Syllabus | Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
| | | | | | | | | IE Weighta ge | EE Weighta ge |
| | <p>presenting problem or concern(Detail case history)</p> <p>Mental status examination</p> <p>Psychological Assessment</p> <p>Main points or main issues discussed</p> <p>Relevant information on interventions</p> <p>Long-term/short-term goals Evaluation</p> <p>Thus the orientation of practicum includes</p> | | <p>In these courses students are expected to present 3individual cases having diversity in terms of problem areas, domain area, method of assessment and intervention</p> <p>Students are expected to document and report cases in a prescribed format following supervision of the faculty. It should be subsequently compiled</p> | <p>I. Case history taking</p> <p>II. Mental status examination</p> <p>III. Assessment using at least three psychological tests</p> <p>IV. Field visits</p> <p>V. Case presentations and discussions</p> <p>VI Diagnostic formulations</p> | | | | | |

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| | | | | in the journal. In addition, undertake a group session | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|

| | | | | | | | | | | |
|--|------|---|--|--|--|--|--|--|--|--|
| | I. | Case history taking | | | | | | | | |
| | II. | Mental status examination | | | | | | | | |
| | III. | Assessment using at least three psychological tests | | | | | | | | |
| | IV. | Field visits | | | | | | | | |
| | V. | Case presentations and discussions | | | | | | | | |
| | VI. | Diagnostic formulations | | | | | | | | |

Evaluation Scheme:

Students can be evaluated on the basis of analysis of simulated case, test protocol and corresponding viva examination and on the journal writing .

Student has to answer any 2 questions from Q1 to Q4. Q5 is compulsory

| Question No. | Question Type | Marks |
|--------------|-------------------------------------|-------|
| Q1 | Essay type Question from Module I | 14 |
| Q2 | Essay type Question from Module II | 14 |
| Q3 | Essay type Question from Module III | 14 |
| Q4 | Essay type Question from Module IV | 14 |
| Q5 | Essay type Question from Module I | 22 |

References:

A. Essential Reading:

- Ivey, A. E., & Ivey, M. B. (2002). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Nelson-Jones, Richard (2008). *Basic Counseling Skills: A Helper's Manual*. New Delhi: Sage Publications.

B. Additional Reading

- Pipes, R. B., & Davanport, D. S. (1999). *Introduction to psychotherapy: Common clinical wisdom* (2nd ed.). Boston, MA: Allyn & Bacon.
- Reid William An Intervention Resource for Human services. NY: Columbia Univ. Press
- Singh, S. and S.P. Srivastava Teaching and practice of Social Work in India New Royal Book Company.

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Empowerment of Women through Quality Education to make them Competent, Self-reliant and Responsible
Homemakers, Professionals and Citizens

Institutional Mission

Education for a living and for making a better living

Institution Objectives

All round personality development of students

Training students to be responsible citizens with awareness-raising programs and activities

To make higher education more relevant, need based and skill based

To lay foundation for progressive and prosperous future of the students

Programme: Core Component (CC)
Medium: English Medium
Paper: C.C. English (H.L.)
Paper Title: Empowering English Paper I
Semester: I
Subject Code:
Year of Implementation: June 2019

| Title of the Paper | L | Cr | P/T | D (EE) | EE | IE | TM |
|--------------------|----|----|-----|---------|----|----|-----|
| Empowering English | 03 | 04 | 01 | 2.5 Hrs | 75 | 25 | 100 |

#L=Lecture, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration,
 EE=External Examination, IE=Internal Examination, TM=Total Marks

Course Objectives:

1. Focus on improving students' reading, writing, listening and speaking skills in English.
2. Make students read thematically related literary texts to make them informed about issues and utilize the literary texts to improve students' vocabulary; and, also their ability to skim and scan written material.
3. Improve written language by engaging students in writing personal letters on the topics they are likely to write in daily situations; and, also by training them write descriptive prose.
4. Prepare students to listen to spoken English with the help of information and communication technology (ICT) as well as direct reading aloud/speaking.
5. Teach students to speak English required for routine daily conversations, combining it with training in listening to similar talks.
6. Specifically focus on grammar topics to improve writing and speaking skills.

Learner Outcomes:

At the end of Semester I, students would be able to acquire the following competencies:

1. Reading of short imaginative texts to learn new words and acquire information about themes.
2. Writing grammatically correct sentences to communicate through letters or short prose passage.
3. Understanding of spoken English and ability to converse in English about routine matter.

| Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
|---|--|---|-----------|------------------|---------|--------------|--------------|
| | | | | | | IE Weightage | EE Weightage |
| I: Reading Comprehension and Vocabulary Enhancement | To inform about issues and utilize the literary texts to improve students' vocabulary; and, also their ability to skim and scan written material | <p>Selected two short fictions from <i>Separate Journeys</i>, Ed. Geeta Dharmarajan, Katha Publication, 2002.</p> <ol style="list-style-type: none"> 1. 'Bayen', Mahashweta Devi 2. 'The Decision', T Janki Rani <p style="text-align: center;">OR</p> <p>Selected two short fictions from <i>Bitter Fruit: The Very Best of Saadat Hasan Manto</i>, Edited and Translated by Khalid Hassan, Penguin Books, 2008.</p> <ol style="list-style-type: none"> 1. 'Toba Tek Singh', Saadat Hasan Manto 2. 'The Dog of Titwal', Saadat Hasan Manto <p style="text-align: center;">OR</p> <p>Selected two short fictions from <i>The Ruskin Bond Omnibus</i>, Ed. Ruskin Bond, Rupa and Co., 2004.</p> <ol style="list-style-type: none"> 1. 'The Khan's Treasure', Ruskin Bond 2. 'In a Crystal Ball: A Mussorie Mystery', Ruskin Bond <p>The teacher may select any one of the recommended selections for the semester. The teacher is expected to make a glossary of words with their meanings and identification of the forms from the story.</p> | 25 | 20 | 1 | 5 | 20 |

| | | | | | | | |
|---------------------------|---|---|----|----|---|---|----|
| | | | | | | | |
| II: Letter Writing Skill: | To prepare students to write personal letters on various topics | <p>Some of the specimen topics are as follows. The teacher is free to use any other topic in class for a personal letter; the letters should be properly paragraphed and of about 350 words:</p> <ol style="list-style-type: none"> 1.To a friend about how the writer spent summer vacation 2.To a cousin to share an interesting experience/incident 3.To an invalid family member asking after his/her health 4.To a dear one about how the writer misses him/her 5.To someone to congratulate about his/her achievement <p>(Instruction: The teacher must make the students send the above letters as an email, once they learn to write it in the structure of a conventional letter. This will make the students familiar with the process of sending emails and the interface of popular email services.)</p> | 25 | 10 | 1 | 5 | 20 |
| III: Guided Essay Writing | To prepare students to write descriptive prose | The teacher should select topics to write a descriptive essay and give enough hints to develop a composition of about 1000 words. The teacher should instruct students about understanding the topic, consistency subject | 25 | 10 | 1 | 5 | 20 |

| | | | | | | | |
|--|--|---|----|----|---|---|----|
| | | matter, unity of ideas in a paragraph, coherence of ideas through the essay and correct language. | | | | | |
| IV: Listening and Speaking Skills; Understanding Grammar | To prepare students to listen to spoken English, to speak English required for routine daily conversations and also focus on grammar topics to improve writing and speaking skills | <ol style="list-style-type: none"> 1. The teacher can read out from news or feature articles in the class and then question students to test their comprehension. 2. The teacher is expected to use podcasts or any other online resource for improving listening skills. 3. For conversation practice the teacher should make students speak sentences in chorus, and then move on to longer dialogues and role plays. 4. Grammar Modules to be covered in the semester: verbs of 'to be'; tenses; active and passive voice; specific use of 'want-somebody-to', 'it-takes-(time) to do' and 'get' (as in get married, get dressed, get back, get home and so on.) | 25 | 20 | 1 | 5 | 20 |

Evaluation Scheme:

A. Internal Examination: 25 Marks

1. The internal testing should be continual and spread over the semester.
2. Students' acquisition of grammar should be evaluated for 10 marks through worksheets.
3. Speaking and listening skill should be evaluated for 15 marks.

B. External Examination: 75 Marks

The pattern of the written exam would be as follows:

1. A. Comprehension passage from the stories taught in class. The questions about the passage should test skills to find out data, interpret information and write a personal response. (Marks 15)
B. Objective questions about the short stories. The questions should aim to check the students' familiarity with the text. (Marks 05)
2. Personal letter writing. Give a choice of three questions, students will attempt two questions. Expected Length: 350 words. (Marks 20)
3. Guided essay writing. Expected length: 1000 words. No choice of topics. (Marks 15)
4. Grammar. (Marks 20)

References:

A. Essential Reading:

1. Murphy, Raymond, *Essential English Grammar*. Cambridge University Press. 1998.
2. Hassan, Khalid ed. and trans., *Bitter Fruit: The Very Best of Saadat Hasan Manto*. Penguin Books. 2008.
3. Dharmarajan, Geeta, ed. *Separate Journeys*. Ed. Geeta Dharmarajan. Katha Publication. 2002.
4. Bond, Ruskin ed., *The Ruskin Bond Omnibus*. Rupa and Co. 2004.
5. *Six Minute English*. Podcasts broadcast by British Broadcasting Corporation (BBC).

B. Additional Reading:

1. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017
2. Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Catherine Walter. Oxford. 2012
3. Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.
4. Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.
5. Kumar, Sanjay, Lata, Pushp, *Communication Skills*. Oxford University Press.
6. Hoge, AJ, *Effortless English*. LLC. 2014

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Training students to be responsible citizens with awareness-raising programs and activities

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To lay foundation for progressive and prosperous future of the students

Programme: Core Component (CC)
Medium: Non- English Medium
Paper: C.C. English (L.L.)
Paper Title: Starting with English Paper I
Semester: I
Subject Code:
Year of Implementation: June 2019

| Title of the Paper | L | Cr | P/T | D (EE) | EE | IE | TM |
|-----------------------|----|----|-----|---------|----|----|-----|
| Starting with English | 03 | 04 | 01 | 2.5 Hrs | 75 | 25 | 100 |

#L=Lecture, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, TM=Total Marks

Course Objectives:

1. Focus on improving students' reading, writing, listening and speaking skills in English.
2. Make students read thematically related literary texts to make them informed about issues and utilise the literary texts to improve students' vocabulary; and, also their ability to skim and scan written material.
3. Improve written language by engaging students in writing leave letters and also by training them to write descriptive prose.
4. Prepare students to listen to spoken English with the help of information and communication technology (ICT).
5. Teach students to speak English required for routine daily conversations, combining it with training in listening to similar talks.
6. Specifically focus on grammar topics to improve writing and speaking skills.

Learner Outcomes:

At the end of Semester I, students would be able to acquire the following competencies:

1. Reading of short imaginative texts to learn new words and acquire information about themes.
2. Writing grammatically correct sentences to communicate through letters or short prose passages.
3. Understanding of spoken English and ability to converse in English about routine matter.

| Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
|---|--|---|-----------|------------------|---------|--------------|--------------|
| | | | | | | IE Weightage | EE Weightage |
| I: Reading Comprehension and Vocabulary Enhancement | To inform about issues and utilize the literary texts to improve students' vocabulary; and, also their ability to skim and scan written material | <p>Selected three short fictions from <i>Yuvakatha</i> – Vol. IV, Ed. Geeta Dharmarajan, Katha Publications, New Delhi, 1996.</p> <ol style="list-style-type: none"> 1. 'Unnikatha', M Mukundan 2. 'Girls', Mrinal Pande 3. 'Reflowering', Sundara Ramaswamy <p style="text-align: center;">OR</p> <p>Selected three chapters from <i>Swami and Friends</i> – R. K.Narayan, Indian Thought Publications, Chennai, 37th Reprint, 2005.</p> <ol style="list-style-type: none"> 1. 'Monday Morning' 2. 'Rajam and Mani' 3. 'Swami's Grandmother' <p style="text-align: center;">OR</p> <p>Selected three short fiction from <i>Here, There and Everywhere: Best-Loved Stories of Sudha Murty</i> – Sudha Murty, Penguin Books, New Delhi, 2018.</p> <ol style="list-style-type: none"> 1. 'A Line of Separation' 2. 'How I Taught my Grandmother to | 25 | 20 | 1 | 5 | 20 |

| | | | | | | | |
|---------------------------|--|---|----|----|---|---|----|
| | | <p>Read'</p> <p>3. 'May You Be the Mother of a Hundred Children'</p> <p>The teacher may choose any one section from the recommended titles. The teacher is expected to prepare a glossary of words and their meanings, relevant to the story.</p> | | | | | |
| II: Letter Writing Skill: | To prepare students to write leave letters on various topics | <p>Some of the specimen topics are as follows. The letters should be properly paragraphed and of about 150 words:</p> <ol style="list-style-type: none"> 1. Short leave from college as you are not feeling well 2. Leave from workplace as a family member has met with an accident 3. Leave from college as you are attending a wedding/social function in the village <p>(Instruction: The teacher must make the students send the above letters as an email, once they learn to write it in the structure of a conventional letter. This will make the students familiar with the process of sending</p> | 25 | 10 | 1 | 5 | 20 |

| | | | | | | | |
|--|--|--|----|----|---|---|----|
| | | emails and the interface of popular email services.) | | | | | |
| III: Guided Essay Writing | To prepare students to write descriptive prose | The teacher should select topics to write descriptive essay and give enough hints to develop a composition of about 500 words. The teacher must instruct students about the understanding of the topic, consistency of the topic, unity of ideas in a paragraph, coherence of ideas through the essay and correct language. | 25 | 10 | 1 | 5 | 20 |
| IV: Listening and Speaking Skills; Understanding Grammar | To prepare students to listen to spoken English, to speak English required for routine daily conversations and also focus on grammar topics to improve writing and speaking skills | <ol style="list-style-type: none"> 1. The teacher can read out from news or feature articles in the class and then question students to test their comprehension. 2. The teacher is expected to use podcasts or any other online resource for improving listening skills. 3. For conversation practice the teacher should make students speak sentences in chorus, and then move on to longer dialogues and role plays. 4. Grammar Modules to be covered in the semester: verbs of 'to be'; tenses; active and passive voice; specific use of 'want- | 25 | 20 | 1 | 5 | 20 |

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| | | somebody-to', 'it-takes-(time) to do' and 'get' (as in get married, get dressed, get back, get home and so on.) | | | | | |
|--|--|---|--|--|--|--|--|

Evaluation Scheme:

A. Internal Examination: 25 Marks

1. The internal testing should be continual and spread over the semester.
2. Students' acquisition of grammar should be evaluated for 10 marks.
3. Speaking and listening skills should be evaluated for 15 marks.

B. External Examination: 75 Marks

The pattern of the written exam would be as follows:

1. A. Comprehension passage from the stories taught in class. The questions about the passage should test skill to find out data, interpret information and write a personal response. Marks 15
B. Objective questions about the short stories. The questions should aim to check the students' familiarity with the text. Marks 05
2. Leave letter writing. Give a choice of three questions, students will attempt two questions. Expected Length: 150 words. Marks 20
3. Guided paragraph writing. Expected length: 500 words. Give a choice of three topics, students will attempt any two questions . Marks 15
4. Grammar. Marks 20

References:

A. Essential Reading:

1. Murphy, Raymond. *Essential English Grammar*. Cambridge University Press. 1998.
2. Dharmarajan, Geeta. ed., *Yuvakatha – Vol. IV*. Katha Publications. New Delhi, 1996.
3. Narayan R. K. *Swami and Friends* – Indian Thought Publications, Chennai, 37th Reprint, 2005.
4. Murty, Sudha. *Here, There and Everywhere: Best-Loved Stories of Sudha Murty* – Penguin Books, New Delhi, 2018.

B. Additional Reading:

1. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017
2. Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Catherine Walter. Oxford. 2012
3. Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.
4. Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.

5. Kumar, Sanjay, Lata, Pushp, *Communication Skills*. Oxford University Press.
6. Hoge, AJ, *Effortless English*. LLC. 2014

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Programme: BCom- Core Component (CC)

Medium: English Medium

Paper: C.C. English (H.L.)

Paper Title: Starting with English Paper I

Semester: I

Subject Code:

Year of Implementation: June 2019

| Title of the Paper | L | Cr | P/T | D (EE) | EE | IE | TM |
|-----------------------|----|----|-----|---------|----|----|-----|
| Starting with English | 04 | 04 | 00 | 2.5 Hrs | 75 | 25 | 100 |

#L=Lecture, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, TM=Total Marks

Course Objectives:

1. Focus on improving students' reading, writing, listening and speaking skills in English.
2. Make students read thematically related literary texts to make them informed about issues and utilise the literary texts to improve students' vocabulary; and also their ability to skim and scan written material.
3. To understand the importance of effective communication in business by learning about the theory of business communication and also improve written language by writing letters of enquiry and reply to enquires.
4. Prepare students to listen to spoken English with the help of information and communication technology (ICT).
5. Teach students to speak English required for routine daily conversations, combining it with training in listening to similar talks.
6. Specifically focus on grammar topics to improve writing and speaking skills.

Learner Outcomes:

At the end of Semester I, students would be able to acquire the following competencies:

1. Reading of short imaginative texts to learn new words and acquire information about themes.
2. Apply business communication strategies and principles to prepare effective communication for business situations.

3. Writing grammatically correct sentences to communicate through business letters.
4. Understanding of spoken English and ability to converse in English about routine matter.

| Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
|---|--|---|-----------|------------------|---------|--------------|--------------|
| | | | | | | IE Weightage | EE Weightage |
| I: Reading Comprehension and Vocabulary Enhancement | To inform about issues and utilize the literary texts to improve students' vocabulary; and, also their ability to skim and scan written material | <p>Selected two short fictions from <i>Imaging the Other</i>, Ed. Sara Rai, Katha-1999.</p> <ol style="list-style-type: none"> 1. 'The Stove', Premendra Mitra 2. 'Theresa's Man', Damodar Mauzo <p style="text-align: center;">OR</p> <p>Selected story from <i>Feluda – Satyajit Ray</i>, Trans. Gopa Majumdar, Penguin Evergreens, Penguin Books, India, 2011.</p> <ol style="list-style-type: none"> 1. 'Kailash Chowdhury's Jewel' <p style="text-align: center;">OR</p> <p>Selected two short fiction from <i>Indian Short Stories(1900-2000)</i> – Ed. E.V. Sahitya Akademi, , New Delhi, 2000.</p> | 25 | 20 | 1 | 5 | 20 |

| | | | | | | | |
|------------------------------|---|---|----|----|---|---|----|
| | | <p>2. 'The Shroud', Premchand</p> <p>3. 'In the Flood', Thakazhi Sivasankara Pillai</p> <p>The teacher may select any one section from the recommended titles. The teacher is expected to make a glossary of words with their meanings relevant to the story.</p> | | | | | |
| II: Business Communication | To understand the importance of effective communication in business. To introduce student to the theory of Business Communication | The student is introduced to the objectives and process of business communication; parts of business letters and layouts of business letters. Also the theory of enquiry letters and reply to enquiries will be introduced to the students. | 25 | 10 | 1 | 5 | 20 |
| III: Business Letter Writing | To apply understanding of Business Communication through letter writing | <p>The teacher must instruct students in writing business related enquiry letters and reply to enquiries.</p> <p>(Instruction: The teacher must make the students send the above letters as an email, once they learn to write it in the structure of a conventional letter. This will make the</p> | 25 | 10 | 1 | 5 | 20 |

| | | | | | | | |
|--|--|---|----|----|---|---|----|
| | | students familiar with the process of sending emails and the interface of popular email services.) | | | | | |
| IV: Listening and Speaking Skills; Understanding Grammar | To prepare students to listen to spoken English, to speak English required for routine daily conversations and also focus on grammar topics to improve writing and speaking skills | <ol style="list-style-type: none"> 1. The teacher can read out from news or feature articles in the class and then question students to test their comprehension. 2. The teacher is expected to use podcasts or any other online resource for improving listening skills. 3. For conversation practice the teacher should make students speak sentences in chorus, and then move on to longer dialogues and role plays. 4. Grammar Modules to be covered in the semester: verbs of 'to be'; tenses; active and passive voice; specific use of 'want-somebody-to', 'it-takes-(time) to do' and 'get' (as in get married, get dressed, get back, get home and so on.) | 25 | 20 | 1 | 5 | 20 |

Evaluation Scheme:

A. Internal Examination: 25 Marks

1. The internal testing should be continual and spread over the semester.
2. Students' acquisition of grammar should be evaluated for 10 marks through worksheets.
3. Speaking and listening skill should be evaluated for 15 marks.

B. External Examination: 75 Marks

The pattern of the written exam would be as follows:

1. A. Comprehension passage from the stories taught in class. The questions about the passage should test skills to find out data, interpret information and write a personal response. (Marks 15)
B. Objective questions about the short stories. The questions should aim to check the students' familiarity with the text. (Marks 05)
2. A. Business Communication Theory. (Marks 15)
B. Layouts of Business Letters. (Marks 05)
3. Enquiry and Reply to Enquiry. Give a choice of two topics each, student will attempt one from each part. (Marks 15)
4. Grammar. (Marks 20)

References:

A. Essential Reading:

1. Murphy, Raymond, *Essential English Grammar*. Cambridge University Press. 1998.
2. Doctor and Doctor. *Principles and Practice of Business Communication*. Sheth Publishers Pvt. Ltd. 2003.
3. Rai, Sara.ed. *Imaging the Other*, Katha-1999.
4. Ray, Satyajit. Trans. Gopa Majumdar. *Feluda – Satyajit Ray*, Penguin Evergreens, Penguin Books, India, 2011.
5. *Indian Short Stories(1900-2000)* – Ed. E.V. Sahitya Akademi, , New Delhi, 2000.

B. Additional Reading:

1. *Practical English Usage*. Michael Swan. Oxford University Press. 2017
2. *Oxford English Grammar Course*. Michael Swan, Catherine Walter. Oxford. 2012
3. *English Conversation Practice*. Grant Taylor. Macgraw Hill Education. 2001.
4. *Navneet Speakwell English*. Navneet. Navneet Publications. 2017.
5. *Communication Skills*. Sanjay Kumar, Pushp Lata. Oxford University Press.
6. *Effortless English*. AJ Hoge. LLC. 2014
7. *Business Communication: Skill Building Approach*. Sanjeev Dhawan. Pearl Books. 2010.
8. *Essentials of Business Communication*. N.C Jain and Saakshi. Aitbs Publishers, India. 2012.

Medium: English

Paper: IV

Paper Title: Basics of Business Communication

Semester: I

Subject Code: ****

Year of Implementation: 2019-20

| Title of the Paper | L | Cr | P/T | D (EE) | EE | IE | TM |
|----------------------------------|----|----|-----|---------|----------|----------|-----------|
| Basics of Business Communication | 04 | 04 | 00 | 2.5 hrs | 75 Marks | 25 Marks | 100 Marks |

#L=Lecture, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, TM=Total Marks

Course Objectives:

1. To equip students with basic knowledge and importance of effective communication in business and to improve written language in communication.
2. To develop practical English language skills for better communication.
3. To focus on grammar topics that would impact writing and speaking skills

Learner Outcomes:

1. Apply business communication strategies and principles to prepare effective communication for business situations.
2. Writing grammatically correct sentences to communicate through business letters.
3. Understanding of spoken English used in daily life and develop ability to converse in English about routine matter.

| Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
|--------|--|---|-----------|------------------|---------|--------------|--------------|
| | | | | | | IE Weightage | EE Weightage |
| 1 | To equip students with basic knowledge and importance of effective | Theory of Communication <ul style="list-style-type: none">• Process of Communication | 20 | 20 | 1 | - | 15 |

| | | | | | | | |
|---|---|--|----|----|---|----|----|
| | communication in business | <ul style="list-style-type: none"> • Channels of Communication • Modes of Communication-Verbal and Non-Verbal • Barriers of Communication | | | | | |
| 2 | To understand the importance of effective written communication in business and also improve written language by writing different letters required in business communication | 2.1. Theory of Letter Writing <ul style="list-style-type: none"> • Language and Layout of Letters • Parts of a Letter • Requisites of Effective Business Letter Writing • E-mail writing 2.2. Practical Letter Writing Skills <ul style="list-style-type: none"> • Letters of Inquiry and Replies • Letters placing Orders and Replies • Letters of Complaint and Adjustments | 30 | 30 | 1 | - | 25 |
| 3 | To teach students to speak English required for routine daily conversations, and to | Listening and Speaking Skills <ul style="list-style-type: none"> • Public Speaking • Group Discussion • News Presentation | 25 | 20 | 1 | 15 | - |

| | | | | | | | |
|---|--|--|----|----|---|----|----|
| | prepare students to listen to spoken English with the help of ICT | <ul style="list-style-type: none"> • Listening to Podcasts • Vocabulary Building | | | | | |
| 4 | To focus on grammar topics to improve comprehension and writing skills | Understanding Grammar and Reading Comprehension <ul style="list-style-type: none"> • Verbs of 'to be' • Tenses • Active-Passive Voice • Modal Verbs • Forming Interrogatives • Reading and Comprehension (Unseen) | 25 | 20 | 1 | 10 | 35 |

Evaluation Scheme:

A. Internal Examination: 25 Marks

The internal testing should be continual and spread over the semester

1. Students' acquisition of grammar should be evaluated for 10 marks.
2. Speaking and listening skill should be evaluated for 15 marks.

B. External Examination: 75 Marks

The pattern of the written exam would be as follows:

1. Unseen comprehension Passage. (Marks 15)
2. Questions on the theory of communication. (Short notes: three out of five) (Marks: 15)
3. Practical Letter writing. (Two out of three) (Marks: 15)
4. Grammar based questions. Do as directed. (Marks 20)
5. Theory of letter writing (Marks: 10)

References:

A. Essential Reading

1. Rai, Urmila & Rai, S.M. *Business Communication*. Himalaya Publishing House, Mumbai, 1991.
2. Raman, Meenakshi, and Prakash Singh. *Business Communication*. Oxford University Press, Mumbai, 2006.
3. Monipally, Matthukutty. *Business Communication Strategies*, Tata McGraw Hill, Mumbai, 2010.
4. Murphy, Raymond. *Essential English Grammar*. Cambridge University Press, 1990.
5. Jones. *Painless Reading Comprehension*. Barrons, 2016.

B. Additional Reading

1. Sen, Leena. *Communication Skills*. Phi Learning Pvt. Ltd., New Delhi, 2010.
2. Lewis, Norman. *Word Power Made Easy*.
3. McCarthy, Michael, and Felicity O'De. *English Vocabulary in Use: Elementary*. Cambridge University Press.
4. Aarts, Bas. *Oxford Modern English Grammar*. Oxford University Press. 2011

Bachelor of Arts

Syllabus for Core Component (CC) English (English Medium)- Semester II

| Old Syllabus | Proposed Syllabus |
|---|--|
| Title of the Paper: Empowering English Paper II | Title of the Paper : Empowering English Paper II |
| Subject Code 215201 | Subject Code 20201 |

| Empowering English Paper II | Cr | L | T | D (EE) | EE | IE | T |
|--------------------------------|----|----|----|-----------|----------|----------|-----------|
| | 04 | 03 | 01 | 2.5 hrs | 75 Marks | 25 Marks | 100 Marks |

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

| Old Syllabus | Proposed Syllabus |
|---|---|
| <p>Objectives:</p> <ul style="list-style-type: none"> I) To make students aware of the nuances in meaning through grammar & vocabulary II) To introduce students to the skill of writing analytical a persuasive writing III) To make students listen for explicit and implied messages IV) To work students speak fluently and coherently for 2 minutes on familiar topics <p>Learning Outcomes: At the end of the course the students will be able to:</p> <ul style="list-style-type: none"> I) Use vocabulary connotatively a denotatively II) Read and understand inferential meaning in creative and discursive text III) Write analytical and persuasive pieces IV) listen for implicit meaning and will be able to speak on familiar topics | <p>Objectives:</p> <ul style="list-style-type: none"> 1. To make students read thematically related literary texts, to make them informed about issues 2. To utilise the literary texts to improve students' vocabulary and, also their ability to skim and scan written material 3. To improve written language and thinking skills by engaging students in persuasive writing and letters 4. To prepare students to listen to spoken English with the help of information and communication technology (ICT) as well as direct reading aloud/speaking 5. To teach students to speak English required for routine daily conversations 6. To focus on grammar topics to improve writing and speaking skills <p>Learning Outcomes: At the end of Semester II, students will be able to acquire the following competencies:</p> <ul style="list-style-type: none"> 1. Read short texts to learn new words and acquire information about themes in the literary texts 2. Learn to use the dictionary to understand words better 3. Write grammatically correct sentences and communicate through letters and short prose passages 4. Improved ability to converse in English |

| Old Syllabus | | Proposed Syllabus | | | | | | | |
|--------------|---|--|--|--|-----------|------------------|---------|--------------|--------------|
| Unit | Topic and Details Old Syllabus | Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
| | | | | | | | | IE Weightage | EE Weightage |
| 1 | * 'A Day with Charulata'- Anupama Niranjana, 'The Hijra' – Kamala Das *Vocabulary, Word Formation, Using vocabulary in context, Regular, Irregular word forms, nodals, articles and prepositions | Module I: Reading Comprehension and Vocabulary Enhancement | To inform about issues and utilize the literary texts to improve students' listening skills, vocabulary and also their ability to skim and scan written material | <p>Two selected short fictions from the following</p> <p><i>Separate Journeys</i>, Ed. Geeta Dharmarajan, Katha Publication, 2002.</p> <ol style="list-style-type: none"> 'A Day with Charulata' by Anupama Niranjana 'The Hijra' by Kamla Das. <p>OR</p> <p><i>Bitter Fruit: The Very Best of Saadat Hasan Manto</i>, Edited and Translated by Khalid Hassan, Penguin Books, 2008.</p> <ol style="list-style-type: none"> 'The New Constitution' 'Bitter Harvest' <p>OR</p> <p><i>The Ruskin Bond Omnibus</i>, Ed. Ruskin Bond, Rupa and Co., 2004.</p> <ol style="list-style-type: none"> 'Gold bricks at Badulla' 'A Mysterious Call' <p>The teacher may select any one section from the recommended titles or a combination from the sections.</p> <p>The teacher is expected to make a glossary of words with their meanings relevant to the story.</p> | 25 | 15 | 1 | 5 | 20 |

| | | | | | | | | | |
|----|---|-----------------------------|--|---|----|----|---|---|----|
| 2 | <p>*Reading Between the lines (Connotative & Denotative meaning of texts)</p> <p>* Unit III Persuasive Writing (Constructing an argument)</p> <p>* Analytical Writing (Analyze a piece of writing)</p> <p>* Text – New Headway Series (OUP)</p> | Module II A: Writing Skill | To prepare students to write leave letters | <p>Students will learn to write letters requesting leave/permission from authorities. Some of the example topics are listed below:</p> <ol style="list-style-type: none"> Leave due to wedding/illness/tour from college or school Leave from workplace Permission to celebrate traditional day in college Permission to perform a street play in college foyer Permission to visit a museum <p>Over and above teaching the format of letters, students should also send the letters as emails to the teacher so that they become familiar with the interface.</p> | 25 | 15 | 1 | 5 | 20 |
| 3. | Writing Exercises | Module II B: Writing Skills | To prepare students to be able to construct arguments and write persuasively | <p>Students will learn to convince the reader about her belief about the given issue. The topics should be such that most students know about and interested in them. Some example topics are given below:</p> <ol style="list-style-type: none"> Cold Drinks are Bad for Health Diet Tips Should be Taken from a Dietician Meditation is the Best Way to Relieve Stress Junk Food Should be Banned in College Canteen Teachers Should also Give a Test Periodically | | | | | |

| | | | | | | | | | |
|---|--|--|--|--|----|----|---|---|----|
| — | — | Module III: Understanding English Grammar | To focus on grammar to improve writing and speaking skills | Following grammar topics should be covered: Possessive Nouns (ownership), the use of apostrophe; Countable and Uncountable Nouns; This/That, These/Those; Usage: some and any, every and all; Adjectives and Adverbs, Comparative Adjectives; Word order in a sentence; Prepositions to indicate time and day; Prepositions to indicate place; Conditional Sentences; Avoiding Indianisms | 25 | 15 | 1 | 5 | 20 |
| 4 | Chapters VI to IX from V. Sasikumar Sasikumar, P. Kiranmai Dutt & Geetha Rajeevan, <i>A Course in Listening & Speaking II</i> , Cambridge University Press, 2014. ISBN: 9788175962941 | Module IV: Speaking Skills | To prepare students to listen to spoken English, to speak English required for routine daily conversations | Focus on the topical conversations. The teacher is not confined to the given topics and may add/change conversation subjects according to students' response. The teacher is expected to introduce words/situations related to the topic and various possibilities of holding a conversation, instead of asking students to learn a set dialogue. 1. Requesting your neighbour to play music softly 2. Informing your mother's superior on phone that she would not be able to attend office 3. Two friends discussing their favourite singer/actor | 25 | 15 | 1 | 5 | 20 |

| | | | | | | | | | | |
|--|--|--|--|---|--|--|--|--|--|--|
| | | | | 4. A discussion about features of a new mobile phone 5. Asking about the right bus route to reach a destination 6. Talking about the difficulty of commuting by local train 7. Discussing the problem of eve-teasing with a friend 8. Planning summer vacation with a friend 9. Sharing how you spent last Christmas vacation 10. A conversation between a passenger and bus conductor about fare and destination | | | | | | |
|--|--|--|--|---|--|--|--|--|--|--|

Evaluation Scheme:

A. Internal Exams: Total Marks: 25

1. Speaking skills (25 Marks)
2. Letter Writing (25 Marks)
3. Project (s): Book review/Film review/Presentations/ Assignment Journal- This is not an exhaustive list (25 Marks)

(The internal marks would be an average of these three methods of evaluation.)

B. External Exams: Total Marks: 75

The pattern of the written exam would be as follows:

1. A. Comprehension passage from the stories taught in class. The questions about the passage should test skills to find out data, interpret information and write a personal response. (Marks 15)
1. B. Objective questions about the short stories. The questions should aim to check the students' familiarity with the text. (Marks 05)
2. Letter writing. Students will attempt any two of the three given questions. (Marks 20)
3. Do as directed (Grammar based questions) (Marks 20)
4. Persuasive essay writing. (Marks 15)

References:

A. Essential Reading:

1. Murphy, Raymond, *Essential English Grammar*. Cambridge University Press. 1998.
2. Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.
3. Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.
4. Mohan, Sumitra. *Selected Contemporary Essays*. Macgraw Hill Education. 2016.
5. O' Brien, Derek. *Letter Writing*. Rupa & Co. 2015.

B. Additional Reading:

1. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017.
2. Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012.
3. Kumar, Sanjay, Lata, Pushpa, *Communication Skills*. Oxford University Press.
4. Hoge, AJ, *Effortless English*. LLC. 2014.

Bachelor of Arts

Syllabus for Core Component (CC) English (Non-English Medium) - Semester II

| Old Syllabus | Proposed Syllabus |
|---|---|
| Title of the Paper: Exploring English | Title of the Paper : Exploring English Paper II |
| Subject Code 255201 | Subject Code 20202 |

| Exploring English Paper II | Cr | L | T | D (EE) | EE | IE | T |
|----------------------------|----|----|----|-----------|----------|----------|-----------|
| | 04 | 03 | 01 | 2.5 hrs | 75 Marks | 25 Marks | 100 Marks |

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

| Old Syllabus | Proposed Syllabus |
|---|--|
| <p>Objectives:</p> <ol style="list-style-type: none"> I) To use literary texts as a context for teaching language in use II) To allow students opportunities to listen and use language in context III) To teach students to write longer description and creative texts IV) To help students to develop accuracy, appropriacy and fluency in communication <p>Learning Outcomes: At the end of the course the students will be able to:</p> <ol style="list-style-type: none"> I) Use tense forms accurately II) Use language in context for referential and inferential moving III) Write Short, Simple, Descriptive and Creative Pieces Accurately and Fluently IV) Understand the Accuracy, Appropriacy & Fluency in Spoken Language. | <p>Objectives:</p> <ol style="list-style-type: none"> 1. To make students read thematically related literary texts, to make them informed about issues 2. To utilise the literary texts to improve students' vocabulary and, also their ability to skim and scan written material 3. To improve written language and thinking skills by engaging students in descriptive writing and letters 4. To prepare students to listen to spoken English with the help of information and communication technology (ICT) as well as direct reading aloud/speaking 5. To teach students to speak English required for routine daily conversations 6. To focus on grammar topics to improve writing and speaking skills <p>Learning Outcomes: At the end of Semester II, students would be able to acquire the following competencies:</p> <ol style="list-style-type: none"> 1. Learn new words and acquire information about themes in the literary texts 2. Write grammatically correct sentences and communicate through letters and short prose passages 3. Improved ability to converse in English |

| Old Syllabus | | Proposed Syllabus | | | | | | | |
|--------------|---|--|--|---|-----------|------------------|---------|--------------|--------------|
| Unit | Topic and Details Old Syllabus | Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
| | | | | | | | | IE Weightage | EE Weightage |
| 1 | First two short stories from Yuvakatha – Vol. VII, Ed by Keerti Ramachandra, Katha New Delhi, 1996. ISBN: 9788185586434 | Module I: Reading Comprehension and Vocabulary Enhancement | To inform about issues and utilize the literary texts to improve students' listening skills, vocabulary and also their ability to skim and scan written material | <p>Three selected short fictions from the following</p> <p><i>Yuvakatha – Vol. VII</i>, Ed. Geeta Dharmarajan, Katha Publications, New Delhi, 1996.</p> <ol style="list-style-type: none"> 1. 'Pinti's Sabun', Sanjay Khati 2. 'The Boy', Manju Kak 3. Miriam's Letter', Dhumketu <p>OR</p> <p><i>Swami and Friends</i> – R. K.Narayan, Indian Thought Publications, Chennai, 37th Reprint, 2005.</p> <ol style="list-style-type: none"> 1. 'What is a Tail?' 2. 'Father's Room' 3. A Friend in Need' <p>OR</p> <p><i>Here, There and Everywhere: Best Loved Stories of Sudha Murty</i> – Sudha Murty, Penguin Books, New Delhi, 2018.</p> <ol style="list-style-type: none"> 1. 'A Life Unwritten' 2. 'In India, the worst of both worlds' 3. Three Thousand Stitches' <p>The teacher may select any one section from the recommended</p> | 25 | 15 | 1 | 5 | 20 |

| | | | | | | | | | |
|---|---|--|-----------------------------|--|----|----|---|---|----|
| | | | | <p>Titles or a combination from the sections.</p> <p>The teacher is expected to make a glossary of words with their meanings relevant to the story</p> | | | | | |
| 2 | <p>* Vocabulary – Antonyms, Synonyms, Word Formation, Making Sentences of their own</p> <p>* Verb Tenses – Simple & Continuous Form</p> <p>* Use of ‘ing’ – verb form eg coming, going in sentences</p> | | Module II A: Writing Skill | <p>To prepare students to write personal letters on various topics</p> <p>Some of the specimen topics are as follows. The teacher is free to use any other topic in class for a personal letter; the letters should be properly paragraphed and of about 150 words:</p> <ol style="list-style-type: none"> 1. To a friend about how the writer spent summer vacation 2. To a friend about how the writer celebrated a popular festival 3. To a dear one about how the writer misses him/her 4. To a relative/friend to congratulate about his/her achievement <p>The teacher must make the students send the above letters as an email, once they learn to write it in the structure of a conventional letter. This will make the students familiar with the process of sending emails and the interface of popular email services</p> | 25 | 15 | 1 | 5 | 20 |
| 4 | <p>Guided essays & creative pieces (for .e.g story writing- give beginning – ask to write the end).</p> | | Module II B: Writing Skills | <p>To prepare students to write descriptive prose</p> <p>The teacher should select topics to write descriptive essay and give enough hints to develop a composition of about 750 words. The teacher must instruct students about the understanding of the topic, consistency of the topic, unity of ideas in a paragraph, coherence of ideas through the essay and correct language.</p> | | | | | |

| | | | | | | | | | |
|----|---|---|--|--|----|----|---|---|----|
| 3. | Reading Using the stories to teach inferential meanings Linking Paragraph: for e.g. using First, Next, Secondly etc for linking sentences and paragraph | Module III: Understanding English Grammar | To focus on grammar to improve writing and speaking skills | Following grammar topics should be covered: Possessive Nouns (ownership), the use of apostrophe; Countable and Uncountable Nouns; This/That, These/Those; Usage: some and any, every and all; Adjectives and Adverbs, Comparative Adjectives; Word order in a sentence; Prepositions to indicate time and day; Prepositions to indicate place; Conditional Sentences; Avoiding Indianisms | 25 | 15 | 1 | 5 | 20 |
| 5. | Speaking: Chapters VI to IX from V. Sasikumar, P. Kiranmai Dutt & Geetha Rajeevan, <i>A Course in Listening & Speaking II</i> , Cambridge University Press, 2014. ISBN: 9788175962941 | Module IV: Speaking Skills | To prepare students to listen to spoken English, to speak English required for routine daily conversations | Focus on the topical conversations. The teacher is not confined to the given topics and may add/change conversation subjects according to students' response. The teacher is expected to introduce words/situations related to the topic and various possibilities of holding a conversation, instead of asking students to learn a set dialogue. 1. Informing your mother that you are going to be late as you are going for watching a movie 2. Two friends discussing their favourite singer/actor 3. Asking for directions to reach a destination 4. Asking about the right bus route to reach a destination 5. Discussing the problem of eve-teasing with a friend 6. Sharing how you spent your Diwali vacation 7. Introducing a guest /Proposing | 25 | 15 | 1 | 5 | 20 |

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| | | | | the vote of thanks 8. Speaking to the Principal/Teacher regarding loss of ID-Card | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|

Evaluation Scheme:

A. Internal Exams: Total Marks: 25

1. Speaking skills (25 Marks)
2. Letter Writing (25 Marks)
3. Project (s): Book review/Film review/Presentations/ Assignment Journal- This is not an exhaustive list (25 Marks)

(The internal marks would be an average of these three methods of evaluation.)

B. External Exams: Total Marks: 75

The pattern of the written exam would be as follows:

1. A. Comprehension passage from the stories taught in class. The questions about the passage should test skills to find out data, interpret information and write a personal response. (Marks 15)
1. B. Objective questions about the short stories. The questions should aim to check the students' familiarity with the text. (Marks 05)
2. Letter writing. Students will attempt any two of the three given questions. (Marks 20)
3. Do as directed (Grammar based questions) (Marks 20)
4. Descriptive essay writing (Marks 15)

References:

A. Essential Reading:

1. Murphy, Raymond, *Essential English Grammar*. Cambridge University Press. 1998.
2. Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.
3. Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.
4. Mohan, Sumitra. *Selected Contemporary Essays*. Macgraw Hill Education. 2016.
5. O' Brien, Derek. *Letter Writing*. Rupa & Co. 2015.
6. Dharmarajan, Geeta. ed., *Yuvakatha – Vol. IV*. Katha Publications. New Delhi, 1996.
7. Narayan R. K. Swami and Friends – Indian Thought Publications, Chennai, 37th Reprint, 2005.

8. Murty, Sudha. *Here, There and Everywhere: Best-Loved Stories of Sudha Murty* – Penguin Books, New Delhi, 2018.

B. Additional Reading:

1. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017.
2. Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012.
3. Kumar, Sanjay, Lata, Pushpa, *Communication Skills*. Oxford University Press.
4. Hoge, AJ, *Effortless English*. LLC. 2014.

Bachelor of Commerce

Syllabus for Core Component (CC) English (English Medium) - Semester II

| Old Syllabus | Proposed Syllabus |
|--|---|
| Title of the Paper: English C.C. (H.L) | Title of the Paper : English for Effective Communication - Paper II |
| Subject Code 210201 | Subject Code 20211 |

| English for Effective Communication- Paper II | Cr. | L | T | D (EE) | EE | IE | T |
|---|-----|----|----|---------|----------|----------|-----------|
| | 04 | 04 | 00 | 2.5 hrs | 75 Marks | 25 Marks | 100 Marks |

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

| Old Syllabus | Proposed Syllabus |
|---|--|
| <p>By the end of this semester the student will:</p> <ul style="list-style-type: none"> - Further develop comprehension skills - Learn to organize ideas and develop paragraphs - Develop an independent response to social issues - Learn to write routine office letters | <p>Objectives:</p> <ol style="list-style-type: none"> 1. To make students read thematically related literary texts, to make them informed about issues 2. To utilise the literary texts to improve students' vocabulary and, also their ability to skim and scan written material 3. To improve written language by engaging students in writing various business letters 4. To prepare students to listen to spoken English with the help of information and communication technology (ICT) as well as direct reading aloud/speaking 5. To teach students to speak English required for routine daily conversations 6. To focus on grammar topics to improve writing and speaking skills <p>Learning Outcomes:</p> <p>At the end of Semester II, students will be able to acquire the following competencies:</p> <ol style="list-style-type: none"> 1. Read short texts to learn new words and acquire information about themes in the literary texts 2. Learn to use the dictionary to understand words better 3. Apply business communication strategies and principles to prepare effective letters 4. Write grammatically correct sentences and communicate through letters and short prose passages 5. Improved ability to converse in English |

| Old Syllabus | | Proposed Syllabus | | | | | | | |
|--------------|---|--|--|--|-----------|------------------|---------|--------------|--------------|
| Unit1 | Topic and Details Old Syllabus | Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
| | | | | | | | | IE Weightage | EE Weightage |
| 1 | Empowerment English 6-10: Focus on comprehension, vocabulary, grammar and personal response | Module I: Reading Comprehension and Vocabulary Enhancement | To inform about issues and utilize the literary texts to improve students' listening skills, vocabulary and also their ability to skim and scan written material | <p>Select fiction from <i>Feluda</i> – Satyajit Ray, Trans. Gopa Majumdar, Penguin Evergreens, Penguin Books, India, 2011.</p> <p>1. The Key'</p> <p>OR <i>Imaging the Other</i>, Ed. Sara Rai, Katha- 1999.</p> <p>1. 'Kela' by Intizar Hussain 2. 'Devi' by P. Lankesh</p> <p>OR <i>Indian Short Stories(1900-2000)</i> – Ed. E.V. Sahitya Akademi, , New Delhi, 2000.</p> <p>1. 'Arjun' by Mahashweta Devi, 2. 'The Boss Came to Dinner' by Bhishma Sahni</p> <p>The teacher may select any one section from the recommended titles or a combination from the sections. The teacher is expected to make a glossary of words with their meanings relevant to the story</p> | 25 | 15 | 1 | 5 | 20 |

| | | | | | | | | | |
|---|--|---|--|---|----|----|---|---|----|
| 2 | Business letters: Orders/ Replies to orders; Theory and practice | Module II A: Business Letters | To introduce student to the theory of business communication and apply the same through letter writing | Theory related to format, essential elements and language of following business letters: Placing an Order, Replies to Orders, Complaint Letters, Adjustment Letters. Writing letters placing Orders, Replies to Orders, Complaint and Adjustment. | 25 | 15 | 1 | 5 | 20 |
| 3 | Business letters: Complaints and Adjustments; Theory and practice | Module II B: Email Writing | To understand email etiquette and apply the same in writing professional emails | Writing emails placing Orders, Replies to Orders, Complaint and Adjustment. | | | | | |
| 4 | Guided Paragraph Writing: use of linking words, unity of idea, Topic sentence, Coherence, cohesion | Module III: Understanding English Grammar | To focus on grammar topics to improve writing and speaking skills | Following grammar topics should be covered: Possessive Nouns (ownership), the use of apostrophe; Countable and Uncountable Nouns; This/That, These/Those; Usage: some and any, every and all; Adjectives and Adverbs, Comparative Adjectives; Word order in a sentence; Prepositions to indicate time and day; Prepositions to indicate place; Conditional Sentences ; Avoiding Indianisms | 25 | 15 | 1 | 5 | 20 |
| | | Module IV: Speaking Skills | To prepare students to listen to spoken English, to speak English required for routine daily | Focus on the topical conversations. The teacher is not confined to the given topics and may add/change conversation subjects according to students' response. | 25 | 15 | 1 | 5 | 20 |

| | | | | | | | | | | |
|--|--|--|---------------|--|--|--|--|--|--|--|
| | | | conversations | <ol style="list-style-type: none"> 1. Introduce self and asking questions about a friend's family/education 2. Asking for directions 3. Requesting a friend to lend you a pen/notebook 4. Inquiring about an ill relative's health 5. Buying readymade clothes from a shop and asking for a discount 6. Asking time to a friend and discussing the time of meeting a friend 7. Talking to a neighbour about winter 8. Talking to a neighbour about summer 9. Discussing the purchase of a new TV set and its features 10. Talking about a cricket match <p>The teacher is expected to introduce words/situations related to the topic and various possibilities of holding a conversation, instead of asking students to learn a set dialogue.</p> | | | | | | |
|--|--|--|---------------|--|--|--|--|--|--|--|

Evaluation Scheme:

A. Internal Exams: Total Marks: 25

1. Speaking skills (25 Marks)
2. Letter Writing (25 Marks)
3. Project (s): Book review/Film review/Presentations/ Assignment Journal- This is not an exhaustive list (25 Marks)

(The internal marks would be an average of these three methods of evaluation.)

B. External Exams: Total Marks: 75

The pattern of the written exam would be as follows:

- Q.1 A. Seen comprehension. From prescribed stories (15)
Q.1 B. Five objective questions on the prescribed short stories. (10)
Q.2 A. Write any one of the following letters (Placing an Order/Reply to an Order) (10)
Q.2 B. Write any one of the following letters (Complaint Letter/Adjustment Letter) (10)
Q.3. Questions on the theory of letter writing. (10)
Q.4. Do as directed (English Grammar) (20)

References:

A. Essential Reading:

1. Doctor, Rhoda A., Aspi Doctor. *Principles and Practices of Business Communication*. Sheth Publishers. Mumbai. 2016
2. Taylor, Shirley. *Model Business Letters, Emails and Other Business Documents*. Pearson Education (India). 2013
3. Gartside, L. *Model Business Letters*. ELBS. 1974.
4. Murphy, Raymond, *Essential English Grammar*. Cambridge University Press. 1998.
5. Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.
6. Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.

B. Additional Reading:

1. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017
2. Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012
3. Kumar, Sanjay, Lata, Pusha, *Communication Skills*. Oxford University Press.
4. Hoge, AJ, *Effortless English*. LLC. 2014
5. Chaturvedi PD, Mukesh Chaturvedi. *The Art and Science of Business Communication*. Pearson. 2017.

Syllabus for Business Correspondence, Semester II
B.Com (with Accounting, Finance and Insurance)

| Old Syllabus | Proposed Syllabus |
|---|---|
| Title of the Paper: Business Correspondence | Title of the Paper : Business Correspondence Paper II |
| Subject Code | Subject Code |

| | Cr | L | T | D (EE) | EE | IE | T |
|---|----|----|----|---------|----------|----------|-----------|
| Business Correspondence Paper II | 04 | 04 | 00 | 2.5 hrs | 75 Marks | 25 Marks | 100 Marks |

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

| Old Syllabus | Proposed Syllabus |
|---|---|
| <p>Objectives:</p> <ol style="list-style-type: none"> 1. To equip students with basic knowledge of commercial business letter writing 2. To develop writing and presentation skills for better communication | <p>Objectives:</p> <ol style="list-style-type: none"> 1. To focus on improving students' reading, writing, listening and speaking skills in English 2. To improve written language and thinking skills by engaging students in writing persuasive writing 3. To prepare students to listen to spoken English with the help of information and communication technology (ICT) as well as direct reading aloud/speaking. <p>Learning Outcomes: At the end of Semester II, students will be able to acquire the following competencies:</p> <ol style="list-style-type: none"> 1. Apply business communication strategies and principles to prepare effective letters 2. Write grammatically correct sentences and communicate through letters and short prose passages 3. Improved ability to converse in English |

| Old Syllabus | | Proposed Syllabus | | | | | | | |
|--------------|--|--|---|---|-----------|------------------|---------|--------------|--------------|
| Unit1 | Topic and Details Old Syllabus | Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
| | | | | | | | | IE Weightage | EE Weightage |
| 1 | 1. Trade Letters – Sales, Credit and Collection Letter 2. Goodwill Letters Writing e-mails | Module I: Letter Writing Skills | To equip students with basic knowledge of commercial business letter writing and to write professionally | No change | 25 | 15 | 1 | 5 | 20 |
| 2 | 1. Note Making 2. Visual to Verbal Skills and Verbal to Visual Skills 3. Report Writing 4. Drafting of Minutes of Meetings | Module II: Writing Skills | To prepare students to write notes, reports and analyse different visual and verbal communications | 1. Note Making 2. Visual to Verbal Skills and Verbal to Visual Skills 3. Report Writing 4. Drafting Notices and Meeting Agenda | 25 | 15 | 1 | 5 | 20 |
| 3 | 1. Letter of Application 2. Effective C.V. Writing 3. Letters of Acceptance 4. Letter of Resignation 5. Leave Notes Types of Interviews and Candidate | Module III: Job Related Correspondence | To prepare students to be able to draft a CV and write persuasively when applying for a job and different types of job-related correspondence | 1. Letter of Application 2. Effective Resume Writing 3. Letters of Acceptance 4. Request for Recommendation 5. Leave Notes | 25 | 15 | 1 | 5 | 20 |

| | | | | | | | | | |
|---|---|--------------------------------|---|------------------|----|----|---|---|----|
| | preparation for an interview | | | | | | | | |
| 4 | 1. Introduction to basic oral and written presentation skills (developing content using PowerPoint, responding to questions, body language) 2. Public Speaking | Module IV: Presentation Skills | To prepare students to make Presentations and to speak English required for presentations and public speaking | No Change | 25 | 15 | 1 | 5 | 20 |

Evaluation Scheme:

A. Internal Exams: Total Marks: 25

1. Speaking skills (25 Marks)
2. Letter Writing (25 Marks)
3. Project (s): Book review/Film review/Presentations/ Assignment Journal- This is not an exhaustive list (25 Marks)

(The internal marks would be an average of these three methods of evaluation)

B. External Exams: Total Marks: 75

The pattern of the written exam would be as follows:

1. Job application letter with resume (20 Marks)
2. Letter Writing (Two out of Three) (15 Marks)
3. Report Writing with Covering Letter / Drafting Notices and Agenda (Internal Choice to be given) (15 Marks)
4. Letters of acceptance/ Letters requesting recommendations (15 Marks)

5. Note-making/ Visual to verbal or Verbal to visual/ Leave Notes (10 Marks)

References:

A. Essential Reading:

1. Doctor Rhoda A & Doctor Aspi. *Business Communication*. Sheth Publishers Pvt Ltd. Mumbai. 2011.
2. Ashley A. *Oxford Handbook of Commercial Correspondence*. Oxford University Press. Mumbai. 2009.
3. Canavor Natalie. *Business Writing in the Digital Age*. Sage Publication. Mumbai. 2011
4. Rai Urmila & Rai S.M. *Business Communication*. Himalaya Publishing House. Mumbai. 1991.
5. Monipally Matthukutty. *Business Communication Strategies*. Tata Mcgraw Hill. Mumbai. 2010.
6. Sen Leena. *Communication Skills*. Phi Learning Pvt. Ltd. New Delhi. 2010.
7. Bovee, Thill, Schatzman. *Business Communication Today*. Pearson Education. New Delhi. 2010.

B. Additional Reading:

1. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017.
2. Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012.
3. Kumar, Sanjay, Lata, Pushpa, *Communication Skills*. Oxford University Press.
4. Hoge, AJ, *Effortless English*. LLC. 2014.

Proposed Course Title: Exploring English Grammar
Value Added Course for BCom AFI, Semester II
(Instruction Hours: Theory: 10 hrs Practical: 10 hrs)

Objectives:

1. To instruct students in basic grammar so that they can write and speak grammatically correct sentences.
2. To improve students' overall comprehension of English by teaching them grammar lessons.
3. To provide sufficient practice to inculcate grammar lessons learnt throughout the course.
4. To make students speak short example sentences used to teach grammar lessons to improve their speaking skills.

Learning Outcomes:

1. Students will be confident of writing and speaking about routine matter in English.
2. Improved understanding of grammar will enhance understanding of written material.
3. Students will be able to speak clearly and effectively about their routine experiences.

- Possessive Nouns (ownership), the use of apostrophe
- Countable and Uncountable Nouns
- This/That, These/Those
- Usage: some and any, every and all
- Adjectives and Adverbs
- Comparative Adjectives
- Word order in a sentence
- Prepositions to indicate time and day
- Prepositions to indicate place
- Conditional Sentences
- Avoiding Indianisms

Reference Books:

- Murphy, Raymond, *Essential English Grammar*. Cambridge University Press. 1998.
- Swan, Michael, *Practical English Usage*. Oxford University Press. 2017
- Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012
- Thomson, AJ. AV Martinet. *A Practical English Grammar*. Oxford University Press. Mumbai. 1997
- Thomson, AJ. *Practical English Grammar Exercise 1*. Oxford University Press. Mumbai. 1997
- Thomson, AJ. *Practical English Grammar Exercise 2*. Oxford University Press, Mumbai. 1997.

Bachelor of Arts

Syllabus for Core Component (CC) English (English Medium) - Semester III

| Old Syllabus | Proposed Syllabus |
|---|---|
| Title of the Paper Professional English | Title of the Paper Reading, Writing and Thinking in English |
| Subject Code 315301 | Subject Code ***** |

| Exploring English Paper II | Cr | L | T | D (EE) | EE | IE | T |
|----------------------------|----|----|----|-----------|----------|----------|-----------|
| | 04 | 03 | 01 | 2.5 hrs | 75 Marks | 25 Marks | 100 Marks |

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

| Old Syllabus | Proposed Syllabus |
|---|---|
| <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to listen to short extracts on topics of general interest and speak for an extended period of time on familiar and unfamiliar topics. • To be able to identify and label different parts of speech, use grammar correctly in simple sentence formation and transfer sentences in different context. • To be able to skim and scan topics of general interests, demonstrate reading skills in English with comprehension. • To be able to use correct spellings of words, use important points in the form of note making, write simple sentences on current issues etc <p>Learning Outcomes: At the end of the course the students will be able to:</p> <ul style="list-style-type: none"> • Give a talk or follow a talk on familiar and unfamiliar topics and keep up formal and informal conversations on a fairly wide range of topics. • Students will be able to scan and skim fairly moderate level texts and understand detailed instructions and advice. • Students will be able to take extensive notes and write short paragraphs. | <p>Objectives:</p> <ol style="list-style-type: none"> 1. Focus on improving students' reading, writing, listening and speaking skills in English. 2. Make students read prose passages (preferably non-fiction) to teach them to read and think critically and improve students' vocabulary. 3. Teach how to analyse, synthesise and interpret ideas presented in prose. 4. Improve written language by teaching them to write reports and descriptive prose. 5. Prepare students to listen to spoken English with the help of information and communication technology (ICT) as well as direct reading aloud/speaking. 6. Teach students to speak English required for various purposes. 7. Specifically focus on grammar topics to improve writing and speaking skills. <p>Learning Outcomes:</p> <p>At the end of Semester III, students would be able to acquire the following competencies:</p> <ol style="list-style-type: none"> 1. Critical reading of short non-fiction texts to ask relevant questions about it 2. Write reports and descriptive paragraphs 3. Practise English speaking skills, covering variety of topics 4. Acquire of grammatical skills for effective communication |

| Old Syllabus | | Proposed Syllabus | | | | | | | |
|--------------|---|---|---|--|-----------|-------------------|---------|--------------|--------------|
| Unit | Topic and Details Old Syllabus | Module | Module Specific Objectives | Content | Weightage | Instruction Hours | Credits | Evaluation | |
| | | | | | | | | IE Weightage | EE Weightage |
| 1 | <p>Listening Skills</p> <p>Text: <i>Insights: A Course in English Literature and Language</i>. K. Elango. 2009, Orient Black Swan.</p> <p>The recommended lessons:</p> <ol style="list-style-type: none"> a) Climate change and Human Strategy. b) Wings Of Fire c) Building an internet Culture d) Technology with a Human Face. | Module I: Reading Comprehension, Listening Skills, Vocabulary | To inform about issues and utilize the prose texts to improve students' listening skills, vocabulary and also their ability to skim and scan written material | <p>Any four prose passages from the following texts:</p> <p>A. <i>New Directions: Reading, Writing and Critical Thinking</i>, Peter S Gardner, Cambridge University Press, New Delhi, 2009. (South Asian Edition)</p> <p>OR</p> <p>B. <i>Insights: A Course in English Literature and Language</i>, K. Elango, Orient Blackswan, New Delhi, 2009.</p> <p>Note: The teacher should select <u>any four non-fiction passages</u> from the recommended volumes, depending on the students' responses. The teacher is expected to read out the non-fiction passages and prepare exhaustive glossary of all the unfamiliar words; the teacher should also train students to question the writer's point of view/argument and understand why the writer says what he does.</p> | 25 | 15 | 1 | 5 | 20 |

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| | | | | | | | | | |
| 2 | <p>Speaking Skills</p> <ol style="list-style-type: none"> 1. Introduction, Greetings, Requests, Inquiry 2. Giving and taking Directions 3. Narrate events and experiences using simple English. | <p>Module II A: Writing Skill Report Writing</p> <p>Module II B: Writing Descriptive prose</p> | <p>To prepare students to write news reports and event reports</p> <p>To teach students to observe people/places, think in English and write a description of observed person/object /place</p> | <p>Some of the example topics are listed below:</p> <p>Newspaper Reports: a. Curfew Day over a Pandemic b. Inauguration of an Educational Institute c. Road Accident d. Lynching by a Mob</p> <p>Event Reports: a. College Day b. College Visit to Nature Park/Museum c. Students Celebrating a Reunion d. An Exhibition of Home-Made Products by Students</p> <p>Examples: 1. A Beggar 2. A Mosque 3. A Fun Fare 4. Sikh People 5. SNTD Women's University Premises 6. My Aunt</p> | 25 | 15 | 1 | 5 | 20 |
| 3 | <p>Reading Skills:</p> <ol style="list-style-type: none"> 1. Skimming and Scanning from the lessons in Unit I and exercises given in the lessons: 2. Reading from Newspaper and Magazines. | Module III Grammar and Punctuation | To teach essential grammar and punctuation skills to write and speak clearly | <p>Following grammar topics should be covered over the semester:</p> <p>*Capitalisation *Periods, Question Marks, Exclamation Points *Commas *Semicolons, Colons *Apostrophes, Dashes *Quotation Marks *Common Faulty Sentences: Incomplete Sentences (missing subject, verb); Run On Sentences, Comma Splices (two independent clauses without</p> | 25 | 15 | 1 | 5 | 20 |

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| | | | | | proper punctuation marks). | | | | | |
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|----|---|--|----------------------------|--|--|----|----|---|---|----|
| 4. | <p>Writing Skills</p> <ol style="list-style-type: none"> 1. Basic Grammar exercises (Sentences Structure: SVO Format, tense, conjunctions and interjections, prepositions, articles, punctuation etc.) 2. Study of common errors: Lexical and semantic 3. Note making and report writing 4. Extended writing on current and social events | | Module IV: Speaking Skills | To make students familiar with spoken English and provide practice to speak the language | <p>The teacher is expected to introduce words/situations related to the topic and various possibilities of holding a conversation, instead of asking students to learn a set dialogue. Some of the example topics are given below.</p> <p>Discussion about the difficulty of getting a good job</p> <ol style="list-style-type: none"> 2. Talking about a lost child you met in the market 3. Talking about each other's house and the area where you live 4. Discussion about each other's hobby 5. Talking about traffic congestion in Mumbai and its solution 6. Talking about long commutes and related problems 7. Talking about the fun you had last Sunday 8. Planning fun time for the next Sunday 9. Discuss why XYZ is the greatest singer/writer/actor/player of all time 10. Talking with a friend who has failed in exams. <p>Note: Make students speak the sentences used in Module III of the grammar section. Over and above this, focus on the topical conversations. The topics should be different from those tackled in the previous semesters. The teacher is not confined to the given topics and may add/change conversation subjects according to students' response.</p> | 25 | 15 | 1 | 5 | 20 |
|----|---|--|----------------------------|--|--|----|----|---|---|----|

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Evaluation Scheme:

Internal Examination: Weightage: 25 Marks

A written test focusing on report writing and descriptive writing: 25 Marks

Test of vocabular, speaking skills, grammar, punctuation: 25 Marks

A project of book review, chart display on social issues, PPT presentation, role play or class notebook assessment: 25 Marks

(An average of the above three assessment should be taken up to give internal marks.)

External Examination: Weightage: 75 Marks

1. A. Comprehension passage from the non-fiction passages taught in the class. The questions about the passage should test skills to find out data, interpret information and write a personal response. (Marks 15)

1. B. Comprehension passage from the non-fiction passages not taught in the class. The questions about the passage should test skills to find out data, interpret information and analyse the writer's point of view. (Marks 15)

2. Report writing. Students will attempt any two of the three given questions. (Marks 20)

3. Do as directed (Grammar/Punctuation based questions) (Marks 20)

4. Descriptive Passage writing (Two out of given four). (Marks 15)

Essential Reading:

Strunk, William, EB White. *The Elements of Style*. (Fourth Edition). Pearson. 1999.
Olson, Judith. *Writing Skill Success*. Learning Express. 1998.
Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.
Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.
Paul, DS, *Advanced Writing Skills*. Goodwill Publications. 2016.

Additional Reading:

Hale, Constance, *Sin and Syntax*. Three Rivers Press. 2013.
Swan, Michael, *Practical English Usage*. Oxford University Press. 2017
Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012
Kumar, Sanjay, Pushpa Lata, *Communication Skills*. Oxford University Press.
Hoge, AJ, *Effortless English*. LLC. 2014

Bachelor of Arts

Syllabus for Core Component (CC) English (Non-English Medium) -Semester III

| Old Syllabus | Proposed Syllabus |
|---|---|
| Title of the Paper: Using English Effectively | Title of the Paper : Using English Effectively- Paper III |
| Subject Code 355301 | Subject Code |

| Using English Effectively- Paper III | Cr | L | T | D (EE) | EE | IE | T |
|---|----|----|----|-----------|----------|----------|-----------|
| | 04 | 03 | 01 | 2.5 hrs | 75 Marks | 25 Marks | 100 Marks |

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

| Old Syllabus | Proposed Syllabus |
|--|---|
| <p>Objectives:</p> <ol style="list-style-type: none"> I) To read, understand and respond to simple texts and narratives. II) To learn to answer various types of questions based on texts and narratives both orally as well as in writing. III) To learn to speak simple English fluently in day to day conversation. IV) To learn to write informal letters, invitations, apologies, requests, intimations and appeals etc. <p>Learning Outcomes: At the end of the course the students will be able to:</p> <ol style="list-style-type: none"> I) To read, comprehend and answer simple questions on texts and narratives. II) To acquire oral communication skills to greet people, start or end a conversation in polite manner, to give directions etc. III) To be able to write informal letters, invitations, apologies, requests, intimations and appeals etc. | <p>Objectives:</p> <ol style="list-style-type: none"> 1. To make students read literary texts, to focus on improving students' reading, writing, listening and speaking skills in English. 2. Make students read prose passages fiction/ non-fiction, to teach them to read and think critically and improve students' vocabulary. 3. Teach how to analyse, synthesize and interpret ideas presented in prose. 4. Improve written language by teaching them to write reports and descriptive prose. 5. Prepare students to listen to spoken English with the help of information and communication technology (ICT) as well as direct reading aloud/speaking. 6. Teach students to speak English required for various purposes. 7. Specifically focus on grammar topics to improve writing and speaking skills. <p>Learning Outcomes:</p> <p>At the end of Semester III, students would be able to acquire the following competencies:</p> <ol style="list-style-type: none"> 1. Critical reading of fiction/ non-fiction texts to ask relevant questions about it 2. Write letters, reports and descriptive paragraphs 3. Practise English speaking skills, covering variety of topics 4. Acquire of grammatical skills for effective communication |

| Old Syllabus | | Proposed Syllabus- Mode of Teaching Online/Offline | | | | | | | |
|--------------|---|--|--|--|-----------|------------------|---------|--------------|--------------|
| Unit | Topic and Details Old Syllabus | Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
| | | | | | | | | IE Weightage | EE Weightage |
| 1 | Reading Comprehension 1. 'The First Party' by Attia Hosain 2. 'Summer Vacation' by Kamala Das From 'The Inner Courtyard' (stories by Indian Women) Edited by Lakshmi Holmstrom published by Rupa & Company, New Delhi, 2002 | Module I: Reading Comprehension and Vocabulary Enhancement | To inform about issues and utilize the literary texts to improve students' listening skills, vocabulary and also their ability to skim and scan written material | Select short fictions from the following <i>The Inner Courtyard: Stories by Indian Women</i> , Holmstrom, Lakshmi (ed), Rupa & Company, New Delhi, 2002. 1. 'Summer Vacation', Kamala Das 2. 'The First Party', Attia Hosain OR <i>Wings of Fire: An Autobiography</i> , A.P.J. Abdul Kalam with Arun Tiwari, Universities Press (India) Private Limited, 2003. OR <i>Pinjar: The Skeleton and Other Stories</i> , Amrita Pritam Tara Press, 2009 (reprint) The teacher may select any one section from the recommended texts. The teacher is expected to make a glossary of words with their meanings relevant to the story. | 25 | 15 | 1 | 5 | 20 |

| | | | | | | | | | | |
|---|--|--|---------------------------------------|---|---|----|----|---|---|----|
| 2 | Speaking and Listening Skills 1. Greetings. 2. Introducing self and others. 3. Starting and ending a conversation. 4. Inviting and accepting invitations 5. Thanking and apologising | | Module II A: Writing Skills | To prepare students to write formal letters on various topics | Some of the specimen topics are as follows. The teacher is free to use any other topic in class for a personal letter; the letters should be properly paragraphed and of about 150 words: 1) Invitations 2) Accepting Invitations 3) Requests 4) Apologies The teacher must make the students send the above letters as an email, once they learn to write it in the structure of a conventional letter. This will make the students familiar with the process of sending emails and the interface of popular email services | 25 | 15 | 1 | 5 | 20 |
| 3 | Writing Skills 1. Language exercises in vocabulary and revising prepositions and tenses 2. Subject agreement and paragraph writing 3. Informal letters, invitations, apologies, requests, intimations and appeals etc. 4. Guided answers to questions based on seen and unseen texts. | | Module II B: Writing Skills | To prepare students to write argumentative prose | The teacher should select topics to write argumentative essays and give enough hints to develop a composition of about 750 words. The teacher must instruct students about the understanding of the topic, consistency of the topic, unity of ideas in a paragraph, coherence of ideas through the essay and correct language. | | | | | |

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|--|--|---|--|--|----|----|---|---|----|
| | | Module III: Understanding English Grammar | To focus on grammar to improve writing and speaking skills | Following grammar topics should be covered over the semester: *Capitalisation *Periods, Question Marks, Exclamation Points *Commas *Semicolons, Colons * Apostrophes, Dashes *Quotation Marks *Common Faulty Sentences: Incomplete Sentences (missing subject, verb); Run On Sentences, Comma Splices (two independent clauses without proper punctuation marks). | 25 | 15 | 1 | 5 | 20 |
| | | Module IV: Speaking Skills | To prepare students to listen to spoken English, to speak English required for routine daily conversations | Make students speak the sentences used in Module III of the grammar section. Over and above this, focus on the topical conversations. The topics should be different from those tackled in the previous semesters. The teacher is not confined to the given topics and may add/change conversation subjects according to students' response. The teacher is expected to introduce words/situations related to the topic and various possibilities of holding a conversation, instead of asking students to learn a set dialogue. Some of the example topics are given below. 1. Talking about a lost child you met in the market 2. Talking about each other's house and the area where you live | 25 | 15 | 1 | 5 | 20 |

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| | | | | 3. Discussion about each other's hobby 4. Discuss why XYZ is the greatest singer/writer/actor/player of all time 5. Talking with a friend who has failed in exams. | | | | | | |
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Evaluation Scheme:

A. Internal Exams: Total Marks: 25

1. Speaking skills (25 Marks)
2. Letter Writing (25 Marks)
3. Project (s): Book review/Film review/Presentations/ Assignment Journal- This is not an exhaustive list (25 Marks)

(The internal marks would be an average of these three methods of evaluation.)

B. External Exams: Total Marks: 75

The pattern of the written exam would be as follows:

1. A. Comprehension passage from the fiction/non-fiction taught in class. The questions about the passage should test skills to find out data, interpret information and write a personal response. (Marks 15)
1. B. Comprehension passage from the fiction/non-fiction not taught in class. The questions about the passage should test skills to find out data, interpret information and write a personal response. (Marks 15)
2. Letter writing. Students will attempt any two of the three given questions. (Marks 20)
3. Do as directed (Grammar based questions) (Marks 20)
4. Argumentative essay writing (Marks 15)

References:

A. Essential Reading:

1. Holmstrom, Lakshmi (ed). *The Inner Courtyard: Stories by Indian Women*. Rupa & Company. New Delhi, 2002.
2. Kalam, A.P.J. Abdul and Arun Tiwari. *Wings of Fire: An Autobiography*. Universities Press (India) Private Limited. 2003.
3. Pritam, Amrita. *Pinjar: The Skeleton and Other Stories*. Tara Press. 2009 (reprint).
4. Strunk, William, EB White. *The Elements of Style*. (Fourth Edition). Pearson. 1999.

5. Olson, Judith. *Writing Skill Success*. Learning Express. 1998.
6. Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.
7. Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.
8. Paul, DS, *Advanced Writing Skills*. Goodwill Publications. 2016.

B. Additional Reading:

1. Hale, Constance, *Sin and Syntax*. Three Rivers Press. 2013.
2. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017.
3. Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012.
4. Kumar, Sanjay, Lata, Pushpa, *Communication Skills*. Oxford University Press.
5. Hoge, AJ, *Effortless English*. LLC. 2014.

Bachelor of Commerce

Syllabus for Core Component (CC) English (English Medium) - Semester III

| Old Syllabus | Proposed Syllabus |
|---|---|
| Title of the Paper: CC English (HL) | Title of the Paper : English for Business I |
| Subject Code 310301 | Subject Code **** |

| Exploring English Paper II | Cr | L | T | D (EE) | EE | IE | T |
|----------------------------|----|----|----|-----------|----------|----------|-----------|
| | 04 | 03 | 01 | 2.5 hrs | 75 Marks | 25 Marks | 100 Marks |

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

| Old Syllabus | Proposed Syllabus |
|---|--|
| <p>Objectives: By the end of the semester, students will:</p> <ol style="list-style-type: none"> 1. Learn to interpret visual data and write with clarity. 2. Develop the ability to construct logical argument. 3. Learn to write business letters and regular office letters. <p>Learning Outcomes:</p> <p>(Not mentioned)</p> | <p>Objectives:</p> <ol style="list-style-type: none"> 1. Focus on improving students' reading, writing, listening and speaking skills in English. 2. Make students read prose passages (preferably non-fiction) to teach them to read and think critically and improve students' vocabulary. 3. Teach how to analyse, synthesise and interpret ideas presented in prose. 4. Teach students to interpret visual data and represent data visually. 5. Instruct students to write business/official letters. 6. Prepare students to listen to spoken English with the help of information and communication technology (ICT) as well as direct reading aloud/speaking. 7. Teach students to speak English required for various purposes. 8. Specifically focus on grammar topics to improve writing and speaking skills. <p>Learning Outcomes:</p> <p>At the end of Semester II, students would be able to acquire the following competencies:</p> <ol style="list-style-type: none"> 1. Critical reading of short non-fiction texts to ask relevant questions about it. 2. Learn to understand visual data and prepare such data 3. Write correspondence required for business and office jobs 4. Practise English speaking skills, covering variety of topics 5. Acquire of grammar/punctuation skills for effective communication |

| Old Syllabus | | Proposed Syllabus | | | | | | | |
|--------------|---|--|--|--|-----------|-------------------|---------|--------------|--------------|
| Unit | Topic and Details Old Syllabus | Module | Module Specific Objectives | Content | Weightage | Instruction Hours | Credits | Evaluation | |
| | | | | | | | | IE Weightage | EE Weightage |
| 1 | Interpreting Data and Writing with Clarity: Visual to Verbal, Verbal to Visual, Bar Charts, Pie Charts, Maps, Graphs, Flow Charts | Module I: Reading Comprehension, Listening Skills and Vocabulary Enhancement | To teach listening, reading comprehension and vocabulary through non-fictional prose passages. | <p>The teacher should select any four non-fiction passages from the following volumes, depending on the students' responses:</p> <p><i>A. New Directions: Reading, Writing and Critical Thinking</i>, Peter S Gardner, Cambridge University Press, New Delhi, 2009. (South Asian Edition)</p> <p><i>B. Insights: A Course in English Literature and Language</i>, K. Elango, Orient Blackswan, New Delhi, 2009.</p> <p><i>C. Empowerment English: A Course for Developing English through Gender Issues</i>, Laitha Krishnaswamy, Laxmi Publication House, New Delhi, 2017.</p> <p>The teacher is expected to read out the non-fiction passages and prepare exhaustive glossary of all the unfamiliar words; the teacher should also train students to question the writer's point of view/argument and understand why the writer says what s/he does.</p> | 25 | 15 | 1 | 5 | 20 |

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| 2 | <p>Empowerment English, ed Lalitha Krishnaswamy, N. Krishnaswamy, Revathy Krishnaswamy (Macmillan India, 2005)</p> <p>(11-15): Comprehension , reading for ideas; argumentative writing, letters to the editor</p> | Module II: Verbal and Visual Data (Interpretation and Representation) | Instruct students to understand visual data and write about it in words; and, to represent verbal data into visual format | Focus specifically on the following: 1. Tables 2. Pie Charts 3. Line Graphs 4. Bar Graphs 5. Flow Charts | 25 | 15 | 1 | 5 | 20 |
| 3 | Business Letters: Credit letters, Collection Letters (Theory and Practice) | Module III: Business Correspondence and Writing Skills for Workplace | To teach letter writing and other communication in a proper format and language | <p>A. Theory and Practice of the following types of letters: 1. Credit Letters 2. Collection Letters (Theory as an introduction to the topic; assessment should focus on practical letter writing.)</p> <p>B. 1. Notice and Agenda 2. Minutes of a Meeting 3. Circular 4. Memo (Theory as an introduction to the topic; assessment should focus on</p> | 25 | 15 | 1 | 5 | 20 |

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| | | | | practical writing skills.) | | | | | |
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| 4. | Routine Business Correspondence: minutes, notice, circular, memo (theory and practice) | Module IV: Grammar, Punctuation and Speaking Skills | To instruct grammar and punctuation skills so that students can speak and write clearly | <p>Following grammar/punctuation topics should be covered: *Capitalisation *Periods, Question Marks, Exclamation Points *Comma *Semicolon, Colon * Apostrophes, Dashes *Quotation Marks *Common Faulty Sentences: Incomplete Sentences (missing subject, verb); Run On Sentences, Comma Splices (two independent clauses without proper punctuation marks).</p> <p>Make students speak sentences used for grammar instruction in chorus as exercise in speaking skills, over and above giving a practise of conversations through dialogues.</p> | 25 | 15 | 1 | 5 | 20 |
|----|--|---|---|---|----|----|---|---|----|

Evaluation Scheme:

Internal Examination: Weightage: 25 Marks

Written test of grammar: 25 Marks

Speaking Skills: (dialogues/speech/role play) 25 Marks

A project related to course content, chart display on social issues/themes of the comprehension passage, PPT presentations, role play or class notebook assessment: 25 Marks (An average of the above three assessment should be taken up to give internal marks.)

External Examination: Weightage: 75 Marks

1. A. Comprehension passage from the non-fiction passages taught in the class. The questions about the passage should test skills to find out data, interpret information, analyse the writer's point of view and write a personal response. (Marks 15)
2. A. Interpretation of visual data. No options. (Marks: 10)
B. Representation of verbal data into visual forms. No options. (Marks 10)
3. A. Write any one credit letter. (One out of two) (Marks: 10)
B. Write any one collection letter. (One out of two) (Marks: 10)
4. Drafting notice, agenda and minutes. One out of two. (Marks: 10)

5. Drafting of memo, circular. (One out of two) (Marks: 10)

References:

Essential Reading:

Taylor, Shirley, *Model Business Letters, Emails and Other Business Communication*. Prentice Hall, 2017.

Rai, Urmila and SM Rai, *Business Communication*. Himalaya Publication House, 2010.

Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.

Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.

Strunk, William, EB White. *The Elements of Style*. (Fourth Edition). Pearson. 1999.

Olson, Judith. *Writing Skill Success*. Learning Express. 1998.

Additional Reading:

Hale, Constance, *Sin and Syntax*. Three Rivers Press. 2013.

Sharma, Mohan, *Business Correspondence and Report Writing*. Macgraw Hill, 2011.

Whitmell, Clare, *Business Writing Essential*, Clare Whitmell, 2013.

Swan, Michael, *Practical English Usage*. Oxford University Press. 2017

Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012

Kumar, Sanjay, Lata, Pushpa, *Communication Skills*. Oxford University Press.

Hoge, AJ, *Effortless English*. LLC. 2014

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Bachelor of Arts

Syllabus for Core Component (CC) English (English Medium) -Semester IV

| Proposed Syllabus |
|--|
| Title of the Paper : Reading, Writing and Thinking in English II |
| Subject Code 40401 |

| Reading, Writing and Thinking in English II | Cr | L | T | D (EE) | EE | IE | T |
|---|----|----|----|---------|----------|----------|-----------|
| | 04 | 03 | 01 | 2.5 hrs | 75 Marks | 25 Marks | 100 Marks |

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Proposed Syllabus

Course Objectives:

1. To introduce students to literary writing that addresses social/cultural problems of our society
2. To improve students reading comprehension skills and vocabulary with the help of a fiction/non-fiction
3. To teach students the skill to make a digital slide presentation
4. To prepare students to face an interview with the help of mock interviews and group discussions
5. To reinforce grammar and punctuations learnt in the previous semesters
6. To learn to write complaint letters, job application letters and writing short composition on 'process description'

Course Outcomes:

At the end of Semester IV, students would be able to acquire the following competencies:

1. To read a text and analyse it for social/cultural contexts
2. To make effective digital slides for a presentation
3. To write job application letters and present themselves in interviews
4. To write clear sentences by using correct grammar and punctuations
5. To face interviews and group discussions

Proposed Syllabus

| Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
|--|--|---|-----------|------------------|---------|--------------|--------------|
| | | | | | | IE Weightage | EE Weightage |
| Module I: Reading, Listening and Vocabulary Enhancement | To read a literary text for analysing social /cultural contexts; learn new words; prepare digital slides on a historical/cultural topic. | <p>Texts:</p> <p>1. <i>Mothering a Muslim</i> by Nazia Erum. Published by Juggernaut. 2018. ISBN: 8193876717</p> <p>OR</p> <p>2. <i>Insights: A Course in English Literature and Language</i> by K Elango. Orient Black Swan. 2009. ISBN: 8125036342 (Any four passages that deal with socla/cultural issues)</p> <p>Note to the teacher: Ask students to make power point presentations of 15 slides on various social/cultural/historical topics and send them to you as an email attachment.</p> | 25 | 15 | 1 | 5 | 20 |

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|---|--|---|----|----|---|---|----|
| Module II : To prepare students to participate debates and discussions. | To prepare students to listen to spoken English, to speak English required for public speaking. To teach students to participate in debates and public speaking through language lab and e content. | Focus on public speaking skills. Topics that can be included are: 1) Writing Speeches 2) Debates 3) Public Speaking OR Students can opt for an online course, available on learning platforms like SWAYAM. Specimen Courses: 1) Communication Skills Body language: Key to Success | 25 | 15 | 1 | 5 | 20 |
|---|--|---|----|----|---|---|----|

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|---|---|---|----|----|---|---|----|
| Module III: Grammar, Punctuation and Sentence Writing | Since we want to emphasise on the grammar and punctuation usage, in this module we shall do an overview of the last three semesters and test students in identifying errors focusing on tenses, articles, prepositions and punctuation marks. Moreover, students will learn to write patterned sentences. | Students will learn the following sentences of particular patterns: Pattern I: Compound sentences: semicolon, no conjunctions; Compound Sentences with explanation: clauses separated with a colon; Sentences with a series of balanced pairs. | 25 | 15 | 1 | 5 | 20 |
|---|---|---|----|----|---|---|----|

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|-------------------------------------|--|--|----|----|---|---|----|
| Module IV: Writing Skills | To teach students to write letters that they are going to use the most throughout their lives. Besides, teaching them to describe processes and thus teach them to use transitional phrases to indicate chronology, emphasis, addition, contrast and conclusion. | <p>Note to the Teacher: Teach students to write processes and developments of various facilities/products/phenomena.</p> <p>For example, the growth of computers, the development of cities, the use of mobile phones, the development of a child during a particular phase, changes that took place in a locality, changes in sartorial styles and so on.</p> <p>The module also includes job application letter with resume/CV and Complaint Letter.</p> | 25 | 15 | 1 | 5 | 20 |
|-------------------------------------|--|--|----|----|---|---|----|

Evaluation Scheme:

A. Internal Exams: Total Marks: 25

1. A written test focusing on process description: 25 Marks
2. Debates and Public Speaking: 25 Marks
3. A project of book review, chart display on social issues, PPT presentation, role play or assignment book assessment: 25 Marks

(The internal marks would be an average of these three methods of evaluation.)

B. External Exams: Total Marks: 75

The pattern of the written exam would be as follows:

1. Questions based on the text taught in Module I. The student is expected to write an essay of about 750 words. Attempt one out of two given questions. (Marks 15)
- 2A. Job application with resume. No options. (Marks 15)
- 2B Complaint letter. No options. (Marks 10)
3. A. Find out errors in the given sentences and re-write the corrected sentences. The students should be tested for punctuation, tenses, articles, prepositions (Marks 10) 3B. Sentence forming skill (Marks 10)
4. Descriptive Passage writing (On two out of given four topics). (Marks 15)

References:

A. Essential Reading:

1. Longknife Ann, *The Art of Styling Sentences*, Barrons, 2002.
2. Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.
3. Strunk, William, EB White. *The Elements of Style*. (Fourth Edition). Pearson. 1999.
4. Olson, Judith, *Writing Skill Success*. Learning Express. 1998.
5. Kumar Sanjay, *Communication Skills*, Oxford, 2017.

B. Additional Reading:

1. Hale, Constance, *Sin and Syntax*. Three Rivers Press. 2013.
2. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017
3. Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012
4. Hoge, AJ, *Effortless English*. LLC. 2014
5. Killgallon Don, *Sentence Composing for Hight School*, Boynton/Cook, 1998.
6. Strong, William, *Sentence Combining*, Ranom Houe, 2016.

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Bachelor of Arts

Syllabus for Core Component (CC) English (Non-English Medium) -Semester IV

| Proposed Syllabus |
|---|
| Title of the Paper : Advancing with English- Paper IV |
| Subject Code 40402 |

| Advancing with English- Paper IV | Cr | L | T | D (EE) | EE | IE | T |
|-------------------------------------|----|----|----|-----------|----------|----------|-----------|
| | 04 | 03 | 01 | 2.5 hrs | 75 Marks | 25 Marks | 100 Marks |

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Proposed Syllabus

Course Objectives:

1. To make students read literary texts, to focus on improving students' reading, writing, listening and speaking skills in English.
2. Make students read prose passages fiction/ non-fiction, to teach them to read and think critically and improve students' vocabulary.
3. Teach how to analyze, synthesize and interpret ideas presented in prose.
4. Improve written language by teaching them to write reports and descriptive prose.
5. Prepare students to listen to spoken English with the help of Information and Communication Technology (ICT) as well as direct reading aloud/speaking.
6. Teach students to speak English required for various purposes.
7. Specifically focus on grammar topics to improve writing and speaking skills.

Course Outcomes:

At the end of Semester IV, students would be able to acquire the following competencies:

1. Critical reading of fiction/ non-fiction texts to ask relevant questions about it
2. Write letters, reports and descriptive paragraphs
3. Practice English speaking skills, covering variety of topics
4. Acquire of grammatical skills for effective communication

| Proposed Syllabus | | | | | | | |
|--|--|--|-----------|------------------|---------|--------------|--------------|
| Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
| | | | | | | IE Weightage | EE Weightage |
| Module I: Reading Comprehension and Vocabulary Enhancement | To inform about issues and utilize the literary texts to improve students' listening skills, vocabulary and also their ability to skim and scan written material | <p>Select short fictions from the following</p> <p><i>The Inner Courtyard: Stories by Indian Women</i>, Holmstrom, Lakshmi (ed), Rupa & Company, New Delhi, 2002.</p> <ol style="list-style-type: none"> 'The Library Girl', Vishwapriya L. Iyengar 'My Beloved Charioteer', Shashi Deshpade <p>OR</p> <p><i>Karukku</i>, Bama <i>Holmstrom Lakshmi (trans)</i>, Oxford India Paperbacks (2nd Edition), 2014.</p> <p>OR</p> <p><i>Inside the Haveli</i>, Rama Mehta, Penguin Books, 2000.</p> <p>The teacher may select any one section from the recommended texts.</p> <p>The teacher is expected to make a glossary of words with their meanings relevant to the story.</p> | 25 | 15 | 1 | 5 | 20 |

| | | | | | | | |
|---------------------------------------|---|--|----|----|---|---|----|
| Module II A: Writing Skills | To prepare students to write formal letters on various topics | <p>Some of the specimen topics are as follows. The teacher is free to use any other topic in class; the letters should be properly paragraphed:</p> <ol style="list-style-type: none"> 1) Enquiry 2) Complaints <p>The teacher must make the students send the above letters as an email, once they learn to write it in the structure of a conventional letter. This will make the students familiar with the process of sending emails and the interface of popular email services</p> | 25 | 15 | 1 | 5 | 20 |
| Module II B: Writing Skills | To prepare students to write reports on various topics | <p>The teacher should select topics for report writing and give enough hints to develop a composition of about 750 words.</p> <ol style="list-style-type: none"> 1) Annual Day 2) Sports Day 3) Blood Donation Camps 4) Cleanliness Drives 5) NSS Special Camps <p>The teacher must instruct students about the understanding of the topic, consistency of the topic, unity of ideas in a paragraph, coherence of ideas through the essay and correct language.</p> | | | | | |

| | | | | | | | |
|---|--|---|----|----|---|---|----|
| Module III: Understanding English Grammar | To focus on grammar to improve writing and speaking skills | Students will learn the following patterns of sentences: Pattern I: Compound sentences: semicolon, no conjunctions; Compound Sentences with explanation: clauses separated with a colon; Sentences with a series of balanced pairs. | 25 | 15 | 1 | 5 | 20 |
| Module IV: Speaking Skills | To prepare students to listen to spoken English, to speak English required for public speaking | <p>Make students speak the sentences used in Module III of the grammar section. Over and above this, focus on public speaking skills.</p> <p>Topics that can be included are:</p> <ol style="list-style-type: none"> 1) Writing Speeches 2) Debates 3) Public Speaking <p style="text-align: center;">OR</p> <p>Students can opt for an online course, available on learning platforms like SWAYAM. Specimen Courses:</p> <ol style="list-style-type: none"> 1) Communication Skills 2) Body language: Key to Success | 25 | 15 | 1 | 5 | 20 |

Evaluation Scheme:

A. Internal Exams: Total Marks: 25

1. Speaking skills (25 Marks)
2. Letter Writing (25 Marks)
3. Project (s): Book review/Film review/Presentations/ Assignment Journal- These are not an exhaustive list (25

Marks) (The internal marks would be an average of these three methods of evaluation.)

B. External Exams: Total Marks: 75

The pattern of the written exam would be as follows:

1. A. Comprehension passage from the fiction/non-fiction taught in class. The questions about the passage should test skills to find out data, interpret information and write a personal response. (Marks 15)
1. B. Comprehension passage from the fiction/non-fiction not taught in class. The questions about the passage should test skills to find out data, interpret information and write a personal response. (Marks 15)
2. Letter writing. Students will attempt any two of the three given questions. (Marks 20)
3. Do as directed (Grammar based questions) (Marks 20)
4. Report writing (Marks 15)

References:

A. Essential Reading:

1. Bama. *Karukku*. Holmstrom Lakshmi (*trans*). Oxford India Paperbacks (2nd Edition): 2014.
2. Holmstrom, Lakshmi (ed). *The Inner Courtyard: Stories by Indian Women*. Rupa & Company. New Delhi, 2002.
3. Kumar Sanjay, *Communication Skills*, Oxford, 2017.
4. Longknife Ann, *The Art of Styling Sentences*, Barrons, 2002
5. Mehta, Rama. *Inside the Haveli*, Penguin Books, 2000.
6. Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.
7. Olson, Judith. *Writing Skill Success*. Learning Express. 1998.
8. Strunk, William, EB White. *The Elements of Style*. (Fourth Edition). Pearson. 1999.

9. Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.

B. Additional Reading:

1. Hale, Constance, *Sin and Syntax*. Three Rivers Press. 2013.
2. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017.
3. Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012.
4. Kumar, Sanjay, Lata, Pushpa, *Communication Skills*. Oxford University Press.
5. Hoge, AJ, *Effortless English*. LLC. 2014.

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Bachelor of Commerce

Syllabus for Core Component (CC) English (English Medium) -Semester IV

| Proposed Syllabus |
|---|
| Title of the Paper : English for Business- Paper IV |
| Subject Code 40411 |

| English for Business- Paper IV | Cr | L | T | D (EE) | EE | IE | T |
|--------------------------------|----|----|----|-----------|----------|----------|-----------|
| | 04 | 03 | 01 | 2.5 hrs | 75 Marks | 25 Marks | 100 Marks |

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Proposed Syllabus

Course Objectives:

1. Focus on improving students' reading, writing, listening and speaking skills in English.
2. Enhance students' reading comprehension and vocabulary through reading imaginative literature.
3. Make students aware about gender related issues through imaginative literature.
4. Teach students to participate in debates and public discussions through online platforms.
5. Instruct students to write business/official letters related to workplace.
6. Train students to face job interviews.
7. Focus on sentence-writing skills.

Course Outcomes:

At the end of Semester IV, students would be able to acquire the following competencies:

1. Critical reading of short fictions to ask relevant questions about it.
2. Learn to use technology for business communication
3. Write correspondence required for business and office jobs
4. Practice English speaking skills and participate in debates and discussions

| Proposed Syllabus | | | | | | | |
|--|---|---|-----------|------------------|---------|--------------|--------------|
| Module | Module Specific Objectives | Content | Weightage | Instruction Time | Credits | Evaluation | |
| | | | | | | IE Weightage | EE Weightage |
| Module I: Reading Comprehension and Vocabulary Enhancement | To make students understand gender issues through imaginative literature and train them in reading comprehension and vocabulary | <p>Note to the teacher: Students will be studying four short stories related to gender issues. The teacher is expected to prepare an exhaustive vocabulary, noting down every word that students may not know. The teacher may use any four stories from the following:</p> <p>Texts:</p> <ol style="list-style-type: none"> 1. <i>Inner Courtyard</i>. Ed. Lakshmi Holmstrom. Virago. 1990. ISBN: 1853810444 (Suggested Stories: 'Girls', Mrinal Pande; 'Chouti ka Jura', Ismat Chughtai; 'The Meeting', Shama Futehally; 'The First Party', Atia Hussain) OR 2. <i>Katha: Short Stories by Indian Women</i>. Ed. Urvashi Butalia. Rev Media. 2007. ISBN: 8189632086 (Suggested Stories: 'Mother', Urmila Pawar; 'Teaser' Manjula Padmanabhan'; 'The Story of a Poem', Chadrika B.; 'A Large Girl' Mridula Koshy) OR 3. <i>First There Was Woman and Other Stories</i>. Ed. Sres Marija. Zubaan. 2007. ISBN: 817596247X | 25 | 15 | 1 | 5 | 20 |

| | | | | | | | |
|---|--|---|----|----|---|---|----|
| Module II : Letter Writing | Teach students to write correspondence related to jobs, right from those used for seeking a job to quitting a job. | Note to the teacher: Although teachers should make students practise writing letters, ask students to send the same letters in the email format as well so that they become familiar with the interface and structure of emails. Job-related letters: Application with a CV; Job Acceptance and Rejection Letter; Applying for Leave; Resignation Letter. | 25 | 15 | 1 | 5 | 20 |
| Module III: Interview Skills and Meetings | Prepare students for interviews and give them theoretically about meetings their purposes and structures | Students should be given an idea about job hunting, placement-websites and placement agencies, preparation for an interview. Hold mock interview sessions to instruct them about how to conduct themselves for an interview. They should also be informed about how to and what to prepare for an interview. Introduce students to types of business meetings. | | | | | |

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|--------------------------------------|--|---|----|----|---|---|----|
| Module IV: Speaking Skills | To prepare students to listen to spoken English, to speak English required for public speaking. To teach students to participate in debates and public speaking through language lab and e content. | Focus on public speaking skills. Topics that can be included are: 1) Writing Speeches 2) Debates 3) Public Speaking Students can opt for an online course, available on learning platforms like SWAYAM. Specimen Courses: 1) Communication Skills 2) Body language: Key to Success | 25 | 15 | 1 | 5 | 20 |
|--------------------------------------|--|---|----|----|---|---|----|

Evaluation Scheme:**A. Internal Exams: Total Marks: 25**

1. A written test focusing on Letter Writing: 25 Marks
2. Debates and Public Speaking: 25 Marks
3. A project of book review, chart display on social issues, PPT presentation, role play or assignment book assessment: 25 Marks

(The internal marks would be an average of these three methods of evaluation.)

B. External Exams: Total Marks: 75

The pattern of the written exam would be as follows:

1. Questions based on the text taught in Module I. The student is expected to write an essay of about 750 words. Attempt one out of two given questions. (Marks 15)
- 2 Job application with resume. No options. (Marks 15)
3. Job Acceptance/Rejection; Application for Leave; Resignation. (Marks 15)
4. Questions related to business meetings (Marks 15)
5. Questions related to interview skills (On two out of given four topics). (Marks 15)

References:**A. Essential Reading:**

1. Taylor, Shirley, *Model Business Letters*, Pearson Education, 2013
2. Rai Urmila, SM Rai. *Business Communication*. Himalaya Publication. 2015
3. Paul DS, *Interview Skills*, Goodwill, 2019.
4. Kumar, Sanjay, *Communication Skills*, Oxford, 2016.

B. Additional Reading:

1. Storey, James, *The Art of Interview*, Lifestyle Initiative, 2016.
2. Sharma, RC. *Business Correspondence and Report Writing*. McGraw Hill, 2020.
3. Baker, Heather, *Successful Business Writing*, University Learning, 2012.