

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 	
<p>Module 3</p> <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.
<p>Module 4</p> <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>

<p>Module 4</p> <ul style="list-style-type: none"> • Projects <p>Using Nuendo</p>	<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.
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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
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<p>Module 1</p> <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)
<p>Module 2</p> <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: BAMB

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, Bhophyache 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 $\frac{(A+B) + C}{2}$

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	<p>Objective: To acquaint students with the concept of Entrepreneurship</p> <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	<p>Objective: To help the students identify a business opportunity & understand different theories on entrepreneurship</p> <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	<p>Objective: To identify the challenges faced by women entrepreneur & role of various</p>	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 & Vinayak Paralikar
2. Financial Markets and services by Gordan Natarajan (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	<p>SECURITIES RETURN & VALUATION ANALYSIS</p> <p>Security Analysis, Meaning of security, Types of securities, Calculation of security return,</p> <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	<p>PORTFOLIO MANAGEMENT & CAPITAL MARKET THEORY:</p> <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
<p>Objectives:</p> <p><i>After the completion of this unit the student will be able to</i></p> <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. 	<p><i>After the completion of this unit the student will be able to</i></p> <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 Weightage	EE Weightage
	<p><i>presenting problem or concern(Detail case history)</i></p> <p><i>Mental status examination</i></p> <p><i>Psychological Assessment</i></p> <p><i>Main points or main issues discussed</i></p> <p><i>Relevant information on interventions</i></p> <p><i>Long-term/short-term goals Evaluation</i></p> <p>Thus the orientation of practicum includes</p>		<p>In these courses students are expected to present 3 individual 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>	<ol style="list-style-type: none"> 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 					

			in the journal. In addition, undertake a group session							
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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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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"> 'Bayen', Mahashweta Devi '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"> 'Toba Tek Singh', Saadat Hasan Manto '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"> 'The Khan's Treasure', Ruskin Bond '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, Mechael, 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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Institution Objectives

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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: 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>					
<p>II: Letter Writing Skill:</p>	<p>To prepare students to write leave letters on various topics</p>	<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.)					
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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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To lay foundation for progressive and prosperous future of the students

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	<p>To understand the importance of effective communication in business.</p> <p>To introduce student to the theory of Business Communication</p>	<p>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.</p>	25	10	1	5	20
III: Business Letter Writing	<p>To apply understanding of Business Communication through letter writing</p>	<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	<p>2.1. Theory of Letter Writing</p> <ul style="list-style-type: none"> • Language and Layout of Letters • Parts of a Letter • Requisites of Effective Business Letter Writing • E-mail writing <p>2.2. Practical Letter Writing Skills</p> <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	<p>Listening and Speaking Skills</p> <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

	Cr	L	T	D (EE)	EE	IE	T
Empowering English Paper II	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	Two selected short fictions from the following <i>Separate Journeys</i> , Ed. Geeta Dharmarajan, Katha Publication, 2002. 1. 'A Day with Charulata' by Anupama Niranjana 2. 'The Hijra' by Kamla Das. OR <i>Bitter Fruit: The Very Best of Saadat Hasan Manto</i> , Edited and Translated by Khalid Hassan, Penguin Books, 2008. 1. 'The New Constitution' 2. 'Bitter Harvest' OR <i>The Ruskin Bond Omnibus</i> , Ed. Ruskin Bond, Rupa and Co., 2004. 1. 'Gold bricks at Badulla' 2. 'A Mysterious Call' 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.	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"> a. Leave due to wedding/illness/tour from college or school b. Leave from workplace c. Permission to celebrate traditional day in college d. Permission to perform a street play in college foyer e. 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"> a. Cold Drinks are Bad for Health b. Diet Tips Should be Taken from a Dietician c. Meditation is the Best Way to Relieve Stress d. Junk Food Should be Banned in College Canteen e. 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					
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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 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

	Cr	L	T	D (EE)	EE	IE	T
Exploring English Paper II	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 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> <ul 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> <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 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> <ul 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"> 'Pinti's Sabun', Sanjay Khati 'The Boy', Manju Kak 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"> 'What is a Tail?' 'Father's Room' 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"> 'A Life Unwritten' 'In India, the worst of both worlds' 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	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 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	Guided essays & creative pieces (for .e.g story writing- give beginning – ask to write the end).	Module II B: Writing Skills	To prepare students to write descriptive prose	<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					
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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 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

	Cr.	L	T	D (EE)	EE	IE	T
English for Effective Communication- 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>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>					
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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:

- 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 Puhlication. 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 *****

	Cr	L	T	D (EE)	EE	IE	T
Exploring English Paper II	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"> 1. a) Climate change and Human Strategy. 2. b) Wings Of Fire 3. c) Building an internet Culture 4. 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

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

				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> <ol style="list-style-type: none"> Discussion about the difficulty of getting a good job 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

	Cr	L	T	D (EE)	EE	IE	T
Using English Effectively- Paper III	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 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> <ul 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> <ul 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> <ul 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	<p>Reading Comprehension</p> <p>1. 'The First Party' by Attia Hosain</p> <p>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</p>	<p>Module I: Reading Comprehension and Vocabulary Enhancement</p>	<p>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>	<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> <p>1. 'Summer Vacation', Kamala Das 2. 'The First Party', Attia Hosain</p> <p>OR</p> <p><i>Wings of Fire: An Autobiography</i>, A.P.J. Abdul Kalam with Arun Tiwari, Universities Press (India) Private Limited, 2003.</p> <p>OR</p> <p><i>Pinjar: The Skeleton and Other Stories</i>, Amrita Pritam Tara Press, 2009 (reprint)</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

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.					

		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

				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 ****

	Cr	L	T	D (EE)	EE	IE	T
Exploring English Paper II	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>A. <i>New Directions: Reading, Writing and Critical Thinking</i>, Peter S Gardner, Cambridge University Press, New Delhi, 2009. (South Asian Edition)</p> <p>B. <i>Insights: A Course in English Literature and Language</i>, K. Elango, Orient Blackswan, New Delhi, 2009.</p> <p>C. <i>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

				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
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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

SEVA MANDAL EDUCATION SOCIETY'S

Smt Maniben M. P. Shah Women's College of Arts and Commerce (Autonomous)

Smt. Parmeshwari Devi Gordhandas Garodia Educational Complex

338, RA Kidwai Road, Matunga, Mumbai 400019.

NAAC Reaccredited B++ Grade, CGPA 2.88/4.00

UGC Status: College with Potential for Excellence

Adjudged Best College (2017-18) by SNTD Women's University

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

	Cr	L	T	D (EE)	EE	IE	T
Reading, Writing and Thinking in English II	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
<p>Module I: Reading, Listening and Vocabulary Enhancement</p>	<p>To read a literary text for analysing social /cultural contexts; learn new words; prepare digital slides on a historical/cultural topic.</p>	<p>Texts: 1. <i>Mothering a Muslim</i> by Nazia Erum. Published by Juggernaut. 2018. ISBN: 8193876717 OR 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 social/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

<p>Module II : To prepare students to participate debates and discussions.</p>	<p>To prepare students to listen to spoken English, to speak English required for public speaking.</p> <p>To teach students to participate in debates and public speaking through language lab and e content.</p>	<p>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 <p>Body language: Key to Success</p>	25	15	1	5	20
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<p>Module III: Grammar, Punctuation and Sentence Writing</p>	<p>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.</p>	<p>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.</p>	25	15	1	5	20
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<p>Module IV: Writing Skills</p>	<p>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>	<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
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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.

SEVA MANDAL EDUCATION SOCIETY'S

Smt Maniben M. P. Shah Women's College of Arts and Commerce (Autonomous)

Smt. Parmeshwari Devi Gordhandas Garodia Educational Complex

338, RA Kidwai Road, Matunga, Mumbai 400019.

NAAC Reaccredited B++ Grade, CGPA 2.88/4.00

UGC Status: College with Potential for Excellence

Adjudged Best College (2017-18) by SNTD Women's University

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

	Cr	L	T	D (EE)	EE	IE	T
Advancing with English- Paper IV	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	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: 1) Enquiry 2) Complaints 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
Module II B: Writing Skills	To prepare students to write reports on various topics	The teacher should select topics for report writing and give enough hints to develop a composition of about 750 words. 1) Annual Day 2) Sports Day 3) Blood Donation Camps 4) Cleanliness Drives 5) NSS Special Camps 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.					

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	Make students speak the sentences used in Module III of the grammar section. Over and above this, focus on public speaking skills. Topics that can be included are: 1) Writing Speeches 2) Debates 3) Public Speaking <p style="text-align: center;">OR</p> 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. 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

	Cr	L	T	D (EE)	EE	IE	T
English for Business- Paper IV							
	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"> <i>Inner Courtyard</i>. Ed. Lakshmi Holmstrom. Virago. 1990. ISBN: 1853810444 (Suggested Stories: 'Girls', Mrinal Pande; 'Chouti ka Jaura', Ismat Chughtai; 'The Meeting', Shama Futehally; 'The First Party', Atia Hussain) <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) <p>OR</p> <ol style="list-style-type: none"> <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.					

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
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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.

**SMT.MANIBEN.M.P.SHAH WOMEN'S COLLEGE OF ARTS AND
COMMERCE(AUTONOMOUS)
BCOM-III**

Semester V

PAPER -III(w.e.f.2021-22)

Indirect Taxation – Goods and Services Tax (GST)

Computer Code-50914

4 credits

ABOUT THE COURSE:

Course content focuses on conceptual and practical aspect of present Indirect Taxation System namely Goods & Services Tax (GST).

External Exam: 50 Marks

Unit	Topic	Weightage %	No. of Hours
1	<p>Objectives: To educate the students about the concept and importance of GST and its structure and give an overview of the system of taxation under GST regime</p> <p>Contents: OVERVIEW OF GOODS & SERVICES TAX Theory: Meaning and Nature; Legal framework of Indirect Taxes before; Major Defects in the structure of Indirect Taxes prior to GST; Rationale for GST; Salient features of GST; Advantages of GST. Structure of GST (SGST, CGST, UTGST & IGST); Goods kept outside the purview of GST. GST Council</p>	15	10
2	<p>Objectives: To enable the students to understand the registration requirements under GST and necessary documentation to be maintained.</p> <p>Contents: Theory :REGISTRATION AND DOCUMENTATION (A) Registration-Persons liable to registration; Compulsory registration; Deemed Registration: Procedure of Registration and Cancellation of Registration. (B) Documentation- Tax Invoice; Bill of Supply, Receipt Voucher, Payment Voucher, Refund Voucher, Debit Note, Credit Note. Harmonized System Nomenclature (HSN) of Goods, and Service Accounting Code (SAC) of Services; Nil rated supplies, Zero rated supplies, Exempted supplies & Non-GST supplies.</p>	25	15

	Simple Problems On Registration under GST		
3	<p>Objectives: To enable the students to understand the basic rules for levy of tax on supply of goods and services and schemes of taxation.</p> <p>Contents:</p> <p>Theory :LEVY AND COLLECTION OF GST- TAXABLE EVENTS- Levy of tax on “Supply”-Meaning of Supply of Goods and Services; Definition of supply; Intra-State and Inter-State supply; Time of supply; Place of Supply, Value of Supply, Yaxability of reimbursement of expenses; Exemption from GST; Mixed supply; Supplies of goods and services liable to be reverse charged.</p> <p>Simple Problems on: Place of Supply, Time of Supply, Value of Supply</p>	25	15
4	<p>Objectives: To familiarize the students regarding the concept of input tax credit, various GST Returns to be filed and modes of payment of taxes.</p> <p>Contents:</p> <p>Theory :INPUT TAX CREDIT, GST RETURNS AND PAYMENTS OF TAXES.</p> <p>(A) Input Tax Credit- Eligibility and conditions for taking input tax credit; Apportionment of input credit and blocked credits; Reverse charge under the GST.</p> <p>(B) GST Returns (GSTR 1, GSTR 2 and GSTR 3)- Time and procedure of filing of Returns.</p> <p>(C) Procedure for Payment of Tax - (a) Through Input Tax Credit (b) By cash/bank after generation of online Challan.</p> <p>Simple Problems On: Calculation of GST Liability</p>	35	20

Sr. No	Internal Assignment	Marks
1	Preparation of GST Documents, Preparation of GST Returns OR On-line Registration under GST. Problems on registration, Place of Supply, Time of Supply & Value of supply	25
2	Class room assignment	25
	Total	50

Note : Relevant Law/Statutes/ Rules in force on 1st April immediately preceding the commencement of the Academic Year is applicable for the ensuing examination after relevant year.