

**Sheth T.J. Education Society's  
Sheth N.K.T.T. College of Commerce &  
Sheth J.T.T. College of Arts (Autonomous), Thane**

**Credit structure as per NEP 2020 F.Y.B.A. (2025-26)**

	Semester I Subjects	Credits		Semester II Subjects	Credits
<b>Major</b>	1.Economics-Micro	4	<b>BAE201</b>	1.Economics-Micro Economics- II <i>ae</i>	4
<b>BAE101</b>	Economics -I <i>che</i>		<b>BAS202</b>	2.Sociology- Fundamentals of Sociology/ <i>8</i>	
<b>BAS102</b>	2.Sociology- Foundation of Sociology/ Psychology- <i>8</i>	2	<b>BAP202</b>	Psychology- Fundamentals of Psychology <i>8</i>	2
<b>BAP102</b>	Basics of Psychology <i>8</i>				
<b>Minor</b>	-	-	<b>BAP203</b>	3.Psychology- Basics of Psychology/ <i>8</i>	2
			<b>BAS203</b>	Sociology- The Social Lens /English: <i>8</i>	
			<b>BAE203</b>	Indian English Literature <i>8</i>	
<b>BAL103</b>	3.OE1: Constitution of India	2	<b>BAL204</b>	4. OE1: Constitution of India-	2
	- An Introduction <i>8</i>	2		Fundamental Rights and Duties <i>8</i>	2
	4.OE2: Basics of Computer			5.OE2: Basics of Statistics <i>8</i>	
	Network and Excel <i>8</i>				
<b>BAS104/</b>	5.VSC: Sociology- Social <i>8</i>	2	<b>BAS205</b>	6.VSC: Sociology -Globalisation and <i>8</i>	2
<b>BAE104</b>	Interaction/Economics-Basic		<b>BAP206</b>	work/Economics: Basic financial skills <i>8</i>	
<b>BAP105</b>	Banking skills <i>che</i>	2		7.SEC: Psychology: Positive Psychology	2
	6.SEC: Psychology- Stress			for career and Life <i>8</i>	
	Management <i>8</i>				
<b>BAL106</b>	7.AEC: English -	2	<b>BAL207</b>	8. AEC: English Communication Skills	2
<b>BAC107</b>	Communication Skills -I <i>8</i>		<b>BAC208</b>	II (Lecture and Tutorial) <i>8</i>	
<b>BAP108</b>	(Lecture and Tutorial)	2		9.VEC: Life Skills and Holistic	2
	8.VEC: Life Skills and			Development -II <i>8</i>	
	Holistic Development -I	2			
	9.IKS: Ancient Indian				
	Psychology <i>8</i>				
<b>BAS109</b>	10.CC: NSS -National <i>8</i>	2	<b>BAS209</b>	10.CC: NSS--National Service Scheme <i>8</i>	2
<b>BAL109</b>	Service Scheme/ Sports/		<b>BAL209</b>	Sports/ Cultural/ Yoga <i>8</i>	
<b>BAP109</b>	Cultural/ Yoga <i>8</i>		<b>BAP209</b>		
	<b>Total</b>	<b>22</b>			<b>22</b>

*che*  
**NEP Coordinator  
Prof. Hina Chande**



*[Signature]*  
**Principal  
Dr. Dilip Patil**

VISION: COMMITTED AND PERSUASIVE EFFORTS TOWARDS HOLISTIC EDUCATION

Sheth T. J. Education Society's  
Sheth N.K.T.T College of Commerce and  
Sheth J.T.T College of Arts, (Autonomous) Thane (W)

Programme Name: <b>B.A.</b>		Semester: <b>II</b>	
Course Category/Vertical: Major			
Name of the Dept: Economics			
Course Title: Microeconomics-II			
Course Code:BAE201		Course Level:4.5	
Type: Theory			
Course Credit: 4 credits			
Hours Allotted: 60 Hours			
Marks Allotted: 100 Marks			
<b>Course Objectives (CO):</b> (List the course objectives) CO1. To introduce students to the basic concepts of cost and revenue. CO 2. To understand different market structures. CO 3. To acquaint the students with equilibrium of a firm under different market structures. CO 4. To give an insight into the different pricing practices.			
<b>Course Outcomes (OC):</b> (List the course outcomes) OC1. Students will learn the basic concepts of cost and revenue. OC 2. Students will be able to understand different market structures. OC 3. Students will get acquainted with equilibrium of a firm under different market structures. OC 4. Students will gain knowledge of various pricing practices.			
<b>Description of the course:</b> <b>(Including but not limited to)</b>		Students will be able to understand concepts of cost and revenue which they can apply practically. Knowledge of different market structures helps students to understand the functioning of various markets, pricing-output decisions and equilibrium conditions under different markets. Students will understand how the prices can be determined under different pricing practices.	

**Syllabus: NEP 2020 w. e. f 2024-25**

Unit No.	Content	Hours
I	<b>Module I: Cost &amp; Revenue Analysis</b>	15

	<p>Concepts of Costs: Money Cost, Explicit and Implicit Cost, Social Cost and Private Cost, Fixed and Variable Cost, Historical and Replacement cost, Sunk and Incremental Cost, Opportunity Cost; Relationship between Average, Marginal and Total Cost, Derivation of Short Run and Long Run Cost Curves</p> <p>Concepts of Revenue, Relationship between TR, AR and MR under perfect and imperfect competitions</p>	
II	<p><b>Module II: Market Structure: Perfect Competition and Monopoly</b></p> <p>Features of Perfect Competition, Short-run and long-run equilibrium of a firm and industry, Profit maximization Principle, Features of Monopoly, Sources of monopoly power, Short-run and long-run equilibrium of a firm under Monopoly</p>	15
III	<p><b>Module III: Monopolistic Competition and Oligopoly</b></p> <p>Features of Monopolistic competition, Product Differentiation, Short-run and long-run equilibrium of a firm under monopolistic competition, Production cost and Selling cost, Monopolistic competition v/s perfect competition, wastages under monopolistic competition</p> <p>Key attributes of oligopoly- Collusive and non-collusive oligopoly, Kinked demand curve model, Cartels and Price leadership models</p>	15
IV	<p><b>Module IV: Pricing Practices</b></p> <p>Cost-oriented pricing methods: cost-plus (full cost)/mark-up pricing, marginal cost pricing, Multiple – product pricing - transfer pricing, discriminating pricing: Meaning, degrees of Price Discrimination, Possibility conditions of Price Discrimination and its Profitability, Dumping</p>	15
	<b>Total Hours</b>	<b>60</b>

#### References:

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

#### Pattern for Internal and External Examination

#### Scheme of Examination

Internal: 40 Marks

External: 60 Marks

**Pattern for Internal Examination**

<b>Internal</b>	<b>Marks: 40</b>
Assignment	10 marks
Active class Participation/Attendance	10 Marks
Class test	20 Marks

**Pattern for Class test**

Q. 1 Select an appropriate answer from the following and rewrite the sentence. (10 Marks)

Q.2 Attempt any two from the following. (10 Marks)

**Pattern for External Examination**

<b>Q. No.</b>	<b>External</b>	<b>Marks: 60</b>
Q .1 (From Module 1)	Attempt Any Two questions from the following. A B C	15 Marks
Q. 2 (From Module 2)	Attempt Any Two questions from the following. A B C	15 Marks
Q. 3 (From Module 3)	Attempt Any Two questions from the following. A B C	15 Marks
Q. 4 (From Module 4)	Attempt Any Two questions from the following. A B C	15 Marks

Sheth T. J. Education Society's  
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Programme Name: <b>B.A</b>		Semester: <b>II</b>	
Course Category/Vertical: Major			
Name of the Dept: <b>Sociology</b>			
Course Title: <b>Fundamentals of Sociology</b>			
Course Code: BAS202		Course Level:4.5	
Type: Theory / Practical			
Course Credit: 2 credits			
Hours Allotted: 30 Hours			
Marks Allotted: 50 Marks			
<b>Course Objectives (CO):</b> (List the course objectives) CO 1. To introduce the students Social Institutaion in Society. CO 2. To familiarize students with the evaluation of Society in different stages CO 3. To understand the students culture and diversity			
<b>Course Outcomes (OC):</b> (List the course outcomes) OC 1. Gain a deeper and clear understanding of Sociology with an updated knowledge of career opportunities in the subject. OC 2. Analyze factors that contribute towards bringing about changes in various social Structures and institutions. OC 3. Gain knowledge about emergence of Sociology and evaluation of Society			
<b>Description the course:</b> <b>Including but Not limited to:</b>		Sociology is the systematic study of social behavior and human groups. It focuses primarily on the influence of social relationships upon people’s attitudes and behavior and on how societies are established and change. As a field of study sociology has a very broad scope. It deals with families, gangs, business firms, computer networks, political parties, schools, religions, and labor unions. It is concerned with love, poverty, conformity, technology, discrimination, illness, alienation, overpopulation and community	

**Syllabus: NEP 2020 w.e.f 2024-25**

Unit No.	Content	Hours
I	<b>UNIT I: SOCIAL INSTITUTIONS</b>  a. Marriage - Changes Occurring in the Marriage pattern, - Factors responsible for changing marriage patterns  b. Family - Changing frame of Family  c. Religion • Meaning, and Functions of religion • Secularism and the challenge of modernity.	15
II	<b>UNIT II: SOCIETY and CULTURE</b>  a. Evolution of society • Hunting and gathering • Agrarian • Industrial • Post industrial, Network society, Risk society.  b. Culture • Meaning, Characteristics, Elements and types of culture  c. Popular culture, counter culture, Mass Culture	15
	Total Hours	30

**References:**

- Dasgupta and Saha (2012) An introduction to Sociology, Pearson
- Stolley S, Kathy (2005) The Basics of Sociology, Greenwood Press
- Dube, S.C. : Understanding Society - A Text Book, NCERT.
- Rao, Shankar, C.N. : Principles Of Sociology
- Introduction to Sociology by Dr. Gulab Pathan, Success Publication
- "Sociology" by Anthony Giddens, Philip W. Sutton
- "Sociology: A Global Introduction" by John J. Macionis and Ken Plummer
- "Essentials of Sociology" by James M. Henslin
- "Sociology: The Basics" by Ken Browne
- "Culture and Society, 1780-1950" by Raymond Williams
- "समाजशास्त्र: सिद्धांत आणि संकल्पना"- Dr. Vidyut Bhagwat
- "समाजशास्त्राची मूलतत्त्वे" (Fundamentals of Sociology) by S. D. Ghodke
- "दलित समाजशास्त्र" (Dalit Sociology) by Dr. Anand Teltumbde
- "संस्कृती आणि समाज" (Sanskriti Ani Samaj) by Dr. Yashwant R. Yadav
- "संस्कृती आणि परिवर्तन" (Sanskriti Ani Parivartan) by Dr. S. M. Garge

## **Paper Pattern for Internal and External Examination**

### **Scheme of Examination**

Internal : 20 Marks

External: 30 Marks

Internal	Marks: 20
Assignment/Participation/Group Discussion/Book Review/Film Review	10 Marks
Class test	10 Marks

### **MODEL QUESTION PAPER**

#### **SEMESTER I**

### **External Examination (30 Marks)**

1. Attempt Any Four Short Notes (5 marks each)

**A)**

**B)**

**C)**

**D)**

**E)**

**F)**

2. Attempt Any One Question (10 marks each)

**A)**

**B)**

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(Autonomous)**

Program Name: <b>B.A.</b>		Semester: <b>II</b>	
Course Category: <b>Major</b>			
Name of the Dept: <b>Psychology</b>			
Course Title: <b>Fundamentals of Psychology</b>			
Course Code: <b>BAP202</b>		Course Level: <b>4.5</b>	
Course Credit: <b>2</b>		Total Marks: <b>50</b>	
<b><u>Learning Objectives:</u></b>			
<div><div>1. To acquire concepts of psychology to students and establish interest in them.</div><div>2. To help students understand base of the subject psychology for further study in Psychology</div><div>3. To get acquainted with the basic psychological processes and their applications in day to day life.</div><div>4. To create a foundation for the theories of Psychology.</div></div>			
<b><u>Course Outcomes (CO):</u></b>			
After completing the course, students will be able to...			
CO1: Demonstrate the understanding of the basic concepts and perspectives in Psychology.			
CO2: Apply psychological concepts to understand various patterns in day to day life.			

**Syllabus: NEP 2020 w.e.f 2024-25**



Unit No.	Content	Hours
<b>I</b>	<b>Motivation and Emotion</b> a) Motivational Concepts: Drives, optimum arousal, hierarchy of motives, Intrinsic and extrinsic motivation. b) Hunger: Physiology and Psychology of Hunger, c) Cognition and Emotion: Schachter and Singer; Zajonc, LeDoux and Lazarus	<b>15</b>
<b>II</b>	<b>Personality</b> a) Meaning of Personality b) Theories of Personality : Psychodynamic theories, Humanistic theories, Cognitive theories, Trait Theories, Learning theories, Behavioral theories. c) Assessing Personality : Interview, Behavioral Assessment, Personality Inventory, Projective Tests	<b>15</b>
	<b>Total Hours</b>	<b>30</b>

#### References:

1. Ciccarelli, S. K.; White J. N. Adapted by Girishwar Misra (2018). Psychology (5th Edition). Pearson.
2. Feldman S. R.(2009). Essentials of understanding psychology ( 7th Ed.) New Delhi : Tata Mc Graw Hill.
3. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon

Sheth T. J. Education Society's  
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<b>Program Name: B.A.</b>		<b>Semester: II</b>	
Course Category: <b>Minor</b>			
Name of the Dept: <b>Psychology</b>			
Course Title: <b>Basics of Psychology</b>			
Course Code: BAP203		Course Level:4.5	
Course Credit: 2		Total Marks: 50	
<b><u>Learning Objectives:</u></b>			
Students will be able to...			
<ol style="list-style-type: none"><li>1. To acquire concepts of psychology to students and establish interest in them.</li><li>2. To help students understand base of the subject psychology for further study in Psychology</li><li>3. To get acquainted with the basic psychological processes and their applications in day to day life.</li><li>4. To create a foundation for the theories of Psychology.</li></ol>			
<b><u>Course Outcomes (CO):</u></b>			
After completing the course, students will be able to...			
CO1: Define and describe the basic concepts and theories in Psychology along with basic concepts of research in Psychology.			
CO2 :Explain and use the acquired concepts in cognitive processes in real life along with understanding the structure and basic function of neurons.			

**Syllabus: NEP 2020 w.e.f 2024-25**

Unit No.	Content	Hours
<b>I</b>	<b>Introduction to Psychology</b> a) Psychology as a discipline: Perspectives in Psychology, Branches of Psychology. b) The scientific method- Correlation, Experimentation. c) The scientific attitude, Critical thinking. d) Sampling- Types and Issues.	15
<b>II</b>	<b>Cognitive Processes</b> a) Biology of mind- Neural communication, The nervous system b) Learning: Classical Conditioning and Operant Conditioning c) Memory: Storage, Retrieval, Remembering and Forgetting. d) Intelligence: Meaning of Intelligence, Theories, Emotional Intelligence.	15
	Total Hours	30

References:

1. Feldman, R. S. (2017). Essentials of Understanding Psychology, (12th edition). New Delhi: Tata McGraw Hill.
2. Ciccarelli, S. K., & White, J. N. Adapted by Girishwar Misra (2018). Psychology.5th ed. New Delhi: Pearson Education

Sheth T. J. Education Society's  
Sheth N.K.T.T College of Commerce and  
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Programme Name: <b>B.A</b>		Semester: <b>II</b>	
Course Category/Vertical: Major			
Name of the Dept: <b>Sociology</b>			
Course Title: <b>The Social Lens</b>			
Course Code: BAS205		Course Level:4.5	
Type: Theory / Practical			
Course Credit: 2 credits			
Hours Allotted: 30 Hours			
Marks Allotted: 50 Marks			
<b>Course Objectives (CO):</b> (List the course objectives) CO 1. To introduce the students Concept of Social stratification in Society. CO 2. To familiarize students with the evaluation of Society and Social mobility CO 3. To understand the students Socialization			
<b>Course Outcomes (OC):</b> (List the course outcomes) OC 1. Gain a deeper and clear understanding of Sociology with an updated knowledge about Society OC 2. Analyze factors that contribute towards bringing about changes in various social Structures and institutions.			
<b>Description the course:</b> <b>Including but Not limited to:</b>		Sociology is the systematic study of social behavior and human groups. It focuses primarily on the influence of social relationships upon people’s attitudes and behavior and on how societies are established and change. As a field of study sociology has a very broad scope. It deals with families, gangs, business firms, computer networks, political parties, schools, religions, and labor unions. It is concerned with love, poverty, conformity, technology, discrimination, illness, alienation, overpopulation and community	

**Syllabus: NEP 2020 w.e.f 2024-25**

Unit No.	Content	Hours
I	<b>UNIT I: SOCIALIZATION</b>  a) Understanding Socialization: The Self and Socialization George Herbert Mead: Theory of the Social Self b) The Role and agencies of Socialization Family, School, Peer group and Mass media c) Gender Socialization	15
II	<b>UNIT II: SOCIAL STRATIFICATION</b>  a. Concept of Social stratification b. Types of Social Stratification and Discrimination - Age, Caste, Class, Gender, Race c. Social Marginalization	15
	Total Hours	30

**References:**

- Dasgupta and Saha (2012) An introduction to Sociology, Pearson
- Dube, S.C. : Understanding Society - A Text Book, NCERT.
- **"जात आणि समाज"** (Caste and Society) by Dr. B. S. Baviskar
- Introduction to Sociology by Dr. Gulab Pathan, Success Publication
- **"Sociology"** by Anthony Giddens, Philip W. Sutton
- **"Race, Ethnicity, Gender, and Class: The Sociology of Group Conflict and Change"**  
by Joseph F. Healey
- **"Social Stratification: Class, Race, and Gender in Sociological Perspective"** edited  
by David B. Grusky
- **"Women, Race, & Class"** by Angela Y. Davis
- **"Caste in Contemporary India"** by Surinder S. Jodhka
- "समाजशास्त्र: सिद्धांत आणि संकल्पना"- Dr. Vidyut Bhagwat
- **"समाजशास्त्राची मूलतत्त्वे"** (Fundamentals of Sociology) by S. D. Ghodke
- **"दलित समाजशास्त्र"** (Dalit Sociology) by Dr. Anand Teltumbde



## **Paper Pattern for Internal and External Examination**

### **Scheme of Examination**

Internal : 20 Marks

External: 30 Marks

Internal	Marks: 20
Assignment/Participation/Group Discussion/Book Review/Film Review	10 Marks
Class test	10 Marks

### **MODEL QUESTION PAPER**

#### **SEMESTER I**

### **External Examination (30 Marks)**

1. Attempt Any Four Short Notes (5 marks each)

- A)**
- B)**
- C)**
- D)**
- E)**
- F)**

2. Attempt Any One Question (10 marks each)

- A)**
- B)**

**Sheth T J Education Society's  
Sheth NKTT College of Commerce and Sheth JTT College of Arts (Autonomous)**

**DEPARTMENT OF ENGLISH**

<b>COURSE CATEGORY/VERTICAL - Minor</b>		
<b>COURSE TITLE</b> <b><i>INTRODUCTION TO INDIAN LITERATURE</i></b>		
<b>Course Level: 4.5</b>	Course Code: BAE203	Course Credit: 2
<b>Hours Per week (Theory): 1</b>		
<b>Type: Theory &amp; Assignment</b>		Hours allotted: 30
<b>Marks allotted: 50 marks</b>		
<b>COURSE OBJECTIVE</b> 1) To sensitize the learners to the literary genres of poetry and prose 2) To familiarize them with the various subgenres and styles of poetry and prose 3) To enable them to understand literariness and literary devices. 4) To enable them to appreciate critically the genres studies.		
<b>COURSE OUTCOME</b>		
CO1 Learners will identify the features and elements of poetry and demonstrate an understanding of its literary context		
CO2 Learners will identify the features and elements of literary prose and demonstrate an understanding of its literary context		
<b>DESCRIPTION OF THE COURSE</b> This course explores rich and diverse literary traditions of India, mainly emphasizing on the Pre-Independence and Post-Independence Indian literary works. Through this course, students will examine the themes of identity, nationalism, spirituality, and social reform through poetry, prose, and drama, gaining insights into India's cultural and historical evolution.		
<b>ORGANISATION OF THE COURSE</b>		
<b>UNIT NO</b>	<b>COURSE UNITS AT A GLANCE</b>	<b>HOURS</b>

1	Background Topics: <ul style="list-style-type: none"> <li>• Pre-Independence Indian English Poetry</li> <li>• Post- Independence Indian English Poetry</li> <li>• Modernism and Postmodernism in Indian English Poetry</li> <li>• Contribution of Women Poets</li> <li>• Significance of Diaspora in Indian Literature</li> </ul>	
	Poems Sarojini Naidu - Palanquin Bearers Nissim Ezekiel – Night of the Scorpion Kamala Das – An Introduction Henry Louis Vivian Derozio – To my native land Toru Dutt – Our Casurina Tree	15
2	Novels 1. Bankimchandra Chatopadhyay – Rajmohan’s Wife 2. Arvind Adiga- The White Tiger	15
TOTAL HOURS		30

### COURSE DESIGN

**COURSE OUTCOME 1:** LEARNERS WILL IDENTIFY THE FEATURES AND ELEMENTS OF POETRY AND DEMONSTRATE AN UNDERSTANDING OF ITS LITERARY CONTEXT

**COURSE UNIT TITLE 1:** INTRODUCTION TO POETRY IN INDIAN LITERATURE (PRE & POST INDEPENDENCE)

**DESCRIPTION**

**Poems:**

- 1 . Sarojini Naidu - Palanquin Bearers
2. Nissim Ezekiel – Night of the Scorpion
3. Kamala Das – An Introduction
4. Henry Louis Vivian Derozio – To my native land
5. Toru Dutt – Our Casurina Tree

PEDAGOGICAL APPROACH: CHALK AND TALK, POWER POINT PRESENTATIONS, ICT, NPTEL reference videos

**COURSE OUTCOME 2:** LEARNERS WILL IDENTIFY THE FEATURES AND ELEMENTS OF LITERARY PROSE AND DEMONSTRATE AN UNDERSTANDING OF ITS LITERARY CONTEXT

**COURSE UNIT TITLE 2** INTRODUCTION TO PROSE IN INDIAN LITERATURE (PRE & POST INDEPENDENCE)



**DESCRIPTION:****Novels:**

1. Bankimchandra Chattopadhyay – Rajmohan's Wife
2. Arvind Adiga- The White Tiger

PEDAGOGICAL APPROACH CHALK AND TALK METHOD, POWERPOINT PRESENTATIONS. Chat GPTs

**References:**

1. Bassnett, Susan and Harish Trivedi (eds). 2002 [1999]. Postcolonial translation: Theory and Practice. London: Routledge
2. Bharucha, Nilufer and Vilas Sarang (eds). 1994. Indian English Fiction, 1980- 90: An Assessment. Delhi: B R Publishers.
3. Bharucha, Nilufer and Vrinda Nabar (eds). 1998. Mapping Cultural Spaces: Postcolonial Indian Literature in English, Essays in Honour of Nissim Ezekiel. Delhi: Vision Books.
4. Bhongle, Rangrao (ed.). 2003. The Inside View: Native Responses to Contemporary Indian English Novel. Delhi: Atlantic Publishers.
5. Dangle, Arjun (ed). 1994. Poisoned Bread. Mumbai: Orient Longman.
6. Datta, Amresh. 1994. The Encyclopedia of Indian Literature. New Delhi: Sahitya Academy.
7. Deshpande G P (ed) 2004. Modern Indian Drama: An Anthology. New Delhi: Sahitya Academy.
8. De Souza, Eunice (ed). 2008. Both Sides of The Sky: Post-Independence Indian Poetry in English. New Delhi: National Book Trust.
9. de Souza, Eunice (ed). 2010 [2005]. .Early Indian poetry in English: An Anthology 1829-1947. New Delhi: Oxford University Press.
10. de Souza, Eunice. 1997. Nine Indian Women Poets. Delhi, Oxford University Press.
11. de Souza, Eunice. 1999. Talking Poems: Conversations With Poets. New Delhi: Oxford University Press.
12. Devy, G N. 1987. Critical Thought: An Anthology of 20th Century Critical Essays. London: Oriental University Press.
13. Devy, G N. 1993. After Amnesia: Tradition and Change in Literary Criticism. Mumbai: Orient Longman.
14. Devy, G N. 1998. Between Tradition and Modernity: India's Search for Identity. Kolkatta; Sage

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Publications.

15. Devy, G N. 2001. In Another Tongue: Essays on Indian English Literature. New Delhi: Macmillan.
16. Devy, G N. 2002. Indian Literary Criticism: Theory and Interpretation. Mumbai: Orient Longman.
17. Dharwadker, Vinay and Ramanujan A. K.. 2006 [1994]. The Oxford Anthology of Modern Indian Poetry. New Delhi: Oxford University Press.
18. Ezekiel, Nissim and Mukherjee Meenakshi. 1990. Another India: An Anthology of Contemporary Indian Fiction and Poetry. New Delhi: Penguin Books.
19. George, K M. 1995. Modern Indian Literature: An Anthology – Plays and Prose. New Delhi: Sahitya Academy.
20. Haq, Kaiser (ed). 1990. Contemporary Indian Poetry. Columbus: Ohio State University Press.
21. Haq, Rubana (ed). 2008. The Golden Treasure of Writers Workshop Poetry. Calcutta: Writers Workshop.
22. Hoskote, Ranjit (ed). 2002. Reasons for Belonging: Fourteen Contemporary Indian Poets. New Delhi: Viking/Penguin Books India.

**Websites:**

**Poetry:**

<https://timesofindia.indiatimes.com/readersblog/talesofwisdom/brief-history-of-indian-writing-in-english-53226/>

<https://poets.org/poet/toru-dutt>

<https://www.projectguru.in/the-portrayal-of-women-and-feminism-in-indian-literature/>

<https://www.britannica.com/biography/Nissim-Ezekiel>

<https://www.britannica.com/biography/Kamala-Das>

<https://poemanalysis.com/sarojini-naidu/palanquin-bearers/>

[https://www.successcds.net/learn-english/maharashtra/class-10/night-of-the-scorpion-summary-explanation#google\\_vignette](https://www.successcds.net/learn-english/maharashtra/class-10/night-of-the-scorpion-summary-explanation#google_vignette)

<https://poemanalysis.com/kamala-das/an-introduction/>

<https://amritmahotsav.nic.in/district-repository-detail.htm?19538>

[https://www.ourcreativeinfo.in/to-india-my-native-land-henry-derozio/#google\\_vignette](https://www.ourcreativeinfo.in/to-india-my-native-land-henry-derozio/#google_vignette)

COMMITTED AND PERSUASIVE EFFORTS TOWARDS HOLISTIC EDUCATION

**Prose:**

<https://www.britannica.com/biography/Bankim-Chandra-Chatterjee>

<https://testbook.com/ias-preparation/bankim-chandra-chattopadhyay-sansad-tv-perspective>

<https://litforindia.com/summary-of-rajmohans-wife-a-tale-of-love-and-rebellion-that-you-need-to-know/>

<https://www.thedailystar.net/daily-star-books/news/whispers-history-revisiting-rajmohans-wife-3699511>

[https://theindianauthors.in/novelists/aravind-adiga/#google\\_vignette](https://theindianauthors.in/novelists/aravind-adiga/#google_vignette)

<https://www.gradesaver.com/the-white-tiger/study-guide/summary>

**Scheme of Examination:**

**Internal: 20 marks**

**External: 30 marks**

Internal	Marks
Class test	10
Class participation-	05
Tutorials- Practical Approach	05

**Paper pattern**

**Q. 1 a. Short notes (any 3 out of 5) from Unit I (15 marks)**

**OR**

**Q.1 b. Long answers from Unit I (any 2 out of 3) (8+7 marks)**

**Q. 2 a. Short notes (any 3 out of 5) from Unit II (15 marks)**

**OR**

**Q.2 b. Long answers from Unit II (any 2 out of 3) (8+7 marks)**

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<b>Programme Name: B.A.</b>	<b>Semester:II</b>
Course Category: Open Elective (OE)	
Name of the Department: <b>Business Law</b>	
Course Title: <b>Constitution of India- An Introduction</b>	
Course Code: BAL204	Course Level: 4.5
Type: Theory / Practical	
Course Credit: 2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester )	
Hours Allotted: 30 Hours	
1. Marks Allotted: 50 Marks	
<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To make the students understand base of the Constitution that is Preamble of Constitution and salient features of Constitution.</li> <li>2. To make the students understand Institutions of Governance in India</li> </ol>	
<b>Course Outcomes:</b> <ol style="list-style-type: none"> <li>1. Students will appreciate and understand base of the Constitution that is Preamble of Constitution and salient features of Constitution.</li> <li>2. Students will understand Institutions of Governance in India</li> </ol>	
<b>Course Description:</b> <p>This course provides an in-depth introduction to the <b>Indian Constitution</b> and the <b>governance structures</b> it establishes. It begins with the historical evolution of the Constitution, followed by an examination of its core philosophy as articulated in the <b>Preamble</b>. The course also explores the <b>salient features</b> of the Constitution, offering insights into its unique design and functioning.</p> <p>Subsequent units delve into the <b>key institutions of governance</b> in India, including the roles and powers of the <b>President</b>, <b>Prime Minister</b>, and <b>Council of Ministers</b>, as well as the structure and functioning of <b>Parliament</b> and <b>State Legislatures</b>. The course further explores the <b>judiciary</b>, with a focus on the <b>Supreme Court</b> and its power of <b>Judicial Review</b>.</p>	

**Syllabus: NEP 2020 w.e.f 2024-25**

Unit No.	Content	Hours
I	Background, Preamble and Features <ol style="list-style-type: none"> <li>a. Historical Background</li> <li>b. Preamble of the Indian Constitution</li> <li>c. Salient Features of the Indian Constitution</li> </ol>	15

II	Institutions of Governance in India a. President, Prime Minister, and Council of Ministers b. Parliament (Lok Sabha, Rajya Sabha) and State Legislatures c. Supreme Court and Judicial Review	15
	Total Hours	30

#### References:

1. Constitutional Law of India By Dr. J. N. Pandey
2. Indian Constitutional Law by M P Jain
3. Introduction to the Constitution of India by Durga Das Basu
4. Fundamental Rights and Their Enforcement by Uday Raj Rai
5. Being an Indian Citizen - A guide to our Fundamental Duties by Prashant Solomon

#### Scheme of Examination

Internal : 20 Marks

External: 30 Marks

#### Continuous Evaluation (Internal Assessment):

Sub-components	Maximum Marks
1) 1 <sup>st</sup> Project/ Report work	05
2) Behaviour and involvement in the class	05
3) MCQ Based Test (1 MCQ of 1 mark each)	10
Total	20

#### Format of question paper

Maximum Marks: 30

Duration: 1 Hour.

All Questions are Compulsory Carrying 15 Marks each.

Question No	Particular	Marks
Q-1	(From Module I) Theory (15 Marks) OR a. Theory (08 Marks) b. Theory (07 Marks)	15 Marks
Q-2	(From Module II) Theory (15 Marks) OR a. Theory (08 Marks) b. Theory (07 Marks)	15 Marks

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**Syllabus: NEP 2020 w.e.f 2024-25**

Programme Name: <b>B.A.</b>		Semester: <b>II</b>
Course Category: OE		
Name of the Dept: <b>Mathematics and Statistics</b>		
Course Title:     Basic of Statistics		
Course Code:     BAM204	Course Level: 4.5	
Course Credit:   02	Total Marks: 50	
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>● To Understand the basic concept in statistics.</li><li>● To facilitate the types and comparison of data.</li><li>● To develop the student’s ability to deal with quantitative issues in real life using measures of central tendency and dispersion.</li></ul>		
<b>Course outcomes:</b> Learners will be able to CO1: collect, organized and analysed data. CO2: comprehend and apply fundamental statistical concept, such as measures of central tendency. CO3: create and interpret various types graphs and charts to visualise data.		

Unit No.	Content	Hours
I	<b>Introduction to Statistics</b> <ul style="list-style-type: none"> <li>Applications of statistics Types of Variable, Constant ,Attributes, Population, Sample.</li> </ul> Types of Data and Data Collection <ul style="list-style-type: none"> <li>Types of Data: Primary and secondary data and difference</li> <li>Methods of Data collection: Interview, Observation, Experiment</li> <li>Questionnaire for Data Collection</li> <li>Creating google form for data collection</li> <li>Classification of data, Class Interval, Class Limits, Mid-point, Frequency.</li> </ul>	15
II	<b>Measures of Central Tendency</b> <p>Concept of Univariate frequency distribution.  Meaning of Central Tendency, Types of averages-A. M. Median and Mode  Mathematical and positional averages. Quartile, percentiles for ungrouped data. Simple Examples</p> <ul style="list-style-type: none"> <li>Diagrammatic presentation of data using Bar, Subdivided bar, pie diagram</li> <li>Graphs -Histogram, ogives and line graph.</li> <li>Interpretation from diagrams.</li> </ul>	15
	Total Hours	30

#### References:

- Mathematics for Economics and Finance - Martin Anthony; Norman Biggs.
- Fundamentals of Statistics - D. N. Elhance; Veena Elhance; B.M. Aggarwal
- Statistical Methods - S.C. Gupta (S. Chand & Co.)
- Research Methodology - Kothari
- Statistics for Management - Lovin R. Rubin D.S, (Prentice Hall of India)
- Statistics - Theory, Method & Applications- D. C. Sancheti; V. K. Kapoor.



- Modern Business Statistics - (Revised)-B. Pearles; C. Sullivan -Prentice Hall of India.
- Fundamentals of Applied Statistics: S. C. Gupta and V. K. Kapoor, Sultan Chand & Co.
- Business Mathematics & Statistics: B Aggarwal, Ane Book Pvt. Limited
- Business Mathematics: D. C. Sancheti; V. K. Kapoor, Sultan Chand & Sons
- Business Mathematics: A. P. Verma, Asian Books Pvt. Limited.
- Statistics of Management-I. Richard Levin; H.Siddiqui Masood & S. Rubin David, Hall Of India, New Delhi

### **Scheme of Examination**

Internal : 20 Marks

External: 30 Marks

<b>Internal</b>	<b>Marks: 20</b>
Quiz/Group/Discussion	05 Marks
Assignment	05 Marks
Class test	10 Marks

Question Paper Pattern:

		Marks
Q.1	Attempt <i>any three</i> from the following	
a)		5
b)		5
c)		5
d)		5
Q.2	Attempt <i>any three</i> from the following	
a)		5
b)		5

c)		5
d)		5

Duration : One hour

Marks:30

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Programme Name: <b>B.A</b>		Semester: <b>I</b>	
Course Category/Vertical: VSC			
Name of the Dept: <b>Sociology</b>			
Course Title: <b>Globalization and Work</b>			
Course Code: BAS205		Course Level:4.5	
Type: Theory / Practical			
Course Credit: 2 credits			
Hours Allotted: 30 Hours			
Marks Allotted: 50 Marks			
<b>Course Objectives (CO):</b> (List the course objectives) CO 1. Understand the concept of globalization and their impact on labor markets. CO 2. Analyze the effects of globalization on employment patterns and job quality. CO 3. To develop critical thinking skills regarding global labor issues.			
<b>Course Outcomes (OC):</b> ( List the course outcomes) OC 1. Students get understand the effects of globalization on labor markets and work practices. OC 2. Students would be able to understanding the effects of globalization on employment patterns and job quality. OC 3. Students able to develop critical perspectives on the future of work in a globalized world.			
<b>Description the course:</b> <b>(Including but not limited to)</b>		This course explores the impact of globalization on labor markets and employment practices. We will examine how global economic integration, technological advancements, and international trade influence work environments, job opportunities, and workers’ rights. The course will also address the challenges and opportunities that globalization presents for workers and employers.	

**Syllabus: NEP 2020 w.e.f 2024-25**

Unit No.	Content	Hours
I	<b>UNIT I: Overview of globalization and work</b>  A. Definition and Key Concepts of Globalization and Work B. Women in the Global Workforce C. Migration and Labor Mobility	15
II	<b>UNIT II: The Gig Economy and Technological Change</b>  A. Rise of gig and freelance work B. Impact of Artificial intelligence on job creation and job loss C. Working conditions and labor standards	15
	Total Hours	30

**References:**

- ❖ "Globalization and Its Discontents" by Joseph E. Stiglitz
- ❖ "The Globalization of Work: Insights and Analyses from the Field" edited by Robert C. Smith and Julie A. McCarthy
- ❖ "Work in the 21st Century: How Globalization Is Transforming the Workforce" by Rebecca M. Taylo
- ❖ Sociology of Work
- ❖ "Work and Society: A Comparative Analysis of Employment Systems" by Lutz H. Götz
- ❖ "जागतिकीकरण आणि भारतीय कामगार" (Jagatikikaran Ani Bharatiya Kamgar) by Dr. Sunil Deshpande
- ❖ "जागतिकीकरण आणि कामगार प्रश्न" (Jagatikikaran Ani Kamgar Prashna) by Dr. S. M. Joshi
- ❖ "कामगार वर्ग आणि बदलत्या धोरणांचा अभ्यास" (Kamgar Varg Ani Badalya Dhoranyancha Abhyas) by Dr. Vijay Kumbhar

## **Paper Pattern for Internal and External Examination**

### **Scheme of Examination**

Internal : 20 Marks

External: 30 Marks

Internal	Marks: 20
Assignment/Participation/Group Discussion/Book Review/Film Review	10 Marks
Class test	10 Marks

### **MODEL QUESTION PAPER**

#### **SEMESTER I**

#### **External Examination (30 Marks)**

1. Attempt Any Four Short Notes (5 marks each)

- A)**
- B)**
- C)**
- D)**
- E)**
- F)**

2. Attempt Any One Question (10 marks each)

- A)**
- B)**

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<b>Programme Name: B.A.</b>		<b>Semester: II</b>
Course Category/Vertical: <b>Skill Enhancement Course</b>		
Name of the Dept: <b>Psychology</b>		
Course Title: <b>Positive Psychology for Career and Life</b>		
Course Code: BAP206		Course Level:4.5
Type: Theory		
Course Credit: 2 credits		
Hours Allotted: 30 Hours		
Marks Allotted: 50 Marks		
<b><u>Learning Objectives:</u></b> <ul style="list-style-type: none"><li>a. To acquire the knowledge of the basic concepts of positive psychology and to learn about positive and negative emotions</li><li>b. To get acquainted with the concepts of Altruism, Gratitude and Forgiveness</li></ul>		
<b><u>Course Outcomes (CO):</u></b> <p>After completing the course, students will be able to...</p> <p>CO1: Explain the basic concepts in Positive Psychology, positive and negative emotions.</p> <p>CO2: Describe the concepts Altruism, Gratitude and Forgiveness as well as ways to cultivate these qualities..</p>		

Unit No.	Content	Hours
<b>I</b>	<b>Introduction to Positive Psychology and Positive Emotions</b> <ul style="list-style-type: none"> <li>a. Positive Psychology: Definition, Meaning, Fundamentals and Goals.</li> <li>b. Positive Emotions: Definitions, Meaning, difference between positive &amp; negative emotions</li> <li>c. Optimism: Definition, Meaning, types, Developing Optimism, Benefits</li> </ul>	<b>15</b>
<b>II</b>	<b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>a. Altruism: Definition, The Egotism Motive, Personal benefits</li> <li>b. Gratitude: Definition, Meaning, Cultivating gratitude, Personal Benefits</li> <li>c. Forgiveness: Definition, Meaning, Cultivating Forgiveness, Personal Benefits.</li> </ul>	<b>15</b>
	<b>Total Hours</b>	<b>30</b>

#### References:

1. Lopez, S.J, Pedrotti, J.T, Snyder, C.R.(2010). Positive Psychology- The Scientific and Practical Explorations of Human Strengths (3rd Edition)
2. Weiten, W, Dunn, D.S, Hammer, E.Y, (2002) Psychology Applied to Modern Life- Adjustments in the 21st Century (11th Edition)
3. Fredrickson, B.L,(2001). The Role of Positive Emotions on Positive Psychology- The Broaden and Build Theory of Positive Emotions



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**DEPARTMENT OF ENGLISH**

Programme Name: FYBA		Semester: II	
Course Category/Vertical: AEC			
Name of the Dept: English/ Humanities			
Course Title: English Communication Skills-II			
Course Code: BAL207		Course Level: 4.5	
Type: Theory			
Course Credit: 2			
Hours Allotted: 30 Hours			
Marks Allotted: 50 Marks			
<b>Course Objectives(CO):</b> (List the course objectives) 1) To provide disciplinary knowledge about fundamental aspects of Communicative English 2) To equip learners with the essential writing skills so as to enable them express using various styles and registers used in English language. 3) To provide adequate exposure in reading, writing, listening and speaking and the related sub-skills.			
<b>Course Outcomes (CO):</b> ( List the course outcomes)  Course Outcomes: CO1: The learner will be able to identify the concept of effective communication, methods of communicative English. CO2: The learner will be able to demonstrate a set of basic skills required for corporate communication in terms of content, forms of lay out and established practices.			
<b>Description the course:</b> <b>(Including but not limited to)</b>		Communication Skills in terms of Effective Communication and Corporate Communication are crucial for the success for an organization. These communication strategies help in building trust, productivity and strong relationships within organizations and beyond	

Unit No.	Content	Hours
I	<b>Effective Communication</b> <ul style="list-style-type: none"> <li>● Reading Comprehension – Introduction, What Goes Wrong and Where?, Employing Different Reading Skills, Understanding the Author’s Point of View, Identifying the Central Idea, Tips for Identifying The Central Idea, Inferring Lexical and Contextual.</li> <li>● Technology Enabled Communication and Language learning</li> <li>● English as an International Language.</li> <li>● Difference between Indian, American, and British Spoken English. Problems of Indian English</li> </ul>	15
II	<b>Corporate Communication</b> <ul style="list-style-type: none"> <li>● Public Relations: Meaning, Functions of PR Department, External and Internal Measures of PR.</li> <li>● Elevator pitch.</li> <li>● Group Presentation, Individual Presentation, Meetings, Conferences.</li> <li>● Interview Skills</li> </ul> <p>1. Interviewing others Researching the interviewee (writer, social worker, entrepreneur, actor etc.), Preparing questions, Conducting interview</p> <p>2. Attending an Interview (Job/Entrance) Researching the organization, Reviewing job-profile and your bio-data/CV, Preparing for standard questions, Responding to questions, Preparing your questions to ask to the interviewer/s</p>	15
	Total Hours	30

References:

1. Meenakshi Raman, Sangeeta Sharma (2004) Technical Communication, Principles and Practice. Oxford University Press
2. Bovée, C. L., & Thill, J. V. (2021). *Business communication today*. Upper Saddle River, NJ: Pearson.
3. Sanjay Kumar & Pushp Lata (2018). Communication Skills a workbook, New Delhi: Oxford University Press.
4. Butterfield, J. (2017). *Verbal communication: Soft skills for a digital workplace*. Boston, MA: Cengage Learning.
5. Masters, L. A., Wallace, H. R., & Harwood, L. (2011). *Personal development for life and work*. Mason: South-Western Cengage Learning.

### Scheme of Examination

Internal : 20 Marks

External: 30 Marks

Internal	Marks: 20
Project Presentation/Case Study	5 marks
Quiz/Group/Discussion- Strategies of GD	5 Marks
Assignment/Participation/Attendance	5 Marks
Class test	5 Marks

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<b>Programme Name: B.Com. / B.A</b>	<b>Semester: II</b>
Course Category: Value Education Course (VEC)	
Name of the Dept: Commerce	
Course Title: Life Skills and Holistic Development - II	
Course Code: BCC208	Course Level: 4.5
Course Credit: 2	Total Marks: 50
<b>Course Objectives:</b> 1. To enhance awareness among students to manage their money wisely 2. To equip students with essential life skills such as time management, stress management, and goal setting to enhance personal well-being and academic performance.	
<b>Course Outcomes:</b> <b>CO 1:</b> Understand how to manage their money wisely <b>CO 2:</b> Students will be able to effectively manage their time, cope with stress and exam anxiety, and set and pursue goals for academic and personal growth.	
<b>Relevance:</b> This syllabus addresses key challenges faced by students, such as poor time management, stress, and lack of clear goals. By developing these essential life skills, students can improve their academic performance, mental well-being, and overall productivity.	
<b>Scope:</b> The course covers practical strategies for managing time, reducing stress and exam anxiety, and setting effective SMART goals. These skills are applicable across academic, personal, and future professional settings, making the course broadly beneficial.	

**Syllabus: NEP 2020 w.e.f 2025-26**

Unit No.	Content	Hours
I	<b>Money Management</b> <ul style="list-style-type: none"> <li>• Introduction to money management</li> <li>• Concept and Importance of money management</li> <li>• Concept and Importance of financial literacy in daily life</li> <li>• Importance of saving money</li> <li>• Different ways to save money</li> <li>• Safe use of bank accounts and UPI</li> <li>• Case studies on financial frauds</li> </ul>	15
II	<b>Smart Living Skills: Managing Time, Stress &amp; Goals</b> <ul style="list-style-type: none"> <li>• Time management, its importance and strategies</li> <li>• Stress, causes of stress and techniques of coping with stress</li> <li>• Managing exam anxiety</li> <li>• Importance of Goals, types of goals and smart goals framework</li> <li>• Habit Formation and Breaking Bad Habits</li> <li>• Mindfulness and Relaxation Techniques</li> <li>• Balancing Academic and Personal Life</li> </ul>	15
	Total Hours	30

**References:**

- **Let's Talk Money** – Monika Halan
- **The Richest Engineer** – Abhishek Kumar
- **You Can Win** – Shiv Khera

**Pattern for Internal and External Examination**

Scheme of Examination

Internal: 20 Marks

External: 30 Marks

**Pattern for Internal Examination**

<b>Internal</b>	<b>Marks: 20</b>
Assignment	05 marks
Active class Participation/Attendance	05 Marks
Class test	10 Marks

**Pattern for Class test**

Attempt any five concepts out of eight (Marks: 10)

**Pattern for External Examination**

Field Project/Assignment/presentation/Viva (Marks 30)

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<b>Programme Name: All programmes</b>	<b>Semester: II</b>
Course Category: Co-Curricular Course (CC)	
Name of the Department: Sociology	
Course Title: <b>National Service Scheme Paper II</b>	
Course Code: As per course structure	Course Level:4.5
Type: Theory / Practical	
Course Credit: 2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester )	
Hours Allotted: 30 Hours	
1. Marks Allotted: 50 Marks	
<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To make aware the students about NSS ideology</li> <li>ii. To make students understand Youth Development Program in India and Role of Youth Leaders</li> </ol>	
<b>Course Outcomes:</b> <ol style="list-style-type: none"> <li>1. Students will be inspired from social reformer</li> <li>2. Students will understand social issues in India.</li> </ol>	
<p><b>Introduction:</b> The NSS introduces students to the concept of voluntary community service as a means of personal development and nation-building. It typically involves engaging in various activities such as environmental conservation, literacy campaigns, health awareness drives, and disaster relief efforts.</p> <p><b>Relevance and Usefulness:</b> In today's society, where there is a growing need for civic engagement and social cohesion, the NSS plays a crucial role. It instills a sense of civic duty and social responsibility in young people, empowering them to contribute positively to their communities and society at large.</p> <p><b>Application:</b> Through hands-on participation in community service projects, NSS volunteers gain practical experience in leadership, teamwork, problem-solving, and communication skills. They also develop a deeper understanding of social issues and learn how to address them effectively through grassroots initiatives.</p> <p><b>Interest and Connection with Other Courses:</b> The NSS intersects with various academic disciplines such as social work, public administration, sociology, and development studies. It provides students with opportunities to apply theoretical knowledge in real-world settings and reinforces the importance of active citizenship and social justice.</p> <p><b>Demand in the Industry:</b> Employers increasingly value candidates who demonstrate a commitment to community service and civic engagement. Participation in the NSS signals to potential employers that an individual is socially conscious, proactive, and capable of working collaboratively towards common goals.</p>	

Job Prospects: Graduates who have participated in the NSS often find themselves well-equipped for a wide range of career paths. They may pursue roles in the nonprofit sector, government agencies, corporate social responsibility departments, international development organizations, or even entrepreneurship ventures with a social impact focus.

**Syllabus: NEP 2020 w.e.f 2024-25**

Unit No.	Content	Hours
I	<b>UNIT I: Youth Development</b> - National Youth Policy - Role and Importance of youth leadership, -Leadership capability and its development,	15
II	<b>UNIT II: Social Reformers</b> - Social Reformers: Mother Teresa, Baba Amte, Dr. Abhay Bang and Dr. Rani Bang. - Role and Responsibility of youth in various activities of N.S.S	15
	Total Hours	30

References:

1. National Service Scheme Manual (Revised) 2006, Government of India, Ministry of Youth Affairs and Sports, New Delhi.
2. University of Mumbai National Service Scheme Manual 2009.
3. <http://nss.nic.in>
4. <https://www.rccmindore.com/wp-content/uploads/2023/04/NSS-Notes-II.pdf>

### Scheme of Examination

Internal : 20 Marks

External: 30 Marks

Internal	Marks: 20
Assignment	5 marks
Active participation/Attendance	5 Marks
Class test	10 Marks

### Paper Pattern for Internal and External Examination

#### Internal Examination – Class Test

Q.1.MCQ question .

10 marks

#### External Examination-

Assignment based on Community work.

30 marks



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<b>Programme Name: All programmes</b>		<b>Semester: II</b>
Course Category/Vertical: <b>Co-Curricular (CC)</b>		
Name of the Dept: <b>Psychology</b>		
Course Title: <b>Yoga</b>		
Course Code: As mentioned in course structure		Course Level: 4.5
Type: Theory / Practical		
Course Credit: 2 credits		
Hours Allotted: 30 Hours		
Marks Allotted: 50 Marks		
<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. To impart to the students the knowledge of teachings and philosophy of yoga tradition.</li> <li>2. To provide the knowledge of various Yoga therapy practices like asana (posture), pranayama (voluntarily regulated breathing techniques).</li> </ol>		
<b>Course Outcomes (CO):</b> OC 1. Students will be able to understand the basic principles and applications of Yoga. OC 2. Students will be able to use the Practical knowledge in their day to day life.		
<b>Description the course:</b> <b>(Including but not limited to)</b>		Yoga practices will be important for the upcoming lifestyle hence students can seek a career in the same. Students will understand the importance of yoga in life. Students will be having practical exposure. Hence, practicing yoga will help students to maintain their health.

**Syllabus: NEP 2020 w.e.f 2024-25**

Unit No.	Content	Hours
I	Theory of Yoga  A) Yoga Meaning and Definition: Micro Circulatory and Macro Circulatory Practices  B) Shuddhi Kriya: Shwasan Marg Shuddhi, Kapalbhathi  Meditation: Yoga Nidra	10
II	Practical A) Standing Yogasana : Hastapadasana, Urdhva Hastasana, Kati Chakrasana,  Sitting Yogasana : Yogmudra Prone Asana : Urdhvamukh Shvanasana, Samkonasana,  Supine Yogasana : Utthita Ekpadasana, Supta Ardha  Matsyendrasana, Supta Tadasana, Uttan Vakrasana  B) Pranayama: Chandrabhyas, Suryabhyas Abdominal Breathing, Thoracic Breathing, Clavicle Breathing	20
	Total Hours	30

**References:**

1. Rajayoga - Swami Vivekananda - Ramakrishna Ashrama Publications.
2. C.D. Sharma: Critical Survey of Indian Philosophy, Motilal Banarsidass Publications 2003
3. G. V. Kadam - Yoga Life Sutra, Girish Vasant Kadam (2012)

**Scheme of Examination**

**Paper Pattern for External Examination**

Practical demonstration of asanas	<b>30 marks</b>
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**Paper Pattern for Internal Examination: 20 Marks**

Internal	Marks: 20
Viva	10 marks
Quiz	5 marks
Class Participation	5 marks