



**SOPHIA COLLEGE FOR WOMEN  
(EMPOWERED AUTONOMOUS)**

Affiliated to

**UNIVERSITY OF MUMBAI**

**Syllabi for the Common Courses**

**Based on the National Education Policy 2020**

**Vocational Skill Course**

**Course Code: AVSC**

F.Y.B.A.

2024-25 (NEP)

**Programme Outline : Vocational Skill Course  
FYBA (SEMESTER I)**

Course Code	Name of the Course	Credits
AVSC101	Excel Application in Economics	2
AVSC102	Editing	2
AVSC103	Sujnaathmak lekhan	2
AVSC104	Introduction to Archaeology	2
AVSC105	Yoga: Philosophy and Its Applications	2
AVSC106	Cognitive Approach to Positive Psychology	2
AVSC107	Sociology of NGOs	

**Programme Outline : Vocational Skill Course  
FYBA (SEMESTER II)**

Course Code	Name of the Course	Credits
AVSC201	Advanced Excel Application in Economics	2
AVSC202	Report Writing: Newspaper Reports	2
AVSC203	अनुवाद कला (Anuvad Kala )	2
AVSC204	Introduction to India's Heritage: Rock-Cut and Temple Architecture	2
AVSC205	The Eight Limbs of Yoga: Theory and Practice	2
AVSC206	Emotion Focused and Interpersonal approaches to Positive Psychology	2
AVSC207	Sociology of Care	2

**ASSESSMENT DETAILS:**

**Continuous Assessment (50 marks)**

1. A minimum of two activities will be given in each semester.
2. Each will be for 20 marks.
3. The nature of the activities will be decided by the Examiner and may include Assignment/ MCQs/ Short notes and/or any other type of /combination of objective or descriptive type activity.
4. 10 marks will be given for Class participation.

## VSC - FYBA (SEMESTER I)

<b>NAME OF THE COURSE</b>	<b>EXCEL APPLICATION IN ECONOMICS</b>
CLASS	FYBA
<b>COURSE CODE</b>	<b>AVSC101</b>
NUMBER OF CREDITS	2
NUMBER OF LECTURES PER WEEK	2
TOTAL NUMBER OF LECTURES PER SEMESTER	30
EVALUATION METHOD	CONTINUOUS ASSESSMENT
TOTAL MARKS	50
PASSING MARKS	20

### COURSE OBJECTIVES

CO 1.	Provide students with the knowledge and skills to create and format Excel worksheets and tables for effective data organization and management.
CO 2.	Train students to use basic Excel functions to analyze datasets, summarize key information, and support decision-making processes.
CO 3.	Teach students to present economic data and relationships between variables by creating appropriate and visually effective charts in Excel.
CO 4.	Equip students with the ability to format and customize charts to highlight key data points, trends, and insights for clear and impactful communication.

### COURSE LEARNING OUTCOMES:

CLO 1.	Create and format worksheets and create tables in excel
CLO 2.	Use basic functions in excel to analyse data
CLO 3.	Present economic data and relationship between economic variables by means of appropriate charts.
CLO 4.	Format charts to present data as needed and to highlight specific parts of the chart/ figures representing data.

UNIT 1	Creating and Managing workbook in Excel (15 HOURS)
1.1	Create and format Worksheets and Workbooks: Create a workbook, Import data from a delimited text file, Insert and delete columns or rows, Adjust row height and column width, Insert headers and footers, Hide or unhide worksheets, Hide or unhide columns and rows, link cells, worksheets and workbooks.
1.2	Create Tables: Create and Manage Tables, Manage Table Styles and Options, Filter and Sort a Table.
1.3	Summarize Data by using Functions: Perform calculations by using the SUM, MIN, MAX, COUNT, AVERAGE, IF, SUMIF, AVERAGEIF and COUNTIF function
1.4	Look up data: Look up data by using the VLOOKUP and HLOOKUP function
UNIT 2	Creating and Formatting Charts (15 HOURS)
2.1	Create Charts: Create a new chart, Add additional data series, Switch between rows and columns in source data, analyze data by using Quick Analysis
2.2	Format Charts: Resize charts, add and modify chart elements, apply chart layouts and styles, move charts to a chart sheet
2.3	Insert and Format Objects: Insert text boxes and shapes, insert images, modify object properties, add alternative text to objects for accessibility
2.4	Representation of Economic Data: Plotting of timeseries/economic variables.

#### REFERENCES:

1. Brown Noreen, Lave Barbara & Romey Julie, Beginning Excel 2019, [Open Oregon Educational Resources](#)
2. Beretto Humberto, Intermediate Microeconomics with Excel, second Edition, <https://open.umn.edu/opentextbooks/textbooks/intermediate-microeconomicswith-microsoft-excel-2nd-edition-barreto>

<b>NAME OF THE COURSE</b>	<b>EDITING</b>
<b>CLASS</b>	<b>FYBA</b>
<b>COURSE CODE</b>	<b>AVSC102</b>
<b>NUMBER OF CREDITS</b>	2
<b>NUMBER OF LECTURES PER WEEK</b>	2
<b>TOTAL NUMBER OF LECTURES PER SEMESTER</b>	30
<b>EVALUATION METHOD</b>	<b>CONTINUOUS ASSESSMENT</b>
<b>TOTAL MARKS</b>	50
<b>PASSING MARKS</b>	20

### **COURSE OBJECTIVES**

CO 1.	The course aims to train students to make written texts more readable and coherent.
CO 2.	The course aims to help students understand the role of punctuation in writing.
CO 3.	The course aims to train students to identify redundant elements in a text and to improve its quality by removing/re-writing them.
CO 4.	The course aims to help students understand the significance of editing the syntax of a given text through strategies like substituting the words in the text with relevant/more appropriate words and the use of link words.

### **COURSE LEARNING OUTCOMES:**

CLO 1.	The learner will be able to make written texts more readable and coherent.
CLO 2.	The learner will be able to understand the role of punctuation in writing and use this knowledge effectively while editing texts.
CLO 3.	The learner will be able to identify redundant elements in a text and improve its quality by removing/re-writing them.
CLO 4.	The learner will be able to understand the significance of editing the syntax of a given text through strategies like substituting the words in the text with relevant/more appropriate words and the use of link words.

UNIT 1	(15 LECTURES)
1.1	Punctuation (full stop, comma, colon, semi-colon, dash, ellipsis, exclamation and question marks) and spelling
1.2	Titles/headings, use of capital letters

UNIT 2	(15 LECTURES)
2.1	Identifying and removing/re-writing repetitive or redundant elements in texts
2.2	Substitution of words, use of link words and other cohesive devices

REFERENCES:

1. Lucas, F. L. *Style*. London: Cassell and Company, 1955.
2. Kaul, H. K. *The Craft of Writing*. New Delhi: Arnold-Heinemann, 1978.
3. Brooks, Cleanth and Robert Penn Warren. *Fundamentals of Good Writing: A Handbook of Modern Rhetoric*. New York: Harcourt, Brace and World Inc., 1949.
4. Carnicelli, Thomas. *Words Work: Activities for Developing Vocabulary, Style, and Critical Thinking*. Portsmouth: Boynton/Cook, 2001.
5. McCarthy, Michael. *McCarthy's Field Guide to Grammar: Natural English Usage and Style*. London: Chambers, 2021.
6. Warner, Alan. *A Short Guide to English Style*. London: Oxford University Press, 1961.
7. Evans, Harold. *Essential English for Journalists, Editors and Writers*. London: Pimlico, 2000.
8. *The New York Public Library Writer's Guide to Style and Usage*. New York Public Library and The Stonesong Press Inc. 1994.
9. Pandit, Usha. *Writing with Ease: Writing Strategies, Literature, Word Lists*. Mindsprings Publishing, 2010.
10. Ritter, R. M. *The Oxford Dictionary for Writers and Editors: The Essential Guide for Anyone Who Works with Words*. Oxford: Oxford University Press, 2000.

<b>NAME OF THE COURSE</b>	<b>सृजनात्मक लेखन</b>
<b>CLASS</b>	<b>FYBA</b>
<b>COURSE CODE</b>	<b>AVSC103</b>
<b>NUMBER OF CREDITS</b>	<b>2</b>
<b>NUMBER OF LECTURES PER WEEK</b>	<b>2</b>
<b>TOTAL NUMBER OF LECTURES PER SEMESTER</b>	<b>30</b>
<b>EVALUATION METHOD</b>	<b>CONTINUOUS ASSESSMENT</b>
<b>TOTAL MARKS</b>	<b>50</b>
<b>PASSING MARKS</b>	<b>20</b>

#### **COURSE OBJECTIVES:**

CO 1.	विद्यार्थी की मौखिक और लिखित अभिव्यक्ति कौशल को विकसित करना।
CO 2.	विद्यार्थियों की लेखन - कला में कल्पनाशीलता और सृजनात्मकता का विकास करना।
CO 3.	रचनात्मक शैली का परिचय देते हुए सृजनात्मक लेखन की ओर उन्हें प्रेरित करना।
CO 3.	सृजनात्मक लेखन के प्रति रुचि निर्माण करना ताकि वे कहानी, कविता, फिल्म लेखन, पटकथा लेखन आदि का सृजन कर सकें।

#### **COURSE LEARNING OUTCOMES:**

CLO 1.	हिंदी साहित्य के प्रति रुचि एवं भाषा का विकास होगा। कहानी - लेखन में रुचि का निर्माण होगा।
CLO 2.	साहित्य के विविध विधाओं की जानकारी प्राप्त होगी और कहानी, पटकथा, संवाद, समाचार-लेखन कौशल का विकास होगा।
CLO 3	रोजगार के विविध क्षेत्रों में जैसे फिल्म लेखन, विज्ञापन लेखन, तथा लेखक के रूप में विद्यार्थियों में कौशल निर्माण होगा साथ ही वे अन्य क्षेत्रों में भी कार्य कर सकेंगे।

CLO 4	हिंदी भाषा में परिपक्वता निर्माण होगी और लेखन क्षेत्र में विद्यार्थियों का कौशल विकास होगा।
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इकाई 1	सृजनात्मक लेखन का परिचय
1.1	सृजनात्मक लेखन का अर्थ एवं स्वरूप
1.2	सृजनात्मक लेखन के तत्व
1.3	सृजनात्मक लेखन का महत्त्व एवं उपयोगिता
1.4	सृजनात्मक लेखन के प्रकार
इकाई 2	सृजनात्मक लेखन : व्यावहारिक प्रयोग
2.1	कहानी लेखन
2.2	फीचर लेखन
2.3	समाचार लेखन
2.4	साक्षात्कार लेखन

संदर्भ :

1. रचनात्मक लेखन – सम्पादक रमेश गौतम, भारतीय ज्ञानपीठ
2. संचार मीडिया, व्यावसायिक पत्र-लेखन तथा अनुवाद – प्रकाशन विभाग, महात्मा गाँधी विश्वविद्यालय, केरल
3. पटकथा लेखन एक परिचय - मनोहर श्याम जोशी, राजकमल प्रकाशन, दिल्ली
4. मीडिया लेखन – सुमित मोहन – नवोदय सेल्स, दिल्ली
5. पटकथा सौन्दर्य और सृजन- डॉ. चंद्रेश्वर यादव, अनंग प्रकाशन
6. कथा पटकथा – मन्नु भंडारी, वाणी प्रकाशन, दिल्ली
7. इंटरव्यूह जर्नलिस्म- डॉ. यश गोयल, पंचशील प्रकाशन, जयपुर



<b>NAME OF THE COURSE</b>	<b>INTRODUCTION TO ARCHAEOLOGY</b>
<b>CLASS</b>	<b>FYBA</b>
<b>COURSE CODE</b>	<b>AVSC104</b>
<b>NUMBER OF CREDITS</b>	2
<b>NUMBER OF LECTURES PER WEEK</b>	2
<b>TOTAL NUMBER OF LECTURES PER SEMESTER</b>	30
<b>EVALUATION METHOD</b>	<b>CONTINUOUS ASSESSMENT</b>
<b>TOTAL MARKS</b>	50
<b>PASSING MARKS</b>	20

### **COURSE OBJECTIVES:**

CO 1.	To understand the meaning and scope of Archaeology.
CO 2.	To learn about the basics of field Archaeology and dating methods.
CO 3.	To learn about types of archaeological sources of Indian History.
CO 4.	To enable students to appreciate the importance of archaeological sources in the writing of Ancient Indian History.

### **COURSE LEARNING OUTCOMES:**

CLO 1.	The learner will be able to identify the basic concepts of Archaeology.
CLO 2.	The learner will be able to Illustrate the role played by Archaeology in the writing of Ancient Indian History.
CLO 3.	The learner will be able to describe the importance of inscriptions and coins as reliable sources of history.
CLO 4.	The learner will be able to determine the possibility of archaeology as a future career.

UNIT 1	Archaeology (15 LECTURES)
1.1	Definition, Aim; Types of Archaeology

1.2	Archaeology and other Subjects
1.3	Exploration; Excavation; Relative and Absolute Dating
UNIT 2	Epigraphy and Numismatics (15 LECTURES)
2.1	Definition of Epigraphy; Types of Inscriptions and their significance; Ancient Indian Scripts
2.2	Definition of Indian Numismatics; Ancient Indian Coinage
2.3	Contribution of Epigraphy and Numismatics to Indian History

REFERENCES:

- Agrawal, D. P., South Asian Prehistory (Archaeology of South Asia), Aryan Books International, 2002.
- Allchin, Briget & Allchin, Raymond, The Rise of Civilization in India and Pakistan, Cambridge University Press, 1982.
- Allchin, F. R., The Archaeology of Early Historic South Asia: The Emergence of Cities and States, Cambridge University Press, 1995.
- Chakrabarti, Dilip K., A History of Indian Archaeology: The Beginning to 1947, Munshiram Manoharlal Publishers, 1995.
- Daniel, Glyn., A Short History of Archaeology, W.W. Norton & Co., 1983.

<b>NAME OF THE COURSE</b>	<b>YOGA: PHILOSOPHY AND APPLICATIONS</b>
<b>CLASS</b>	<b>FYBA</b>
<b>COURSE CODE</b>	<b>AVSC105</b>
<b>NUMBER OF CREDITS</b>	2
<b>NUMBER OF LECTURES PER WEEK</b>	2
<b>TOTAL NUMBER OF LECTURES PER SEMESTER</b>	30
<b>EVALUATION METHOD</b>	<b>CONTINUOUS ASSESSMENT</b>
<b>TOTAL MARKS</b>	50
<b>PASSING MARKS</b>	20

### **COURSE OBJECTIVES:**

CO 1.	To introduce learners to basic concepts and philosophical aspects of yoga darsana and remove their misconceptions about yoga
CO 2.	To motivate the learners to resort to holistic practices in health and fitness making them aware of conditions and causes of ill health, diseases and principles of soundness in health.
CO 3.	To learn the provisions in yoga practice in attaining personality development and stress management.

### **COURSE LEARNING OUTCOMES:**

CLO 1.	Recall the basic concepts and philosophical aspects of <i>yoga</i> as a philosophy and develop a proper perception about yoga.
CLO 2.	Reflect upon the principles and requirements of healthy attitudes and understand the significance of pursuing them in daily life.
CLO 3.	Elucidate the significance of yoga in holistic health, personality development and stress management and demonstrate basic skills associated with yoga activities including strength and flexibility.

Unit 1	Understanding the Philosophy of Yoga
Topic 1	Etymology, Meaning and Definitions of Yoga
Topic 2	Removing misconceptions about Yoga
Topic 3	The metaphysical basis of Yoga: Samkhya Dualism
Topic 4	The 4 Pillars of Yoga: Ahara (diet), vihara (rest), achara (routine), and vichara (thought)

Unit 2	Yoga and Holistic Health
Topic 1	Yogash-chitta-vrutti-nirodha (Yoga as cessation of modification of mind)
Topic 2	Role of yogabhyas in prevention of common diseases: Suryanamaskar, Vrukshasana, Nadishodhan, Bhramri , Yoganidra- their health benefits
Topic 3	Yoga and Personality Development
Topic 4	Yoga for Mental health and Stress Management:(Stress – definition, causes, symptoms; how yogabhyas addresses stress related disorders – Anxiety, Depression and suicidal tendencies)

### REFERENCES:

- Bhogal, R.S. (2010). *Yoga & Mental Health & Beyond*. Lonavla: Kaivalyadhama SMYM Samiti,
- Bhogal, R. S. (2012). “Evolving a synthesis of modern and yogic interventional strategies for personality development of holistic nature.” *Yoga-Mimamsa*, 44(1), 52-62.
- Bipin Joshi, “Yoga and Personality Development,” *Indian Journal of Traditional Knowledge*, Vol. 5(4), October 2006, pp. 445-449
- George Feuerstein, *The Yoga Tradition: Its History, Literature, Philosophy and Practice*, (Holm Press, Prescott, Arizona), 1995.
- I.K. Taimini, *Science of Yoga*, 1999.
- Karmananda S., *Yogic Management of Common Diseases*, Yoga Publications Trust, Mumbai, 2001.
- Kavalayananda, S. & Vinekar, S.L. (1963). *Yogic Therapy: Its Basic Principles and Methods*. New Delhi: Ministry of Health and Family Welfare.
- Maheshananda, S., Bera, T. K., Gore, M. M., Bhogal, R. S., Kulkarni, D. D., Oak, J. P., Shete, S. U., & Thakur, G. S. (2012), “Management of suicidal tendency through yoga amongst adolescent students”, *Yoga-Mimamsa*, 44(3), 162-179.
- Menon, P., Doddoli, S., Singh, S., & Bhogal, R. S. (2014), “Personality correlates of mindfulness: A study in an Indian setting”, *Yoga Mimamsa*, 46, 29-36.
- Patel, Chandra, *The Complete Guide to Stress Management*, Plenum Press, new York, 1991
- Serber, Ellen, *Yoga and the Stress Response*
- Singh, Shettiwar, Udupa, “Physiological and Therapeutic Studies on Yoga”, *The Yoga Review*, Vol. II, No.4, 1982.
- Sri Ananda : the complete Book of Yoga Harmony of Body and Mind (Orient Paper Backs : Vision Book Pvt. Ltd., 1982)
- Udupa, K.N., *Stress and Its Management by Yoga*, Motilal Banarsidass, Delhi, 1985.
- Werner, Karel, *Yoga and Indian Philosophy-MLBD-Delhi*, 1977.
- Yardi, M.R.,*The Yoga of Patanjali*, Bhandarkar Oriental Research Institute, Pune, 1979.

<b>NAME OF THE COURSE</b>	<b>COGNITIVE APPROACHES TO POSITIVE PSYCHOLOGY</b>
<b>CLASS</b>	<b>FYBA</b>
<b>COURSE CODE</b>	<b>AVSC106</b>
<b>NUMBER OF CREDITS</b>	2
<b>NUMBER OF LECTURES PER WEEK</b>	2
<b>TOTAL NUMBER OF LECTURES PER SEMESTER</b>	30
<b>EVALUATION METHOD</b>	<b>CONTINUOUS ASSESSMENT</b>
<b>TOTAL MARKS</b>	50
<b>PASSING MARKS</b>	20

### **COURSE OBJECTIVES:**

CO 1.	To expose students to the field of Positive Psychology and introduce them to related concepts.
CO 2.	To acquaint students to cognitive focussed approaches to Positive Psychology, in theory and application.
CO 3.	To empower students to apply Positive Psychology concepts in daily life for self-care and hygiene.

### **COURSE LEARNING OUTCOMES:**

CLO 1.	Be aware and informed of Positive Psychology as a field with information with regard to related concepts.
CLO 2.	Look into cognitive focussed approaches and be able to apply that understanding in daily life.
CLO 3.	Learn and apply Positive Psychology concepts in day-to-day life for self-betterment.

UNIT 1	Introduction, Overview, and Identifying Strengths (15 LECTURES)
1.1	Introduction to positive psychology, positive prevention, and positive therapy
1.2	Meaning and measure of happiness
1.3	Subjective well-being
1.4	Self-realisation

UNIT 2	Cognitive Focussed Approaches to Positive Psychology (15 LECTURES)
2.1	Hope
2.2	Optimism
2.3	Creativity
2.4	Self-Efficacy

REFERENCES:

Handbook of Positive Psychology. C. R. Snyder & Shane. J. Lopez (2002). Oxford University Press.  
New York.

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<b>NAME OF THE COURSE</b>	<b>SOCIOLOGY OF NGOs</b>
<b>CLASS</b>	<b>FYBA</b>
<b>COURSE CODE</b>	<b>AVSC107</b>
<b>NUMBER OF CREDITS</b>	2
<b>NUMBER OF LECTURES PER WEEK</b>	2
<b>TOTAL NUMBER OF LECTURES PER SEMESTER</b>	30
<b>EVALUATION METHOD</b>	<b>CONTINUOUS ASSESSMENT</b>
<b>TOTAL MARKS</b>	50
<b>PASSING MARKS</b>	20

**COURSE OBJECTIVES:**

CO 1.	To provide holistic understanding of the NGO and its operations
CO 2.	To equip the students with skills to work with different groups of people

**COURSE LEARNING OUTCOMES:**

CLO 1.	The learner will be able to comprehensively understand NGO, their significance and operations
CLO 2.	The learner will be able to develop an understanding of working with NGOs

UNIT 1	Concepts
1.1	Social work - concept, historical evolution
1.2	NGOs: origin, growth and types
UNIT 2	Skills required as a social worker
2.1	Self-Awareness: Values, empathy
2.2	Communication Skills: Verbal and Non-verbal
2.3	Planning/ Management/Documentation

## REFERENCES:

1. Social Work: An Integrated Approach - S.Bhattacharya (2003)
2. Social Work: An Introductory Text Book - Ed By Y.Ronald, S.Malar, P.V.Laavanya (2013) Regal Publisher.
3. Study Skills for Social Workers - C.Stogdon, R kiteley (2010) Sage Publications
4. NASW: Code of ethics



## VSC - FYBA (SEMESTER II)

<b>NAME OF THE COURSE</b>	<b>ADVANCED EXCEL APPLICATION IN ECONOMICS</b>
<b>CLASS</b>	FYBA
<b>COURSE CODE</b>	<b>AVSC201</b>
<b>NUMBER OF CREDITS</b>	2
<b>NUMBER OF LECTURES PER WEEK</b>	2
<b>TOTAL NUMBER OF LECTURES PER SEMESTER</b>	30
<b>EVALUATION METHOD</b>	<b>CONTINUOUS ASSESSMENT</b>
<b>TOTAL MARKS</b>	50
<b>PASSING MARKS</b>	20

### **COURSE OBJECTIVES:**

CO 1.	Equip students with advanced skills and techniques in Microsoft Excel, focusing on its practical applications.
CO 2.	Develop the ability to effectively utilize Excel's tools and functions for analyzing and interpreting economic data.
CO 3.	Foster critical thinking by applying Excel-based solutions to real-world economic problems and scenarios.
CO 4.	Provide hands-on experience to bridge theoretical knowledge with practical applications in economic analysis.

### **COURSE LEARNING OUTCOMES:**

CLO 1.	Extract economic data from secondary sources.
CLO 2.	Perform descriptive statistical analysis in excel.
CLO 3.	Run a regression model on economic data using excel and interpret results of regression models obtained using excel.
CLO 4.	Make Pivot tables and Pivot charts in excel

UNIT 1	Data Analysis in Excel (15 LECTURES)
1.1	Sources of economic data.
1.2	Descriptive Statistical analysis: Mean, Standard deviation, coefficient of Variation, Correlation and Correlation coefficient
1.3	Regression: running regression on excel and analysis of results.
1.4	Forecasting: Trend line using method of least squares and Moving averages.
UNIT 2	Advanced Charts and Tables in Excel (15 LECTURES)
2.1	Create and Manage PivotTables: Create PivotTables, modify field selections and options, create slicers, Group PivotTable data, Add calculated fields, Format data.
2.2	Create and Manage Pivot Charts: Create Pivot Charts, Manipulate options in existing Pivot Charts, Apply styles to Pivot Charts, Drill down into Pivot Chart details.
2.3	Mail merge in excel.

REFERENCES:

1. Brown Noreen, Lave Barbara & Romey Julie, Beginning Excel 2019, [Open Oregon Educational Resources](#)
2. Bluman Allan, Elementary Statistics: A Step by Step approach, Mc-Graw Hill 8th Edition.
3. Mann Prem, Introductory Statistics, John Wiley and Sons, 9th Edition.
4. Microsoft Excel Pivot Tables Essentials 2019 Workshop handout, University of Pittsburgh, Information Technology.

<b>NAME OF THE COURSE</b>	<b>REPORT WRITING: NEWSPAPER REPORTS</b>
<b>CLASS</b>	FYBA
<b>COURSE CODE</b>	<b>AVSC202</b>
NUMBER OF CREDITS	2
NUMBER OF LECTURES PER WEEK	2
TOTAL NUMBER OF LECTURES PER SEMESTER	30
EVALUATION METHOD	CONTINUOUS ASSESSMENT
TOTAL MARKS	50
PASSING MARKS	20

### **COURSE OBJECTIVES:**

CO 1.	The course aims to introduce students to the fundamentals of newspaper report writing.
CO 2.	The course aims to train students to write newspaper reports through a variety of exercises.

### **COURSE LEARNING OUTCOMES:**

CLO 1.	The learner will be able to understand the fundamentals of newspaper report writing.
CLO 2.	The learner will be able to write various types of newspaper reports.

UNIT 1	Fundamentals of newspaper report writing	(15 LECTURES)
1.1	the use of the inverted pyramid structure in reports	
1.2	elements of reports: the use of verbs, articles and abbreviations, capitalisation, tone, voice	
1.3	headlines	
UNIT 2	Types of newspaper reports	(15 LECTURES)
2.1	Political, local civic issues, crime, business, sports, natural disasters, conflicts	

## REFERENCES:

1. Brooks, Brian S., George Kennedy, Daryl R. Moen and Don Ranly. *News Reporting and Writing*. New York, St Martin's Press, 1985.
2. Ellis, Barbara G. *The Copy-Editing and Headline Handbook*. Perseus Publishing, Cambridge, Massachusetts, 2001.
3. Mencher, Melvin. *Basic News Writing*. Wm. C. Brown Publishers, Iowa, 1983.
4. Mencher, Melvin. *News Reporting and Writing*. New York, McGraw-Hill, 2011.
5. Mencher, Melvin. *Workbook: News Reporting and Writing*. McGraw-Hill Higher Education, 2003.
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9. Scanlan, Christopher and Richard Craig. *News Writing and Reporting: The Complete Guide for Today's Journalist*. New York, OUP, 2014.
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<b>NAME OF THE COURSE</b>	अनुवाद -कला
<b>CLASS</b>	FYBA
<b>COURSE CODE</b>	AVSC203
<b>NUMBER OF CREDITS</b>	2
<b>NUMBER OF LECTURES PER WEEK</b>	2
<b>TOTAL NUMBER OF LECTURES PER SEMESTER</b>	30
<b>EVALUATION METHOD</b>	CONTINUOUS ASSESSMENT
<b>TOTAL MARKS</b>	50
<b>PASSING MARKS</b>	20

### COURSE OBJECTIVES

CO 1.	विद्यार्थियों में अनुवाद कौशल का विकास करना ।
CO 2.	विद्यार्थियों को भाषायी ज्ञान देना ।
CO 3.	अनुवाद का परिचय करते हुए साहित्य में अनुवाद लेखन की ओर उन्हें प्रेरित करना ।
CO 3.	अनुवाद कला के प्रति रुचि निर्माण करना ताकि वे कहानी, कविता, फिल्म लेखन, पटकथा लेखन आदि का अन्य भाषा में अनुवाद कर सकें ।

### COURSE LEARNING OUTCOMES:

CLO 1.	. हिंदी साहित्य के प्रति रुचि एवं भाषा का विकास होगा   कहानी लेखन में रुचि का निर्माण होगा ।
CLO 2.	साहित्य के विविध विधाओं, पटकथा, संवाद, समाचार लेखन आदि में अनुवाद कौशल का विकास होगा ।
CLO 3	रोजगार के अनुवाद क्षेत्र में एक लेखक के रूप में विद्यार्थियों का कौशल निर्माण होगा और वे अन्य क्षेत्रों में भी कार्य कर सकेंगे ।

CLO 4	हिंदी भाषा में परिपक्वता निर्माण होगी और लेखन क्षेत्र में विद्यार्थियों का कौशल-विकास होगा।
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<b>इकाई 1</b>	<b>अनुवाद का परिचय</b>
1.1	अनुवाद की परिभाषा अर्थ स्वरूप
1.2	अनुवाद का महत्त्व एवं उपयोगिता
1.3	अनुवाद के साधन
<b>इकाई 2</b>	<b>अनुवाद : व्यावहारिक प्रयोग</b>
2.1	अनुवाद के प्रकार-(पद्यानुवाद, गद्यानुवाद, शब्दानुवाद, भावानुवाद, सारानुवाद, नाट्यानुवाद)
2.2	अपठित गद्यांश का अनुवाद- हिंदी से अंग्रेजी /मराठी से हिंदी )

संदर्भ :

1. अनुवाद चिंतन : दृष्टि और अनुदृष्टि - सु नागलक्ष्मी, अमन प्रकाशन
2. अनुवाद के विविध आयाम - किशोरीलाल व्यास, नेशनल पब्लिकेशन्स हाउस
3. अनुवाद : समस्याएं एवं समाधान - डॉ अर्जुन चौहान, अमन प्रकाशन
4. अनुवाद विज्ञान : सिद्धांत एवं प्रविधि, डॉ. भोलानाथ तिवारी, किताबघर प्रकाशन
5. अनुवाद कला - भोलानाथ तिवारी, किताबघर प्रकाशन
6. अनुवाद विज्ञान- भोलानाथ तिवारी, किताबघर प्रकाशन

<b>NAME OF THE COURSE</b>	<b>INTRODUCTION TO INDIA'S HERITAGE: ROCK-CUT AND TEMPLE ARCHITECTURE</b>
<b>CLASS</b>	<b>FYBA</b>
<b>COURSE CODE</b>	<b>AVSC204</b>
<b>NUMBER OF CREDITS</b>	2
<b>NUMBER OF LECTURES PER WEEK</b>	2
<b>TOTAL NUMBER OF LECTURES PER SEMESTER</b>	30
<b>EVALUATION METHOD</b>	<b>CONTINUOUS ASSESSMENT</b>
<b>TOTAL MARKS</b>	50
<b>PASSING MARKS</b>	20

### **COURSE OBJECTIVES:**

CO 1.	To provide a historical understanding of the rock-cut caves and temples.
CO 2.	To outline the architectural styles, features, and construction techniques of caves and temples
CO 3.	To give in depth knowledge about one rock-cut temple and one temple that is a world heritage structure.
CO 4.	To lay the foundation for a future career in which knowledge of rock-cut caves and temples will be needed.

### **COURSE LEARNING OUTCOMES:**

CLO 1.	The learner will be able to identify the different phases and styles of rock-cut and temple architecture in India.
CLO 2.	The learner will be able to point out the historical and cultural aspects of rock-cut and temple architecture.
CLO 3.	The learner will be able to describe and appraise at least two world heritage sites.
CLO 4.	The learner will be able to analyse the significance of rock cut and temple architecture in Indian culture and heritage.
CLO 5.	The learner will be able to consider a career for which a knowledge of rock-cut caves and temple architecture will be needed.

UNIT 1	Rock-Cut Architecture (15 LECTURES)
1.1	Historical development and significance of cave architecture in India
1.2	Phases of rock-cut architecture – Buddhist, Hindu, and Jain cave architecture
1.3	Selected Study – Kailasa, Bhaja, Elephanta caves
UNIT 2	Temple Architecture (15 LECTURES)
2.1	Evolution of Temple architecture
2.2	Styles of temples: Nagar, Dravida, Vesara and Bhumija
2.3	World Heritage Temple site - Hampi

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- Dhaky, M.A., The Indian Temple Forms: In Karnataka Inscriptions and Architecture. New Delhi: Abhinava Publications, 1977.

<b>NAME OF THE COURSE</b>	<b>EIGHT LIMBS OF YOGA: THEORY AND PRACTICE</b>
<b>CLASS</b>	FYBA
<b>COURSE CODE</b>	<b>AVSC205</b>
<b>NUMBER OF CREDITS</b>	2
<b>NUMBER OF LECTURES PER WEEK</b>	2
<b>TOTAL NUMBER OF LECTURES PER SEMESTER</b>	30
<b>EVALUATION METHOD</b>	<b>CONTINUOUS ASSESSMENT</b>
<b>TOTAL MARKS</b>	50
<b>PASSING MARKS</b>	20

**COURSE OBJECTIVES:**

CO 1.	To understand the basic notions about the Eight Limbs of Yoga.
CO 2.	To understand the concepts of external and internal disciplines in Yoga and learn about their significance.
CO 3.	To apply the knowledge of Yoga and the skills emerging from its practice.

**COURSE LEARNING OUTCOMES:**

CLO 1.	Recall and describe the basic notions about the Eight Limbs of Yoga.
CLO 2.	Apply and practice various external and internal disciplines of Yoga.
CLO 3.	Develop various skills emerging from the practice of Yoga.

Unit 1	The external disciplines (Bahiranga-sadhana)
Topic 1	Practicing Yamas: its significance
Topic 2	Practicing Niyamas: its significance
Topic 3	Asanas: Techniques and Practice
Topic 4	Pranayama: Practice and benefits
Topic 5	Pratyahara: Practice and benefits
Unit 2	The Inner disciplines (Antaranga-sadhana)
Topic 1	Dharana: Practice and results
Topic 2	Dhyana: Methods and Benefits
Topic 3	Samadhi: Stages and Practice
Topic 4	Significance of Pranava in yoga
Topic 5	Notion of siddhis; Kaivalya as the goal of Yoga

## REFERENCES:

1. --- Gregor Maehle, *Ashtanga Yoga: Practice & Philosophy*, New World Library edition, September 2007.
2. --- George Feuerstein, *The Yoga Tradition: Its History, Literature, Philosophy and Practice*, (Holm Press, Prescott, Arizona), 1995.
3. --- I.K. Taimini, *Science of Yoga*, 1999.
4. ---Sri Ananda, *The complete Book of Yoga Harmony of Body and Mind* (Orient Paper Backs : Vision Book Pvt. Ltd., 1982)
5. --- Desikachar TKV, *The Heart of Yoga: Developing a Personal Practice*, (Inner Traditions International, Vermont), 1995.
6. --- Suren, Aviyogi, *Cyclopedia of Yoga*, Vol.I&II, Saru Publishing House-Meerut,1992.
7. --- Swami Satya Prakash Saraswati, *Patanjala Raja Yoga*, S. Chand & Co.-N.Delhi-1984.
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<b>NAME OF THE COURSE</b>	<b>EMOTION-FOCUSSED AND INTERPERSONAL APPROACHES TO COGNITIVE PSYCHOLOGY</b>
<b>CLASS</b>	<b>FYBA</b>
<b>COURSE CODE</b>	<b>AVSC206</b>
<b>NUMBER OF CREDITS</b>	2
<b>NUMBER OF LECTURES PER WEEK</b>	2
<b>TOTAL NUMBER OF LECTURES PER SEMESTER</b>	30
<b>EVALUATION METHOD</b>	<b>CONTINUOUS ASSESSMENT</b>
<b>TOTAL MARKS</b>	50
<b>PASSING MARKS</b>	20

### **COURSE OBJECTIVES:**

<b>CO 1.</b>	To acquaint students to emotion-focussed and interpersonal approaches to Positive Psychology, in theory and application.
<b>CO 2.</b>	To empower students to apply Positive Psychology concepts in daily life for self-care and hygiene.

### **COURSE LEARNING OUTCOMES:**

<b>CLO 1.</b>	Look into emotion-focussed and interpersonal approaches and be able to apply that understanding in daily life.
<b>CLO 2.</b>	Learn and apply Positive Psychology concepts in day-to-day life for self-betterment.

<b>UNIT 1</b>	<b>Emotion focussed approaches to positive psychology (15 LECTURES)</b>
1.1	Resilience
1.2	Positive affectivity
1.3	Adaptive potential of coping
1.4	Emotional Intelligence
<b>UNIT 2</b>	<b>Interpersonal approaches to positive psychology (15 LECTURES)</b>

2.1	Love and compassion
2.2	Gratitude and forgiveness
2.3	Empathy and altruism
2.4	Moral motivation

REFERENCES:

Handbook of Positive Psychology. C. R. Snyder & Shane. J. Lopez (2002). Oxford University Press.  
New York.

<b>NAME OF THE COURSE</b>	<b>SOCIOLOGY OF CARE</b>
<b>CLASS</b>	FYBA
<b>COURSE CODE</b>	<b>AVSC207</b>
NUMBER OF CREDITS	2
NUMBER OF LECTURES PER WEEK	2
TOTAL NUMBER OF LECTURES PER SEMESTER	30
EVALUATION METHOD	CONTINUOUS ASSESSMENT
TOTAL MARKS	50
PASSING MARKS	20

### **COURSE OBJECTIVES**

CO 1.	To understand emergence and features of sociology of care
CO 2.	To provide an exposure about the needs of marginalized groups

### **COURSE LEARNING OUTCOMES:**

CLO 1.	The learner will be able to appreciate scope and dimensions of sociology of care.
CLO 2.	The learner will be able to empathize with the needs of the marginalized groups.

UNIT 1	Understanding Sociology of Care
1.1	Introduction: Meaning and emergence
1.2	Caregiving agencies: Family, community, 15 hours organization and state
UNIT 2	Beneficiary Groups
2.1	Orphans
2.2	Elderly/ Senior Citizens 15

### **REFERENCES:**

1. Noddings, N. (2013). *Caring: A Relational Approach to Ethics and Moral Education* (2nd ed.). University of California Press.  
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