

## Structure for B.Com(BFSI)Major-Banking/Financial Services/Insurance

### B.Com (BFSI) (Level 4.5) Sem- I , Year Ist.

Sr No	Course Category	Name of the course (Title of the Paper)	Total Credit	Hours/ Semester	Teaching Scheme (hrs/week)		Evaluation Scheme											
					Theory	Practical	Continuous Internal Evaluation (CIE) (CA)		End Semester Evaluation (ESE) (UA)		Duration of Exam. (Hrs)							
					T	P	Min	Max	Min	Max								
							16	40	24	60	3							
1	SSC (Major) Mandatory	BCom-101	4	60	4	-	16	40	24	60	3							
		BCom -102	2	30	2	-	8	20	12	30	2							
2	OE (Open Elective) (Any -One)	OEES-101	Leadership development		4	60	4	-	16	40	24							
		OECS-101	Spreadsheets Tools															
		OEMS-101	Statistical Methods															
3	VSC/SEC (VSEC) Skill Courses	BCom(VSC)-103	Fundamentals of Computer Application & office automation		2	60	-	2	8	20	12	30	3(2+1)					
		BCom(SEC)-104	Account Assistant		2	60	2	2	8	20	12	30	3(2+1)					
4	AEC (Any One)	AEC-101 AEC-103	Communicative English-1 Employability Skills		2	30	2	-	8	20	12	30	2					
	VEC (Any One)	VEC-101 VEC-102	Environmental Awareness Fundamentals of Indian Constitution		2	30	2	-	8	20	12	30	2					
5	CC Co-curricular (Any One)	CC-101 CC-102 CC-103	An Ancient Indian Taxation system History of Indian Economic Thought		2	30	2	-	8	20	12	30	2					
Total				22		20	2		220		330							

## Structure for B.Com(BFSI)Major-Banking/Financial Services/Insurance

### B.Com (BFSI) (Level 4.5) Sem- II , Year Ist.

Sr No	Course Category	Name of the course (Title of the Paper)	Total Credit	Hours/ Semester	Teaching Scheme (hrs/week)		Evaluation Scheme				
					Theory	Practical	Continuous Internal Evaluation (CIE) (CA)	End Semester Evaluation (ESE) (UA)		Duration of Exam. (Hrs)	
					T	P		Min	Max		
1	SSC (Major) Mandatory	B.Com -105 <b>Financial Management</b>	2	30	2	-	8	20	12	30	2
		B.Com -106 <b>Investment - Risk &amp; Return</b>	2	30	2	-	8	20	12	30	2
		B.Com -107 <b>Capital Market Product</b>	2	30	2	-	8	20	12	30	2
2	Minor (Economics) OR Minor (Data Science)	ECM-101 Indian Economy	2	30	2	-	8	20	12	30	2
		DCM-101 Introduction to Data Science									
3	OE (Open Elective) (Any One)	OEES-102 <b>Principles &amp; Practices of Management</b>	4	60	4	-	16	40	24	60	3
		OECS-102 Word Processing Tools									
		OEMS-102 Actuarial Methods									
4	VSC/SEC (VSEC) Skill Courses	BCom (VSC)-108 Tally Prime and ERP	2	60	2	2	8	20	12	30	3(2+1)
		BCom (SEC)-109 <b>Mutual Fund Distributor</b>	2	60	2	2	8	20	12	30	2
5	AEC (Any One)	AEC-101 Communicative English-1	2	30	2	-	8	20	12	30	2
	VEC (Any One)	AEC-103 Employability Skills									
5	VEC (Any One)	VEC-101 Environmental Awareness	2	30	2	-	8	20	12	30	2
		VEC-102 Fundamentals of Indian Constitution									
6	CC Co-curricular (Any One)	CC-101 National Service Scheme (NSS)	2	30	2	-	8	20	12	30	2
		CC-102 Practicing Sports									
		CC-103 Music									
Total			22		20	2	200		300		

## Structure for B.Com(BFSI)Major-Banking/Financial Services/Insurance

### B.Com (BFSI) (Level 5) Sem- III , Year IIInd.

Sr No	Course Category	Name of the course (Title of the Paper)	Total Credit	Hours/ Semester	Teaching Scheme (hrs/week)		Evaluation Scheme			
					Theory	Practical	Continuous Internal Evaluation (CIE) (CA)		End Semester Evaluation (ESE) (UA)	
					T	P			Min	Max
1	SSC (Major) Mandatory	BCom -201	4	60	4	-	16	40	24	60
		BCom -202	2	30	2	-	8	20	12	30
		BCom-203	2	30	2	-	8	20	12	30
2	Minor (Economics) OR Minor (Data Science)	ESM-102	4	60	4	-	16	40	24	60
		DSM-102								
3	OE (Open Elective) (Any One)	OESS-201	2	30	2	-	8	20	12	30
		OECS-201								
4	VSC Skill Courses	BCom (VSC)-204	2	60	2	2	8	20	12	30
5	AEC (Any One)	AEC-102 AEC-104	2	30	2	-	8	20	12	30
	CEP	BCom-205	2	30	2	-	8	20	12	30
6	CC Co-curricular (Any One)	CC-101 CC-102 CC-103 CC-104	2	30	2	-	8	20	12	30
Total			22		20	2	200		300	

## Structure for B.Com(BFSI)Major-Banking/Financial Services/Insurance

### B.Com (BFSI) (Level 5) Sem- IV , Year IIInd.

Sr No	Course Category	Name of the course (Title of the Paper)	Total Credit	Hours/ Semester	Teaching Scheme (hrs/week)		Evaluation Scheme					
					Theory	Practical	Continuous Internal Evaluation (CIE) (CA)		End Semester Evaluation (ESE) (UA)			
					T	P	Min	Max	Min	Max		
1	SSC (Major) Mandatory	BCom -206	Branch Banking Operations	4	60	4	-	16	40	24	60	3
		BCom -207	Retail Banking liability sales	2	30	2	-	8	20	12	30	2
		BCom-208	Retail Banking Assets Underwriting	2	30	2	-	8	20	12	30	2
2	Minor (Economics) OR Minor (Data Science)	ESM-103	Macro Economics	4	60	4	-	16	40	24	60	3
		DSM-103	DBMS(SQL for Data Science)									
3	OE (Open Elective) (Any One)	OESS-202	Industrial Sociology	2	30	2	-	8	20	12	30	2
		OECS-202	Data Base Management System (DBMS)									
4	SEC Courses	Bcom-209	Business Correspondent/ Facilitator	2	60	2	2	8	20	12	30	2
5	AEC (Any One)	AEC-102 AEC-104	Communicative English-II Design Thinking	2	30	2	-	8	20	12	30	2
	RM	BCom-401	Research Methodology	2	30	2	-	8	20	12	30	3
6	CC Co-curricular (Any One)	CC-101 CC-102 CC-103 CC-104	National Service Scheme (NSS) Practicing Sports Music IPDC (Integrated Personality Development Course)	2	30	2	-	8	20	12	30	2
Total				22		22		200		300		

**Structure for B.Com(BFSI)Major-Banking/Financial Services/Insurance**

**B.Com (BFSI) (Level 6) Sem- V , Year IIIrd.**

Sr No	Course Category	Name of the course (Title of the Paper)	Total Credit	Hours/Semester	Teaching Scheme (hrs/week)		Evaluation Scheme			
					Theory	Practical	Continuous Internal Evaluation (CIE) (CA)	End Semester Evaluation (ESE) (UA)	Duration of Exam. (Hrs)	
					T	P				
1	SSC (Major) Mandatory	B.Com-301 <b>GST assiatant</b>	4	60	4	-	16	40	24	60
		B.Com- 302 <b>Financial Accounting II</b>	2	30	2	-	8	20	12	30
		B.Com-303 <b>Marketing concepts &amp; Principles</b>	4	60	4	-	16	40	24	60
		BCom-304 <b>Business Mathematics and statistics</b>	4	60	4	-	16	40	24	60
2	Elective -I (Any One)	B.Com-305 A <b>(A) E- Banking</b>	4	60	4	-	16	40	24	60
		B.Com-306 B <b>(B) Mutual Fund Markets</b>								
		B.Com-307 C <b>(C) Insurance Product Marketing</b>								
5	<b>OJT</b>	BCom-403 <b>PBL (Problem based learning)</b> <b>Business Decision making</b>	2	30	2	-	8	20	12	30
Total			22		22	-	200		300	

**Structure for B.Com(BFSI)Major-Banking/Financial Services/Insurance**

**B. Com (BFSI) (Level 6) Sem- VI , Year IIIrd.**

Sr No	Course Category	Name of the course (Title of the Paper)	Total Credit	Hours/ Semester	Teaching Scheme (hrs/week)		Evaluation Scheme				
					Theory	Practical	Continuous Internal Evaluation (CIE) (CA)	End Semester Evaluation (ESE) (UA)		Duration of Exam. (Hrs)	
					T	P		Min	Max		
							Min	Max	Min	Max	
1	SSC (Major) Mandatory	BCom-216 <b>Credit Processing officer</b>	4	60	2	2	16	40	24	60	3 (2+1)
		BCom-217 MIS & AI in BFSI	4	60	4	-	16	40	24	60	3
		BCom-218 Security analysis & Portfolio Management	2	30	2	-	8	20	12	30	2
2	Elective -II (Any One)	BCom-302 A <b>(A) Retail Banking Assets Sale</b>	4	60	4	-	16	40	24	60	3
		BCom-302 B <b>(B) Equity &amp; Derivatives Market</b>									
		BCom-302 C <b>(C) Life Insurance</b>									
3	Elective -III (Any One)	BCom-303 A <b>(A) Retail customer cross selling &amp; investment management for retail customer</b>	4	60	4	--	16	40	24	60	3
		BCom-303 B <b>(B) Currency &amp; Commodity Services</b>									
		BCom-303 C <b>(C) Non Life Insurance</b>									
4	RP (Field Project)	BCOM-404 <b>Market survey &amp; Report</b>	4	60	4	--	16	40	24	60	3
			Total	22		21	1	200	300		

**Structure for B.Com(BFSI)Major-Banking/Financial Services/Insurance**

**B. Com (BFSI) (Level 5.5 ) Sem- VII & VIII,**

**Semester-VII & Semester-VIII (Year IVth)**

<b>Sr.No</b>	<b>Course Category</b>	<b>Name of the course (Title of the Paper)</b>		<b>Total Credit</b>	
1	RP	BCOM-402	<b>Apprenticeship</b>	<b>44</b>	<b>Year 4</b>
<b>Total</b>				<b>44</b>	

**PROGRAMME NAME B.COM PART -I**  
**BANKING FINANCIAL SERVICES AND INSURANCE**  
**SSC MAJOR MANDATORY**  
**COURSE NAME -FINALCIAL ACCOUNTING**

**I**

<b>COURSE CREDIT</b>	<b>NO. OF HOURS PER WEEK</b>	<b>TOTAL LECTURES</b>	<b>TOTAL MARKS</b>
<b>04</b>	<b>04</b>	<b>60</b>	<b>100</b>

**Objectives -**

1. The objective of this paper is to help students to acquire conceptual knowledge of the financial accounting and to impart skills for recording various kinds of business transactions. After completing this course, you will have a solid understanding of accounting in today's world.
2. To gain comprehensive understanding of all aspects relating to financial statements, principles, procedures of accounting and their application to different practical situations.
3. To give an insight into the basics of Accounting of Single-Entry System, Consignment Accounting Branch Accounting and Departmental Accounting.

**Course Outcome - On completion of the course:**

PO-1-After completing three years for Bachelors in Commerce (B. Com) program, students would gain a thorough grounding in the fundamentals of Accountancy.

PO-2 - The commerce and Accountancy focused curriculum offers a number of specializations and practical exposures which would equip the student to face the modern-day challenges in commerce and business.

PO-3-The all-inclusive outlook of the course offer a number of values based and job-oriented courses ensures that students are trained in to up-to-date. In advanced accounting courses beyond the introductory level, affective development will also progress to the valuing and organization levels.

PO-4-The primary goal of accounting education is to produce competent and ethical professional accountants capable of making a positive contribution over their lifetimes to the profession and society in which they work.

<b>Topic No.</b>	<b>DETAILS</b>	<b>No. of Lectures</b>
<b>UNIT -I</b>	Advanced Issues in Partnership Accounts - Meaning and Need of Conversion- Calculation of Purchase Consideration Theory and Accounting Problems in Partnership Firm.	<b>15</b>
<b>UNIT -II</b>	Preparation of Financial Statements of a Not-for- Profit Organization (non-trading concern). Preparation of Receipts and Payments Account from Income and Expenditure Account. Preparation of Income and Expenditure Account and Preparation of Balance Sheet	<b>15</b> <b>15</b>
<b>UNIT -III</b>	ACCOUNTS OF PROFESSIONALS Professional persons like doctors, solicitors, chartered accountants etc. prepare Receipts and Expenditure Account and Balance Sheet. Receipts and Expenditure Account is prepared to find out profit or loss from professional activities and a Balance Sheet is prepared to know the financial position of the professional firm.	
<b>UNIT -IV</b>	Final Accounts of Co-operative Societies [Credit Co-Op Societies and Consumers Co-Op Societies only]. Allocation of profit as per Maharashtra Co-Op Societies' Act, Final accounts of Credit Co-Op. Society and Consumers Co-Op. Society. - Theory and Accounting Problems	
	<b>TOTAL LECTURES</b>	<b>60</b>

**Suggested Readings:**

1. C.A. Foundation and Intermediate Study Material, ICAI, New Delhi.
2. Robert N Anthony, David Hawkins, Kenneth A. Merchant, Accounting: Text and Cases. McGraw-Hill Education, 13 Ed. 2013.
3. Charles T. Horngren and Donna Phil brick, Introduction to Financial Accounting, Pearson Education.
4. J. R. Monga, Financial Accounting: Concepts and Applications. Mayur Paper Books, New Delhi.
5. M. C. Shukla, T. S. Grewal and S. C. Gupta. Advanced Accounts. Vol.-I. S. Chand & Co., New Delhi.
6. S. N. Maheshwari, and. S. K. Maheshwari. Financial Accounting. Vikas Publishing House, New Delhi.
7. Deepak Sehgal. Financial Accounting. Vikas Publishing House, New Delhi.
8. Bhushan Kumar Goyal and H N Tiwari, Financial Accounting, International Book House
9. Goldwin, Alderman and Sanyal, Financial Accounting, Cengage Learning. P. C. Tulsian, Financial Accounting, Pearson Education.
10. Compendium of Statements and Standards of Accounting. The Institute of Chartered Accountants of India, New Delhi
11. T. S. Reddy & A. Murthy, "Financial Accounting", Margham Publications, Sixth Revision Edition, 2011.
12. P. C. Tulsian, "Financial Accounting", Tata McGraw Hill Ltd.

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur****Faculty:** Commerce and Management**Class:** B. Com-I (Sem.-I0**Banking financial services and insurance****COURSE NAME FINANCIAL ANALYSIS**

COURSE CREDIT	NO.OF HOURS PER WEEK	TOTAL LECTURES	TOTAL MARKS
02	02	30	20+30=50

**Objectives:**

- a. Comprehensive Understanding of Financial Statements:
- b. Objective: To familiarize students with the meaning, types, and nature of financial statements, and to understand their limitations.
- c. Analysis and Interpretation Skills:
- d. Objective: To develop the ability to analyze and interpret financial statements effectively, utilizing techniques such as ratio analysis and methodical classification.
- e. Proficiency in Ratio Analysis:
- f. Objective: To enable students to calculate and interpret financial ratios for assessing various aspects of a company's performance.
- g. Mastery of Funds Flow Statement:
- h. Objective: To understand the meaning, uses, and differences between funds flow statement and income statement, and to learn the treatment of provisions for taxation and proposed dividends.
- i. Competence in Cash Flow Statement Analysis:
- j. Objective: To comprehend the meaning and uses of the cash flow statement, and to understand its treatment regarding provisions for taxation and proposed dividends.

**Outcomes:**

- a. Knowledgeable Interpretation of Financial Statements:
- b. Outcome: Students can interpret financial statements accurately, recognizing their components and limitations.
- c. Proficient in Financial Statement Analysis Techniques:
- d. Outcome: Learners are proficient in applying various techniques such as ratio analysis and methodical classification to analyze financial statements effectively.
- e. Ability to Evaluate Financial Performance:
- f. Outcome: Individuals can assess a company's financial performance by analyzing its financial statements and interpreting the derived insights.
- g. Understanding of Funds Flow Statement Concepts:

- h. Outcome: Students understand the purpose, uses, and differences between funds flow statement and income statement, and can appropriately treat provisions for taxation and proposed dividends.
- i. Competent in Cash Flow Statement Analysis:
- j. Outcome: Learners are competent in analyzing cash flow statements to evaluate a company's liquidity position and understand the treatment of provisions for taxation and proposed dividends within the cash flow statement.

Unit -I	Financial ANALYSIS 1: Analysis and Interpretation □ Meaning and Types of Financial Statements. □ Nature of Financial Statements. □ Limitations of Financial Statements. □ Analysis and Interpretation of Financial Statements. □ Steps involved in the Financial Statement Analysis. □ Methodical Classification. □ Ratio Analysis. □ Advantages of Ratio Analysis. □ Limitations of Ratio Analysis.	15
Unit-ii	2.A. Funds Flow Statement □ Meaning of Funds Flow Statement. □ Uses of Funds Flow Statement. □ Funds Flow Statement vs Income Statement. □ Treatment of Provision for Taxation and Proposed Dividends. 2.B. Cash Flow Statement □ Meaning of Cash Flow Statement. □ Uses of Funds Flow Statement. □ Treatment of Provision for Taxation and Proposed Dividend	15

- **"Financial Statement Analysis and Security Valuation" by Stephen H. Penman:** This book offers a comprehensive approach to understanding financial statements and their analysis, focusing on the relationship between financial statement data and valuation.
- **"Financial Shenanigans: How to Detect Accounting Gimmicks & Fraud in Financial Reports" by Howard M. Schilit and Jeremy Perler:** This book provides insights into detecting accounting manipulation and fraud in financial statements, essential for conducting thorough financial analysis.
- **"Analysis of Financial Statements" by Leopold A. Bernstein and John J. Wild:** This textbook covers various aspects of financial statement analysis, including interpretation techniques, ratio analysis, and forecasting methods.
- **"Interpretation of Financial Statements" by Benjamin Graham and Spencer B. Meredith:** Written by renowned investor Benjamin Graham, this book offers practical guidance on interpreting financial statements to evaluate a company's financial health and investment potential.
- **"Financial Reporting and Analysis" by Lawrence Revsine, Daniel W. Collins, Bruce Johnson, and Fred Mittelstaedt:** This textbook provides a comprehensive overview of financial reporting standards and analysis techniques, including real-world examples and case studies.
- **"Financial Analysis and Modeling Using Excel and VBA" by Chandan Sengupta:** For those interested in applying financial analysis techniques using Excel and VBA programming, this book offers practical guidance and hands-on exercises.
- **"The Interpretation of Financial Statements" by Mary Buffett and David Clark:** This book simplifies the process of interpreting financial statements for investors, focusing on key indicators and metrics to assess a company's performance.

- **"Financial Statement Analysis: A Practitioner's Guide" by Martin S. Fridson and Fernando Alvarez:** This book provides practical insights into financial statement analysis techniques used by practitioners, with a focus on credit analysis, equity analysis, and forecasting.
- **"Ratio Analysis Fundamentals: How 17 Financial Ratios Can Allow You to Analyse Any Business on the Planet" by Axel Tracy:** For beginners, this book offers a straightforward guide to understanding and using financial ratios for analysis purposes.
- **"Financial Analysis, Planning & Forecasting: Theory and Application" by Alice C. Lee and John C. Lee:** This textbook covers a wide range of topics related to financial analysis, planning, and forecasting, providing both theoretical insights and practical applications

# **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Faculty:** Commerce and Management

**Class:** B. Com-I (Sem.-I)

**BFSI**

## **SPREADSHEETS TOOLS**

COURSE CREDIT	NO.OF HOURS PER WEEK	TOTAL LECTURES	TOTAL MARKS
04	04	60	60+40=100

**CO-1**

By studying this course, students will be able to generate word documents with appropriate formatting, layout, proofing.

**CO-2**

By studying this course, students will be able to manage data for generating queries, forms and reports in a database.

**CO-3**

By studying this course, students will be able to make meaningful representations of data in the form of charts and pivot tables, draw analysis & decision making.

**CO-4**

By studying this course, students will be able to automate and prepare interactive excel worksheets.

<b>Unit No.</b>	<b>Course Contents</b>	<b>Teaching Hours</b>
1	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>➤ Templates, customized ribbon &amp; quick access toolbars</li> <li>➤ Linking between worksheets, use of hyperlink</li> <li>➤ Shortcut keys &amp; worksheet protection, integrating excel with other tools: MS Word, PowerPoint</li> <li>➤ Overview Google spreadsheet &amp; its features</li> <li>➤ Excel print option and settings.</li> </ul>	<b>15</b>
2	<p><b>Advance Excel Techniques</b></p> <ul style="list-style-type: none"> <li>➤ Advance formulas &amp; functions: If, If-And, Sumif(), Sumifs()</li> <li>➤ Countif(), Countifs(), Date &amp; Time functions etc.</li> <li>➤ Data validation &amp; listing: student attendance sheet, marksheets, inventory management system, billing &amp; EMI calc</li> <li>➤ V &amp; H lookup, index &amp; match formula, conditional formatting.</li> </ul>	<b>15</b>
3	<p><b>Data Analysis &amp; Decision Making</b></p> <ul style="list-style-type: none"> <li>➤ What-if analysis, goal seek, data tables, solver add-in</li> <li>➤ Basic pivot table, advanced filter, slicer, dynamic and interactive charts</li> <li>➤ Graphical representation of data, dashboard preparation.</li> </ul>	<b>15</b>
4	<p><b>Excel Automation &amp; Interactive Worksheets</b></p> <ul style="list-style-type: none"> <li>➤ Creating-recording and running Macro, assigning Macro to a command button, creation of a custom Macro button on quick</li> <li>➤ Access tool bar, basic VBA programming in excel</li> <li>➤ Making registration form, user form in excel using VBA with</li> </ul>	<b>15</b>

	insert, update, search & delete operation.	
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**Books Recommended:**

1. Excel2016Power Programming with VBA, Michael Alexander, Dick Kusleika, Wiley. E  
Financial Analysis and Modelling Using Excel and VBA, Chandan Sengupta, Second Edition,  
Wiley Student Edition.
2. eMSEExcel2016, Data Analysis & Business Modelling, Wayne Winston, PHI.

Punyashlok Ahilyadevi Holkar Solapur University, Solapur  
Program Name: B Com (Banking financial services and Insurance)

**Course Name: LEADERSHIP DEVELOPMENT**

**Open Elective 101**

**w.e.f. 2024-2025 A.Y**

<b>Course Credit</b>	<b>No. of Hours per week</b>	<b>Total Lectures</b>	<b>Total Marks</b>
04	04	60	100
Internal Assessment (CA): 40			External Examination (UA): 60

**Objectives-**

1. The course focuses on developing and understanding leadership roles and styles and examine the leader's role as it leads to development of self and organization.

**Course Outcomes:** On successful completion of this course, the students will be able:

CO1: To understand and gain Conceptual knowledge of Leadership.

CO2: To demonstrate an understanding of the current leadership theories and how they apply to the modern organizations.

CO3: To Analyze the impact of effective leadership perspectives on organizational performance

**Unit I: Introduction to Leadership**

Meaning, Definition of leadership, Scope of leadership, Types of leadership, Leadership is as the function of Management, difference between autocratic and Democratic leadership

**Unit II: Leadership Theories**

Great Man Theory-Trait theory- Behavioral Theories: Michigan studies, Leadership Grid, Role theory- Contingency Theories: Casual model of Leadership, Normative Decision model, Hersey Blanchard situational model, Vroom & Jago's model, House's Path Goal theory- Contemporary leadership styles

**Unit III: Leadership Development, Succession & Followership**

Characteristics, types and evaluation of Leadership Development-Leadership Succession-Choosing a successor, Emotional aspects of leadership succession, developing pool of successors, Followership- Essential qualities of effective followers, Collaboration between leaders and followers.

**Unit V: Women in Leadership**

Meaning- Definition- Women's unique leadership traits-Women & Leadership- Barriers for Women in Leadership positions- Women in Leadership: Global

scenario vs Indian scenario- Current issues in leadership

**Text Books:**

1. Andrew J. DuBrin, Carol Dalglish, Peter Miller, Leadership, 2005, 2nd Asia Pacific Ed, John Wiley & Sons Australia, Limited, 2015.
2. V.S.P. Rao, "Management Text & Cases", 2014, Excel Books.

**Reference Books:**

1. Peter G. Northouse, "Leadership", 2015, 6th Ed, Sage Publications.
2. Lussier/Achua, Effective Leadership, 3rd Ed, Cengage Learning, 2016

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**  
**Faculty: Commerce and Management Class: B. Com-I (Sem.-I)**  
**BFSI**

**Statistical Methods**

<b>CREDIT</b>	<b>LECTURES PER WEEK</b>	<b>TOTAL LECTURES</b>	<b>TOTAL MARKS</b>
<b>04</b>	<b>04</b>	<b>60</b>	<b>100</b>

**Learning Objectives:**

To understand and apply various concepts, techniques and methods used in Descriptive Statistics and Inferential Statistics. The knowledge and skills gained will equip students in carrying out preliminary Data Analytics tasks, and to prepare foundation to understand and apply the statistical techniques in various fields such as Total Quality Management, Simulation, Game Theory, Operations Research, etc. in addition to Computer Science topics such as Machine Learning, Cryptography, Artificial Intelligence, Operating Systems, Data Structures and Algorithms, etc.

<b>UNIT-I</b>	Introduction to Statistics and Descriptive Statistics Introduction, Broad areas (classification) of Statistics; Describing Data Visually: Frequency Distributions and Histograms; Pie Charts; Bar Charts: Pareto Chart, Scatter Plots (Degree of Association); Line Charts; Descriptive Statistics: Central Tendency; Mean and its Characteristics, Median and its Characteristics, Quartiles and Percentiles, Mode; Dispersion: Range, Mean Absolute Deviation, Interquartile Range (IQR); Variance, Standard Deviation and its Characteristics, Coefficient of Variation; Standardized Data: including Chebyshev's Theorem, Outliers; Box Plots: including Fences and Unusual Data Values; Grouped Data: Nature, Mean and Standard Deviation, Accuracy Issues; Skewness: Coefficient of Skewness; Kurtosis: Leptokurtic, Platykurtic, Mesokurtic; Measures of Association: Covariance, Correlation, Coefficient of Correlation; Correlation and Causation	15
<b>UNIT-II</b>	Probability and Probability Distributions Introduction: Common Framework: Experiment, Event, Elementary Events, Sample Space; Definition of Probability; Marginal Probability; Probability of Union of Events (Addition Laws), Probability Matrix; Probability of Complement of a Union; Probability of Joint Events (General Laws of Multiplication); Conditional Probability; Mutually Exclusive Events, Independent Events; Revision of Probability Values: Bayes' Rule Discrete Probability Distributions: Introduction, Binomial Distribution, Poisson Distribution, Applications; Continuous Probability Distributions: Introduction, Normal Distribution, Exponential Distribution, Applications;	15

	<p>Sampling, Sampling Distributions and Estimation            Types of Sampling: Random, Nonrandom; Sampling Distribution of <math>\bar{x}</math>; Central Limit Theorem; z Formula for Sample Mean; Standard Error of Mean; Sampling from a Finite Population; Sampling Distribution of a Proportion, Standard Error of Proportion            Estimation for Single Population: Estimating the Population Mean using z Statistic (<math>\sigma</math> Known); Estimating the Population Mean using the z Statistic when the Sample Size is Small; Estimating the Population Mean using t Statistic (<math>\sigma</math> Unknown); Estimating the Population Proportion; Estimating the Population Variance; Estimating Sample Size</p>	15
UNIT-III	<p>Regression            Introduction, Simple Regression Analysis, Least Square Analysis to Determine the Equation of Regression Line; Residual Analysis, Using Residual to Test the Assumptions of the Regression Model; Standard Error of the Estimate; Coefficient of Determination; Hypothesis Testing for the Slope of the Regression Model; Testing the Overall Model; Using Regression to Develop a Forecasting Trend Line</p>	15
UNIT-IV	<p><b>Reference Books:</b></p> <p>1) David P. Doane, Lori E. Seward, "Applied Statistics in Business and Economics" Tata McGraw-Hill, 2010</p> <p>2) Anderson, Sweeney, Williams, "Statistics for business and economics", 9th edition, 3) Thompson Publication</p> <p>4) Bharat Jhunjhunwala, "Business Statistics", first edition, S Chand, 2008</p> <p>5) Richard Levin, David Rubin, "Statistics for Management", 7th edition, PHI</p> <p>6) Nabendu Pal, Sahadeb Sarkar, "Statistics-Concepts and Applications", 2nd edition, PHI</p> <p>7) J. Susan Milton &amp; Jesse Arnold, "Introduction to Probability &amp; Statistics: Principles &amp; Applications for Engineering &amp; Computing Sciences", McGraw-Hill Education</p> <p>8) S P Gupta, "Statistical Methods", 30th edition, S Chand</p>	15

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**  
**Faculty: Commerce and Management Class: B. Com-I (Sem.-I)**  
**BFSI**

**Fundamentals of COMPUTER APPLICATION AND OFFICE AUTOMATION**

CREDIT	LECTURES PER WEEK	TOTAL LECTURES	TOTAL MARKS
02	02	30	50

**Objectives:**

1. **Understanding Information Technology Basics:**
  - Objective: To define and understand the meaning of Information Technology (IT) and its fundamental characteristics.
2. **Exploring Computer Technology:**
  - Objective: To learn about the different generations and types of computers, as well as their basic components and functionalities.
3. **Introduction to Office Automation:**
  - Objective: To familiarize students with the concept of office automation, its elements, benefits, and the types of users who utilize office suite software.
4. **MS Word Fundamentals:**
  - Objective: To introduce students to Microsoft Word, covering basic operations such as opening, saving, editing, formatting documents, and utilizing various tools and features.
5. **Advanced MS Word Skills:**
  - Objective: To advance students' proficiency in MS Word by teaching them advanced features like creating tables, using templates, mail merge, and other productivity-enhancing tools.

**Outcomes:**

1. **Foundational Knowledge of IT:**
  - Outcome: Students have a clear understanding of the basic concepts and definitions of Information Technology.
2. **Computer Literacy:**
  - Outcome: Learners can identify different generations and types of computers and understand their functions and characteristics.
3. **Appreciation of Office Automation Benefits:**
  - Outcome: Students recognize the benefits of office automation and understand its relevance in modern workplaces.
4. **Proficiency in MS Word Basics:**
  - Outcome: Individuals can perform essential tasks in MS Word such as creating, editing, formatting documents, and utilizing basic tools effectively.
5. **Advanced MS Word Proficiency:**
  - Outcome: Students are capable of utilizing advanced features of MS Word to enhance document creation, formatting, and productivity, thereby improving their overall efficiency in office tasks.

Unit No.	Descriptions	No. of Periods
1	<p><b>Introduction to Information Technology-</b></p> <ul style="list-style-type: none"> <li>· Definition and meaning of Information Technology</li> <li>· Characteristics of Computer</li> <li>· Generation of computers</li> <li>· Types of computer</li> <li>· Block diagram</li> <li>· Input- output devices</li> <li>· Memory, types of memory</li> <li>· Storage devices</li> </ul>	15
2	<p><b>INTRODUCTION TO OFFICE AUTOMATION:</b> Elements of Office Suit &amp; Area of Use. Benefits of Office Suites, Types of Users that Use Office Suites, Features Offered by Office Suite Software.</p> <p><b>INTRODUCTION TO MS WORD :</b> Introduction to MS Word, Opening &amp; Saving files, Editing text documents, Inserting, Deleting, Cut, Copy, Paste, Undo, Redo, Find, Search, Replace, Formatting page &amp; setting Margins, Importing &amp; Exporting documents, Sending files to others, Using Tool bars, Ruler, Using Icons, using help, Formatting Documents, Type face, Line Space, Margins, Bullets &amp; Numbering. Setting Page style, Shortcut Keys, Setting Document styles, Table of Contents, Index, Page Numbering, date &amp; Time, Author etc., Creating Tables- Table settings, Borders, Alignments, Insertion, deletion, Merging, Splitting, Sorting, and Formula, Drawing - Inserting ClipArts, Pictures/Files etc., Tools – Word Completion, Spell Checks, Mail merge, Templates, Creating Letter/Faxes.</p>	15
<b>BOOKS RECOMMENDED:</b>		
<ol style="list-style-type: none"> <li>1. Microsoft Office Step by Step Beth Melton, Mark Dodge , Published with the authorization of Microsoft Corporation by: O'Reilly Media.</li> <li>2. Office 2013 Bible: The Comprehensive Tutorial Resource Paperback – by Lisa A. Bucki (Author), John Walkenbach (Author), Michael Alexander.</li> <li>3. Learning Microsoft Office 2013 by Ramesh Bangia, KhannaPublishers.</li> <li>4. Microsoft Office 2010 Bible - John</li> <li>5. Introduction to Information Technology - Alexis Leon, MathewsLeon, and Leena Leon, Vijay Nicole Imprints Pvt. Ltd., 2013.</li> <li>6. <b>Websites:</b></li> </ol>		
<a href="http://windows.microsoft.com/en-in/windows/msoffice-basics-alltopics">http://windows.microsoft.com/en-in/windows/msoffice-basics-alltopics</a>		

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Faculty: Commerce and Management Class: B. Com-I (Sem.-I)**

**BFSI**

**ACCOUNT ASSISTANT**

<b>NO.OF HOURS PER WEEK</b>	<b>COURSE CREDIT</b>	<b>TOTAL LECTURES</b>	<b>TOTAL MARKS</b>
02	02	30	50

**Objectives:**

- 1. Receipt and Payment Voucher Preparation:**
  - Objective: To equip employees with the skills to accurately prepare receipt and payment vouchers, ensuring proper documentation of financial transactions.
- 2. Understanding Book Credit Purchases and Sales:**
  - Objective: To provide employees with a comprehensive understanding of the processes involved in recording credit purchases and sales in accounting books, ensuring accuracy and compliance with accounting standards.
- 3. Financial Statements Preparation:**
  - Objective: To train employees in preparing financial statements such as the income statement, balance sheet, and cash flow statement, facilitating informed decision-making and financial analysis.
- 4. Effective Communication and Inclusivity at the Workplace:**
  - Objective: To foster a workplace culture where effective communication is prioritized, and inclusivity is maintained, ensuring a respectful and collaborative environment for all employees.
- 5. Maintaining Data Integrity Using Digital Tools:**
  - Objective: To educate employees on the importance of data integrity and to provide training on using digital tools and software to maintain data accuracy, consistency, and security.

**Outputs:**

- 1. Accurate Voucher Preparation:**
  - Output: Employees demonstrate the ability to prepare receipt and payment vouchers accurately, ensuring that financial transactions are properly recorded and documented.
- 2. Proficiency in Recording Credit Transactions:**
  - Output: Employees understand the process of recording credit purchases and sales in accounting books, ensuring that transactions are recorded correctly and in compliance with accounting principles.
- 3. Prepared Financial Statements:**
  - Output: Employees can prepare financial statements such as income statements, balance sheets, and cash flow statements, providing stakeholders with essential information for decision-making and analysis.
- 4. Enhanced Workplace Communication and Inclusivity:**

- Output: A workplace environment characterized by effective communication and inclusivity, where employees feel valued, respected, and included in decision-making processes.

##### 5. Data Integrity Maintenance Using Digital Tools:

- Output: Employees utilize digital tools and software effectively to maintain data integrity, ensuring that data is accurate, consistent, and secure, thereby enhancing trust and reliability in organizational data

UNIT-I	Prepare receipt and payment voucher and Understand book credit purchases and sales	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Create and Verify the Documents</li> <li>• Maintain Books of Accounts</li> <li>• Prepare and verify the documents for Sales Register and Purchase Register</li> <li>• Maintain Sales Register and Purchase Register</li> </ul>
UNIT-II	<p>Prepare financial statements-</p> <p>Communicate effectively and maintain inclusivity at the workplace-</p> <p>Maintain data integrity using digital tools</p>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Prepare Financial Statement</li> <li>• Communicate effectively with customers and colleagues</li> <li>• Maintain ethical behavior and inclusivity</li> <li>• Maintain data integrity</li> <li>• Maintain data privacy and security</li> </ul>

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**  
**Faculty: Commerce and Management Class: B. Com-I (Sem.-I)**  
**BFSI**

**ENGLISH FOR BUSINESS COMMUNICATION**

<b>CREDIT</b>	<b>LECTURES PER WEEK</b>	<b>TOTAL LECTURES</b>	<b>TOTAL MARKS</b>
<b>02</b>	<b>02</b>	<b>30</b>	<b>50</b>

**Objectives:**

- Understanding Communication Fundamentals:** To grasp the definition, process, scope, and objectives of communication, enabling individuals to recognize its significance in various contexts.
- Identifying and Overcoming Communication Barriers:** To recognize common barriers to effective communication and develop strategies to overcome them, fostering clearer and more efficient communication channels.
- Exploring Different Modes of Communication:** To comprehend downward, upward, and horizontal communication structures within organizations, facilitating effective information flow across hierarchical levels.
- Mastering Verbal Communication Skills:** To internalize the principles of oral communication, apply the 7 C's of effective communication, and utilize appropriate media to enhance verbal communication effectiveness.
- Enhancing Non-Verbal Communication Proficiency:** To appreciate the significance of non-verbal communication, including body language and paralanguage, and apply techniques to convey messages accurately and assertively.

**Outcomes:**

- Clear Communication:** Learners will be able to articulate ideas clearly, ensuring that intended messages are conveyed accurately to diverse audiences.
- Improved Interpersonal Relations:** Participants will develop stronger interpersonal skills, fostering better relationships with colleagues, clients, and stakeholders through effective communication practices.
- Increased Organizational Efficiency:** By understanding and addressing communication barriers, individuals will contribute to smoother workflows, enhanced collaboration, and improved productivity within organizations.
- Confident Public Speaking:** Through effective speech preparation, practice, and delivery techniques, learners will gain confidence in delivering speeches and presentations, engaging audiences effectively.
- Enhanced Listening Skills:** Participants will demonstrate improved listening skills, enabling them to understand and respond appropriately to the needs, concerns, and ideas of others, thereby fostering better mutual understanding and cooperation.

<b>Unit 1:</b> <b>Introduction to Communication</b>	<ul style="list-style-type: none"> <li>Definition, Process, Scope and Objectives of Communication</li> <li>Barriers to communication, Overcoming the barriers</li> <li>Downward communication, Upward Communication,</li> <li>Horizontal communication</li> </ul> <p><b>Verbal Communication:</b></p> <ul style="list-style-type: none"> <li>Principles of oral communication; Media of Oral Communication,</li> <li>7 C's of effective communication</li> </ul>	<b>15 Hours</b>
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	<p><b>Non-Verbal Communication:</b></p> <ul style="list-style-type: none"> <li>• Uses of Non-verbal Communication;</li> <li>• Methods- Non-verbal aspects of written communication, Body Language, Para language</li> </ul>	
<b><i>Unit 2: Skills for Business Communication</i></b>	<p><b>Effective Speech-</b></p> <ul style="list-style-type: none"> <li>• Finding out about the environment; Preparing for the text;</li> <li>• Speaker's Appearance and Personality,</li> <li>• Practicing Delivery of Speech;</li> <li>• Commemorative Speeches (Welcome &amp; Introduction,</li> <li>• Vote of thanks, Self Introduction)</li> </ul> <p><b>Soft Skills-</b></p> <ul style="list-style-type: none"> <li>• Attributes of Soft Skills, Hard Skills V/s Soft Skills,</li> <li>• Intrapersonal skills as Soft Skills</li> </ul> <p><b>Listening Skills-</b></p> <ul style="list-style-type: none"> <li>• Concept, Process of Listening, Types of Listening</li> </ul>	<b>15 Hours</b>
<b>Recommended Books:</b>		
<ul style="list-style-type: none"> <li>• Soft Skill: Know Yourself and Know the World-Dr K. Alex-S Chand &amp; Company.</li> <li>• Managerial Communication – Urmila Rai and S. M.Rai, Himalaya Publishing House (ISBN-10: 9350247992, ISBN-13: 978-93-5024-799-0)</li> <li>• Communication – C. S. Rayudu, Himalaya Publishing House (ISBN Number : 978-93-5051-953-0)</li> <li>• Literary Voyage – A compulsory English Textbook for BA/ B.Com/ B.Sc I Year (Macmillian Education )</li> </ul>		

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**



**Name of the Faculty:** All UG

**Name of the Course:** All UG Compulsory Paper

Semester: I

**Name of Subject:** Indian Constitution and Democracy

With effect from 2024-25

**Course Credits: 02**

**Allotted Lectures: 30**

**1.1 Preamble:**

This course acquaints students with the constitutional design of state structures and institutions, and their actual working overtime. The Indian Constitution accommodates Conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in Constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment. The syllabus will help them develop interest in reading Political Process written worldwide. **Besides the knowledge of existing topics, the students will be equipped with applied skills of Political Process by virtue of the additional components.**

**Learning outcomes**

Upon completion of this course students will be able to—

1. Understand the significance of the Indian constitution and Democracy.
2. Identify and explain the key features and objectives of the constitution and Democracy.
3. Discuss the constitutional provisions related to social justice, equality and affirmative action.

**Indian Constitution and Democracy**

**NEW CBCS (Choice Based Credit System)**

**All UG. Semester I**

**Course Structure**

<b>Semester</b>	<b>Paper</b>	<b>Title of Paper</b>	<b>Number of Lectures (Theory+ Tutorial)</b>	<b>Internal Evaluation (IE)</b>	<b>End Semester Evaluation (ESE)</b>	<b>Total Marks</b>	<b>Credits</b>
I	I	Indian Constitution and Democracy	30	No	50	50	02

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**



**Name of the Faculty:** All UG

**Name of the Course:** All UG Compulsory Paper

Semester: I

**Name of Subject:** Indian Constitution and Democracy

With effect from 2024-25

**Title of the Course/Paper**  
**Indian Constitution and Democracy**

**VEC- Compulsory Course**  
**All UG**  
**Semester- I**

**[Credits: 2]**

**Lecture- 30**

**Unit I - The Constituent Assembly and the Constitution:** (15)

- A) Preamble of the Constitution.
- B) Features of the Constitution
- C) Fundamental Rights of Indian Citizen
- D) Fundamental Duties of Indian Citizen

**Unit II - Democracy in India:** (15)

- A) Meaning, Definition, Features and Types of the Democracy
- B) Election commission of India - Structure, Power and Function
- C) Good Governance - Meaning and Features
- D) Indian Election and Voting Awareness Programme

**मराठी भाषांतर**

**कर्सचे नाव: भारतीय राज्यघटना आणि लोकशाही**  
**VEC- अणनवायस णवषय क्षणवद्याशाखा पदाणवकररता**  
**त्र्य- पणहले**

**क्रॅडीट- २**

**एकू फि ताणका: ३०**

**प्रकारि-१- रांणवधान भा आणि रांणवधान**

**१५**

- अ) भारतीय संविधानाचा सरनामा
- ब) भारतीय संविधानाची  
टिंविष्ट्ये
- क) भारतीय नागरकांचे सू भू अवधकार
- ड) भारतीय नागरकांचे मुलभूत कततव्ये

**प्रकारि-२- भारतीय लोकशाही**

**१५**

- अ) लोकिहीचा अर्त, व्याख्या, प्रकार आवि टिंविष्ट्ये
- ब) भारतीय वनिडिकू आयोग- रचना, अवधकार आवि कायत
- क) सुंडासन - संकल्पना आवि टिंविष्ट्ये

ड) भारतीय वनिडिका आवि मतदार जागृती कायतक्रम

Reference Books:

1. Basu D.D. - Introduction to the constitution of India. (X Edition 1989)
2. Chanda Ashok- Federalism in India A study of Union- State relation.
3. Gajendragadkar P.B.- The Constitution of India.
4. Johari J.C. India Government and politics
5. महाराष्ट्र ठोसनाचे प्रकाळिन, भारताचे संविधान, १९९६
6. भोळे भा.ल. भारतीय गिराज्याचे ठोसन आवि राजकारि
7. घांगरेकर वच. घ. भारतीय राजकारि संरूप आवि राजकारि
8. सुहास पळीकर, सत्ता संघर्त
9. तुकाराम जाधि आवि महेंद्रिं विरापरू कर, भारतीय संविधान, युवनकृ प्रकाळिन, पुस्ते
10. राजिखर सोलापुरे, लोकिही आवि वनिहूक प्रवक्त्या, अरुणां प्रकाळिन, लातुर
11. पाटील बी. बी. लोकिही, वनिहिका आवि सुरिंगासन, फडके प्रकाळिन, कोल्हापुर

**Question Paper Pattern**  
**All UG, Semester I**  
**Compulsory Paper**  
**Indian Constitution and Democracy**  
**(To be introduced from June 2024)**  
**End Semester Examination- 50 Marks (Max. Time- 1 Hours)**

***Introductions:***

- 1. All questions are compulsory.*
- 2. Figures to the right indicate full marks.*

Que.1 Rewrite the following by choosing the correct alternative. (50)

**Course Credits: 02**

**Allotted Lectures: 30**

**1.1 Preamble:**

This course acquaints students with the constitutional design of state structures and institutions, and their actual working overtime. The Indian Constitution accommodates Conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in Constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment. The syllabus will help them develop interest in reading Political Process written worldwide. **Besides the knowledge of existing topics, the students will be equipped with applied skills of Political Process by virtue of the additional components.**

**Learning outcomes**

Upon completion of this course students will be able to—

1. Understand the significance of the Indian constitution and Democracy.
2. Identify and explain the key features and objectives of the constitution and Democracy.
3. Discuss the constitutional provisions related to social justice, equality and affirmative action.

**Indian Constitution and Democracy**

**NEW CBCS (Choice Based Credit System)**

**All UG. Semester I**

**Course Structure**

<b>Semester</b>	<b>Paper</b>	<b>Title of Paper</b>	<b>Number of Lectures (Theory+ Tutorial)</b>	<b>Internal Evaluation (IE)</b>	<b>End Semester Evaluation (ESE)</b>	<b>Total Marks</b>	<b>Credits</b>
I	I	Indian Constitution and Democracy	30	No	50	50	02

**Title of the Course/Paper**  
**Indian Constitution and Democracy**

**VEC- Compulsory Course**  
**All UG**  
**Semester- I**

**[Credits: 2]**

**Lecture- 30**

**Unit I - The Constituent Assembly and the Constitution:** (15)

- A) Preamble of the Constitution.
- B) Features of the Constitution
- C) Fundamental Rights of Indian Citizen
- D) Fundamental Duties of Indian Citizen

**Unit II - Democracy in India:** (15)

- A) Meaning, Definition, Features and Types of the Democracy
- B) Election commission of India - Structure, Power and Function
- C) Good Governance - Meaning and Features
- D) Indian Election and Voting Awareness Programme

**मराठी भाषांतर**

**कर्सचे नाव: भारतीय राज्यघटना आणि लोकशाही**  
**VEC- अणनवायस णवषय क्षणवद्याशाखा पदाणवकररता**  
**त्र्यं- पणहले**

**क्रेडीट- २**

**एकूण ताणका: ३०**

**प्रकारि-१- रांणवधान भर्ता आणि रांणवधान**

**१५**

- अ) भारतीय संविधानाचा सरनामा
- ब) भारतीय संविधानाची  
टिंविष्ट्ये
- क) भारतीय नागरकांचे सूची भू अवधकार
- ड) भारतीय नागरकांचे मुलभूत कततव्ये

**प्रकारि-२- भारतीय लोकशाही**

**१५**

- अ) लोकिहीचा अर्त, व्याख्या, प्रकार आवि टिंविष्ट्ये
- ब) भारतीय वनिडिकू आयोग- रचना, अवधकार आवि कायत
- क) सुंडीसन - संकल्पना आवि टिंविष्ट्ये

ड) भारतीय वनिडिका आवि मतदार जागृती कायतक्रम

Reference Books:

1. Basu D.D. - Introduction to the constitution of India. (X Edition 1989)
2. Chanda Ashok- Federalism in India A study of Union- State relation.
3. Gajendragadkar P.B.- The Constitution of India.
4. Johari J.C. India Government and politics
5. महाराष्ट्र ठोसनाचे प्रकाळिन, भारताचे संविधान, १९९६
6. भोळे भा.ल. भारतीय गिराज्याचे ठोसन आवि राजकारि
7. घांगरेकर वच. घ. भारतीय राजकारि संरूप आवि राजकारि
8. सुहास पळीकर, सत्ता संघर्त
9. तुकाराम जाधि आवि महेंद्रिं विरापरू कर, भारतीय संविधान, युवनकृ प्रकाळिन, पुस्ते
10. राजिखर सोलापुरे, लोकिही आवि वनिहूक प्रवक्त्या, अरुणां प्रकाळिन, लातुर
11. पाटील बी. बी. लोकिही, वनिहिका आवि सुरिंगासन, फडके प्रकाळिन, कोल्हापुर

**Question Paper Pattern**  
**All UG, Semester I**  
**Compulsory Paper**  
**Indian Constitution and Democracy**  
**(To be introduced from June 2024)**  
**End Semester Examination- 50 Marks (Max. Time- 1 Hours)**

***Introductions:***

- 1. All questions are compulsory.*
- 2. Figures to the right indicate full marks.*

Que.1 Rewrite the following by choosing the correct alternative. (50)

**INDIAN KNOWLEDGE SYSTEM VERTICAL**  
**PROGRAMME NAME B.COM PART -I SEMESTER -I**  
**GENERAL IKS**  
**ANCIENT INDIAN TAXATION SYSTEM**

<b>COURSE CREDIT</b>	<b>NO. OF HOURS PER WEEK</b>	<b>TOTAL LECTURES</b>	<b>TOTAL MARKS</b>
<b>02</b>	<b>02</b>	<b>30</b>	<b>50</b>

**Objectives:** Studying the ancient Indian taxation system can be a fascinating and informative endeavour. To guide your study effectively, it's important to establish clear objectives.

1. Historical Understanding: Gain a deep historical understanding of how taxation evolved in ancient India, including its origins, development, and changes over time.
2. Economic Insights: Explore the economic aspects of taxation, such as how tax revenues were collected, managed, and utilized to support various functions of ancient Indian society.
3. Social and Political Impact: Analyze the social and political implications of taxation in ancient India, including its effects on different segments of society, power structures, and governance.
4. Comparative Analysis: Compare the taxation systems of different ancient Indian dynasties and regions to identify similarities, differences, and trends.
5. To study Legal Framework, Cultural Context, Revenue Sources, Taxation Techniques, Impact on Trade and Commerce, Comparative History, Archaeological Evidence, Impact on Society, legacy and Influence

**Course Outcomes-On completion of the course:**

Studying a paper / subject on ancient Indian taxation can lead to several valuable outcomes, both in terms of knowledge and potential applications. Here are some possible outcomes that can result from studying ancient Indian taxation:

1. Historical Understanding: A thorough study can provide you with a deep historical understanding of how taxation systems evolved in ancient India, including their origins, development, and historical context.
2. Expertise: students can become an expert in the field of ancient Indian taxation, which can be valuable for academic or professional purposes.
3. Comparative Analysis: Studying this topic allows you to make comparisons between ancient Indian taxation systems and those of other civilizations or historical periods, offering valuable insights into the broader history of taxation.
4. Research Skills: Researching and studying this subject can sharpen your research skills, including your ability to gather historical evidence, analyze data, and draw meaningful conclusions.
5. Interdisciplinary Knowledge: You may gain interdisciplinary knowledge by exploring the intersections between economics, history, politics, culture, and society in ancient India.

6. Awareness and Advocacy of historical tax records and understanding the role of taxation in ancient societies, Contribution to Indian Studies , Cross-Cultural Understanding ,Personal Enrichment Heritage Preservation

UNIT – I	<b>Taxation In India -Gensis and Evolution</b>	15
	Taxation In Mauryan -Kautilyas Arthshtrashatra on Taxation	
	Taxation In Gupta Era	
	Taxation In Medieval India -Delhi sultanate and Mughal Era	
UNIT – II	<b>Principles and types of taxation in Ancient India</b>	15
	Historical perspectives of Taxation in India	
	The General Principles of Ancient Indian Taxation system	
	Types of Taxation in Ancient India -tax exemption and additional taxation	
Methods of tax collection		

References –

1. "The Cambridge Economic History of India" edited by Dharma Kumar and Meghnad Desai
2. "Indian Economy, 1858-1914" by R.C. Dutt
3. "The State and Taxation in India: A Comparative Study" by Ursula Hicks
4. "Indian Society and the Making of the British Empire" by C.A. Bayly
5. "The Agrarian System of Mughal India" by Irfan Habib
6. "Taxation in India: A Historical Survey" by B.R. Tomlinson
7. "Economic History of India" by R.C. Dutt
8. "Fiscal Policies and the World Economy: An Indian Perspective" by Amaresh Bagchi

**INDIAN KNOWLEDGE SYSTEM VERTICAL**  
**PROGRAMME NAME B.COM PART -I SEMESTER -I**  
**GENERAL IKS**  
**ANCIENT INDIAN ECONOMIC SYSTEM**

<b>COURSE CREDIT</b>	<b>NO. OF HOURS PER WEEK</b>	<b>TOTAL LECTURES</b>	<b>TOTAL MARKS</b>
<b>02</b>	<b>02</b>	<b>30</b>	<b>50</b>

**Objectives:** Objectives –

Studying the periods in Ancient Indian Economy, as outlined above, provides a comprehensive understanding of the economic evolution of ancient India. Here are some objectives and potential outcomes of studying these periods:

1. Understanding Economic Development: By studying each period, one can grasp the economic advancements and changes that occurred over time. This includes shifts in agricultural practices, technological innovations, trade patterns, and socio-political structures.
2. Analysis of Agricultural Practices: Investigating the transition from the Civil Experiment period to the Use of Plow for Agriculture period allows for an examination of how agricultural techniques evolved and their impact on productivity, land use, and social organization.
3. Exploring Technological Advancements: The Use of Iron and Growth of Cities period sheds light on the role of technological innovations, such as iron tools, in agricultural productivity, urbanization, and craftsmanship.
4. Trade and Commerce: Understanding the periods of Stabilization and Expansion, Regime Control, and the Use of Coin and Roman Trade helps in analyzing the growth of trade networks, the emergence of markets, and the influence of external factors on the economy, such as the interactions with other civilizations like Rome.
5. Political Economy: Investigating the periods of Regime Control and Beginning of Feudalism provides insights into the relationship between political power structures and economic systems, including the role of rulers in economic management, taxation, and land tenure.
6. Monetary Systems: Studying Coinage systems in Ancient India and the use of coins in economic transactions offers insights into the development of monetary systems, the role of currency in facilitating trade and commerce, and the evolution of financial instruments.
7. Land Tenure and Governance: Exploring Land Grants and Ancient Indian Economic System provides an understanding of land ownership, distribution, and management systems, as well as the socio-economic implications of land grants by rulers and institutions.
8. Historical Context: By contextualizing economic developments within broader historical narratives, such as socio-cultural changes, religious influences, and environmental factors, one can gain a deeper understanding of the complexities of ancient Indian society and its economic dynamics.

Outcome-wise, studying these periods contributes to a more nuanced understanding of ancient Indian economy, its resilience, adaptation to change, and the interconnectedness of various socio-economic factors. It also provides valuable insights for comparative analyses with other ancient economies and informs contemporary debates on economic development, governance, and sustainability.

**Course Outcomes-On completion of the course:**

1. Insights into Economic Resilience: By examining how ancient Indian economy adapted to various challenges and transitions over time, such as changes in agricultural practices, technological advancements, and external influences, we gain insights into the resilience of economic systems and their ability to evolve in response to changing circumstances.
2. Understanding of Socio-Political Dynamics: Studying the interplay between economic developments and political structures, including the role of rulers, governance systems, and the emergence of feudalism, provides a deeper understanding of the socio-political dynamics that shaped ancient Indian society.
3. Appreciation of Trade Networks and Cultural Exchanges: Analysis of trade patterns, the use of coinage, and interactions with other civilizations, such as Rome, offers valuable insights into the extent and nature of ancient Indian trade networks, as well as the cultural exchanges and influences that occurred through commercial connections.

4. Recognition of Technological Innovation: By exploring the adoption of new technologies, such as iron tools, and their impact on agricultural productivity, urbanization, and craftsmanship, we gain an appreciation for the role of technological innovation in driving economic growth and societal development in ancient India.

5. Implications for Contemporary Economic Debates: The study of ancient Indian economy provides a historical perspective that can inform contemporary debates on economic development, governance, and sustainability. By understanding the challenges and strategies of ancient economies, we can draw lessons for addressing similar issues in the present day, as well as appreciate the diverse approaches to economic organization and management across different historical contexts.

UNIT – I	<p><b>Introduction to Ancient Indian Economy:</b></p> <ul style="list-style-type: none"> <li>• Civil Experiment (2600 to 1500 BC)</li> <li>• Use of Plow for Agriculture (1500 to 1000 BC)</li> <li>• Stabilization and Expansion (1000 to 600 BC)</li> <li>• Use of Iron and Growth of Cities (600 to 322 BC)</li> <li>• Regime Control (322 to 200 BC)</li> <li>• Grants, Use of Coin and Roman Trade (200 BC to 200 AD)</li> <li>• Beginning of Feudalism (200 AD to 500 AD)</li> </ul>	15
UNIT – II	<ul style="list-style-type: none"> <li>• <b>Coins and Problems in Ancient Indian Economic History</b> <ul style="list-style-type: none"> <li>I. Introduction to Ancient Indian economy</li> <li>II. Coinage systems in Ancient India</li> </ul> </li> <li>• <b>Land Grants and Ancient Indian Economic System</b> <ul style="list-style-type: none"> <li>I. Introduction to Land Grants</li> <li>II. Types of Land Grants in Ancient Indian Economic System</li> </ul> </li> </ul>	15

**References—**

1. Ram Sharan Sharma, 1978, Light on Early Indian Society and Economy, Indian Council of Historic Research, New Delhi.
2. Andyopadhyaya, Narayanchandra, 1945, Economic Life and Progress in Ancient India Vol.I: Hindu Period, University of calcutta, Calcutta
3. Das, Santosh Kumar, 1925, Economic History of Ancient India, Santosh Kumar Das, Howrah

PROGRAMME NAME B.COM PART -I SEMESTER -I  
VERTICAL -Indian Knowledge System (IKS)  
COURSE NAME - History of Indian Economic Thought

**OBJECTIVES –**

Studying the economic thought of prominent figures in Indian history, as outlined in Unit I and II, serves several key objectives:

**Unit I: Indian Economic Thought - Kautilya, Thiruvalluvar, Mahatma Phule, Dadabhai Naoroji, Gopal Krishna Gokhale**

**Historical Perspective:** Understand the evolution of economic thought in India by studying the contributions of influential thinkers from various historical periods, providing insights into the economic, social, and political conditions of their times.

**Policy Relevance:** Analyze the relevance of ancient and colonial-era economic theories and policies proposed by figures like Kautilya (Chanakya) and Dadabhai Naoroji in addressing contemporary economic challenges and informing modern policy-making.

**Social Justice:** Explore the emphasis placed by thinkers like Mahatma Phule and Thiruvalluvar on economic justice, social equality, and the upliftment of marginalized communities, highlighting the intersection between economics and social reform movements.

**Nationalist Economic Discourse:** Examine the nationalist economic discourse advocated by leaders such as Gopal Krishna Gokhale, which aimed at promoting indigenous industries, self-reliance, and economic empowerment as means to combat colonial exploitation and achieve national self-determination.

**Intellectual Heritage:** Appreciate the rich intellectual heritage of India by studying the economic ideas of these thinkers, which are often rooted in cultural, ethical, and philosophical traditions, and recognize their enduring influence on Indian economic thought and policy.

**Unit II: Economic Thought of Mahatma Gandhi, Dr. B. R. Ambedkar, M.G. Ranade, R.C. Dutt**

**Gandhian Economics:** Delve into Mahatma Gandhi's economic philosophy centered on self-sufficiency, decentralized production, village-based economy (Swadeshi), and ethical principles of trusteeship, exploring its implications for economic development, social harmony, and sustainability.

**Social Justice and Inclusion:** Study Dr. B. R. Ambedkar's economic thought, which emphasizes social justice, equality, and the empowerment of oppressed castes through economic and political reforms, shedding light on the intersections between economics, politics, and social justice movements.

**Moderate Nationalism:** Understand the economic ideas of M.G. Ranade, who advocated moderate nationalism and economic reforms aimed at industrialization, modernization, and social progress within the framework of British colonial rule, contributing to the intellectual foundations of India's nationalist movement.

**Marxist Perspective:** Examine the Marxist critique of colonialism, capitalism, and imperialism articulated by R.C. Dutt, analyzing its relevance to understanding economic exploitation, class struggle, and the dynamics of economic development in colonial and post-colonial contexts.

**Pluralistic Discourse:** Appreciate the diversity of economic thought in India by studying the perspectives of these thinkers, which range from Gandhian ideals of simplicity and self-reliance to Marxist critiques of capitalist exploitation, enriching economic discourse with multiple theoretical and ideological perspectives.

By studying the economic thought of these prominent figures, students can gain a comprehensive understanding of India's economic history, intellectual traditions, and diverse approaches to addressing economic challenges, thereby fostering critical thinking, historical awareness, and informed engagement with contemporary economic issues.

**Course Outcomes—**

After going through the course, learners will be able to

1. comprehend the ancient economic thought
2. illuminate the contributions of leading Indian economists in the pre-independence era and summarize the economic ideas prevalent in ancient
3. India recognizes the contribution of Kautilya and Thiruvalluvar to economics
4. Appreciate the contribution of pre-independent Indian economic thinkers to economics
5. Evaluate the Gandhian economic thought and its relevance to modern India.
6. Discover the justifications offered by Dr. B. R. Ambedkar for addressing India's economic problems.
7. realize the economic issues faced by India during the Colonial period

UNIT-I Indian Economic Thought – Kautilya, Thiruvalluvar, Mahatma Phule, Dadabhai Naoroji, Gopal Krishna Gokhale	1.1 Views of Kautilya's Arthashastra - Varta, Agriculture and Animal Husbandry, Labour, Trade, Population, Private Poverty, Interest, Welfare State and Public Finance 1.2 Views of Thiruvalluvar-Wealth, Poverty, Agriculture, and Welfare State 1.3 Mahatma Phule's Views on Agriculture and Farmers 1.4 Dadabhai Naoroji's Views on Poverty, Economic Drain Theory 1.5 Gopal Krishna Gokhale's views on Indianization of power and public expenditure	15
UNIT-II Economic Thought of Mahatma Gandhi Dr. B. R. Ambedkar, M.G. Ranade . R.C. Dutt's	2.1 M.K. Gandhi's Views on -Self-Sufficient Village Economy, Sarvodaya, Swadeshi, Doctrine of Trusteeship 2.2 Dr. B. R. Ambedkar's views on - State Socialism, Public Finance, Problem of the Rupee 2.3 M.G. Ranade's views on poverty and the agricultural economy 2.4 R. C. Dutt's views on Land Taxation and Public Finance	15

**References: -**

- 1) Some Economic Aspects of British Rule in India- Iyer, G.S. (1903- Madras: Swadesamitran Press.
- 2) Gokhale and Economic Reforms- Kale, Vaman Govind (1916), Arya Bhushan Press, Poona
- 3) Gopal Krishna Gokhale and The Impact of The West- D.B. Mathur (1961), The Indian Journal of Political Science Vol. 22, No. 4 (1961), pp. 301-311 (11pages), Published By: Indian Political Science Association
- 4) The Collected Works of Mahatma Gandhi, 90 volumes- Gandhi, M.K. (1958-84), New Delhi: Publications Division, Government of India.

- 5) A Preliminary Study of the Growth of National Income in India, 1857–1957, International Association for Research in Income and Wealth, Asian Studies in Income and Wealth, Mukherjee, M. (1965).
- 6) Dadabhai Naoroji and the Mechanism of External Drain'- Ganguli, B.N. (1965), Indian Economic and Social History Review, vol. 2: 85–102
- 7) Agriculture: Producer's Rationality and Technical Change- Dasgupta, S. (1970), Bombay: Asia Publishing House.
- 8) The Theory of Economic Drain: The Impact of British Rule on the Indian Economy, 1840–1900- Mukherjee, T. (1972), University of Michigan Press
- 9) My Days with Gandhi- Bose, N.K. (1974), Bombay: Orient Longman.
- 10) Dasgupta, A. (1993). A History of Indian Economic Thought. London: Routledge.
- 11) Pope, G. U., W. H. Drew, John Lazarus, and F. W. Ellis, translators. (1958), Thirukkural. Madras: The Saiva Siddhanta Works Publishing Society.
- 12) Rangarajan, L. N., translator. (1987), Kautilya: The Arthashastra. London: Penguin.
- 13) Spengler, J. J. (1971), Indian Economic Thought: A Preface to Its History. Durham, N.C.: Duke University Press.
- 14) Sundaram, P. S., translator. (1990) Thiruvalluvar: The Kural. London: Penguin

<b>COURSE CATEGORY/VERTICAL</b> <b>INDIAN KNOWLEDGE SYSTEM (IKS)/ VERTICAL</b> <b>PROGRAMME NAME B. COM PART-I SEMESTER-I</b> <b>IKS -COURSE NAME- ANCIENT INDIAN MANAGEMENT</b>			
COURSE CREDIT	NO. OF HOURS PER WEEK	TOTAL LECTURES	TOTAL MARKS
<b>02</b>	02	30	50

#### **COURSE OBJECTIVE –**

To impart an overview of Indian Ethos and to instil the knowledge of personality development, management and leadership wisdom through the principles, counsel and experiences articulated by the Vedas and exemplary leaders namely, Sri Krishna and Chanakya.

1. To understand and remember the various principles and elements of Indian ethos; To harness the immense powers hidden “within” the Self and use these intrinsic tools for self-management and personality development; To learn the appropriate use of the human mind to actualize and maximize human potential; To develop a holistic perspective of life.
- 2 To gain insight of and develop competence in the various management principles and leadership skills highlighted in the ancient Vedas.
3. To comprehend, explain, relate and interpret the managerial and leadership qualities of Sri Krishna To synthesize and develop practical wisdom to apply them in the real world.

#### **COURSE OUTCOME**

CO1 – To understand and remember the various principles and elements of Indian ethos; To harness the immense powers hidden “within” the Self and use these intrinsic tools for self- management and personality development; To learn the appropriate use of the human mind to actualize and maximize human potential; To develop a holistic perspective of life.

CO2 – To gain insight of and develop competence in the various management principles and leadership skills highlighted in the ancient Vedas.

CO3 – To comprehend, explain, relate and interpret the managerial and leadership qualities of Sri Krishna

CO4 – To appreciate the significance of management and leadership principles and techniques from Chanakya’s Arthashastra;

CO5 - To synthesize and develop practical wisdom to apply them in the real world.

<b>UNIT -1</b>	<b>VEDIC WISDOM FOR MANAGEMENT AND LEADERSHIP</b> Vedic Wisdom for Management Financial management, Marketing management, Production Management, Human resources management, Vedic Model of Excellence, Excellence in Action Vedic Wisdom for Leadership Leadership Qualities, Managing Subordinates and Rivals, Social Justice	15
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<b>UNIT-II</b>	<p><b>MANAGEMENT AND LEADERSHIP LESSONS FROM SRI KRISHNA</b></p> <p><b>Management lessons from Sri Krishna</b> Dignity of Work, Reality assessment, multi-tasking, team management, Management of uncertainties and failures, Time management</p> <p><b>Leadership lessons from Sri Krishna</b> Leadership by example, excellent judgement, art of managing through chaos, Out of box approach, Emotional quotient as a leadership tool</p> <p><b>MANAGEMENT AND LEADERSHIP LESSONS FROM CHANAKYA'S ARTHASHASTRA</b></p> <p>Management lessons from Arthashastra Managing Finance, Teamwork, Strategy Leadership lessons from Arthashastra Leadership qualities, Seven pillars of business, Three aspects of success</p>	<b>15</b>
<p><b>ESSENTIAL READINGS</b></p> <p>1.Nandgopal, R. &amp; Sankar, R.N.A., Indian Ethos &amp; Values in Management, Tata McGraw Hill Education</p> <p>. Khandelwal, Indian Ethos and Values for Managers, Himalaya Publishing House, 2009</p> <p>3.Vedic Management – The holistic approach to managerial excellence by Dr. S. Kannan, Taxmann</p> <p>4.Management Wisdom of Lord Krishna by Dr. Udai Vir Singh</p> <p>5.Raja Rishi Leadership by S K Chakraborti</p> <p>6.Ganjre, A.K., Pawar, P. &amp; Laxman R., Indian Ethos - Modern Management Mantra, Himalaya Publishing House</p> <p>7.Agarwal, T. &amp; Chandorkar, N., Indian Ethos in Management, Himalaya Publishing House</p> <p>8.Debashish Chatterjee 18 Leadership sutras from the Bhagavad Gita Wiley</p>		

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**  
**FACULTY: COMMERCE AND MANAGEMENT**  
**CLASS: B. COM-I (SEM.-I)**

**COURSE NAME: PAPER -I- Introduction to National Service Scheme**

COURSE CREDIT	NO.OF HOURS PER WEEK	TOTAL LECTURES	TOTAL MARKS
02	02	30	50

**1.1 Preamble:**

The NSS students of B. A. Part-I can better understand all latest concepts of National Service Scheme. Introduction to National Service Scheme is part of these courses deals with the study of concept. Social services are a range of public services intended to provide support and assistance towards particular groups, which commonly include the disadvantaged. They may be provided by individuals, private and independent organizations, or administered by a government agency.

**1.2 Objectives of the Course:**

1. Make students familiar with concept of National Service Scheme and its use in present Social studies.
2. To sensitize the students about background knowledge of NSS, Social Science.
3. To Familiarize the students with social concepts in Society and Social problem.

**1.3 Learning Outcomes of the Course:** The students will be able to

1. The course will provide an understanding the fundaments of National Service Scheme.
2. To understand special camping programme.
3. Students understood the NSS regular Activities

**1.4. Programme Specific Outcomes:**

1. Students understood History, basics concept of NSS specially related to social work.
2. Students identified NSS, regular activities

**1.5 Programme Outcomes:**

1. Students understood basic concepts, information related to National Service Scheme.
2. Students acquired basic knowledge, processes related with NSS.
3. Students acquired skills in Social Work (Rally, Voter Awareness, Campus cleaning, tree plantation).

**1.6 Eligibility for admission:** Students who have passed 12th (S.Y.J.C.) Arts, Science, and Commerce

or similar exams will be admitted to this class.

**1.7 Programme Duration:** The structure of B.A. in NSS has five semesters in total covering a period of three years.

**1.8 Duration of the Course:** B. A. First Year comprises two semesters. Each semester will have two theory papers two papers of 20 marks for End Semester Examination and two papers 05 marks for Internal Evaluation for each paper.

**1.9 Modes of Internal Evaluation:** Assignment, Tutorial, Presentation, MCQs via Google, Field Visits, any other suitable mode along with marks for Attendance of the students.

**1.10 Medium of Instruction:** Marathi

UNIT-I	Introduction to National Services Scheme 1.1 History, Nature &Development of NSS 1.2 Aims, Objectives, Moto and Emblem of NSS 1.3 Organizational Structure of NSS 1.4 NSS Activities	15
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	1.5 Budget of NSS 1.6 Importance of NSS	
UNIT-II	Structure of NSS Unit 2.1 Structure of NSS Unit 2.2 Yearly Action Plan of NSS Unit 2.3 Advisory committees & their functions 2.4 Opportunities for Volunteers 2.5 Roles and Responsibilities of Program Officer 2.6 Role of Principal 2.7 How write reports of NSS Activities	<b>15</b>

**Reference**

- 1) Salunkhe P.B.Ed, Chhtrapati Shahu thePillar ofSocial Democracy
- 2) National Service Scheme Manual, Govt.of India
- 3) Training Programme on National Programme Scheme TISS
- 4) Orientation Courses for N.S.S. Programme Officers, TISS
- 5) Hans Gurmeet, Case Materialasa Training Aid for Field Workers
- 6) Tarachand, History of the Freedom Movement in India Vol. II
- 7) KapilK. Krishan, Social Service Opportunities in Hospitals(TISS)
- 8) Ahuja Ram, Social Problems in India.

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR  
 FACULTY: COMMERCE AND MANAGEMENT  
 CLASS: B. COM-I (SEM.-II)  
 COURSE NAME: PAPER -II - **Study of Indian Social Reformers**

COURSE CREDIT	NO.OF HOURS PER WEEK	TOTAL LECTURES	TOTAL MARKS
02	02	30	50

**1.1 Preamble:**

The NSS students of B.COM . Part-I can better understand all latest concepts of Study of Indian Social Reformers Introduction to Study of Indian Social Reformers is part of these

courses deals with the study of concept Social services are a range of public services intended to

provide support and assistance towards particular groups, which commonly include the disadvantaged. They may be provided by individuals, private and independent organizations, or

administered by government agency.

**1.2 Objectives of the Course:**

1. Make students familiar with concept of Indian Social Service and its use in present Social studies.
2. To sensitize the students about background knowledge of NSS, Social Science.
3. To Familiarize the students with social concepts in Society and Social problem.

**1.3 Learning Outcomes of the Course:** The students will be able to

1. The course will provide an understanding the fundaments of Indian Social Service
2. Students sensitized about history of social work in India.
3. Students familiarized with contribution of Social reformers.
4. Students understood the National Service Scheme.

**1.4. Programme Specific Outcomes:**

1. Students understood History, basics concept of NSS specially related to social work.
2. Students understood contribution of social reformers

**1.5 ProgrammeOutcomes:**

1. Students understood basic concepts, information related to National Service Scheme.
2. Students acquired basic knowledge, processes related with NSS.
3. Students acquired skills in Social Work.

**1.6 Eligibility for admission:** Students who have passed 12th (S.Y.J.C.) Arts, Science, and Comm

Erce or similar exams will be admitted to this course

**1.7 Programme Duration:** The structure of B.A. NSS has six semesters in total covering A period of three years.

**1.8 Duration of the Course:** B. A. First Year comprises two semesters. Each semester will have theory paper 30 marks for End Semester Examination and 20 marks for Internal Evaluation for each paper.

**1.9 Modes of Internal Evaluation:** Assignment, Tutorial, Presentation, MCQs via Google, Field Visits, any other suitable mode along with marks for Attendance of the students.

**1.10 Medium of Instruction:** Marathi

UNIT -I	<b>History of Social work in India</b> 1.1 Social Service:Definition, concept and Nature 1.2 History of Indian Social Service 1.3 Characteristics Indian Social Service- Before Independence & After Independence	15
UNIT- II	<b>Contributions of Social Reformers</b> 2.1 Swami Vivekanand 2.2 Mahatma Gandhi 2.3 Mahatma Jotiba Phule 2.4 Rajshri Shahu Maharaj 2.5 Sant Gadage Baba 2.6 Baba Amte	15
<p><b>References—</b></p> <p>1) FadakeG.D.,(Sampadak)—Mahatma Fule Samagra Wangmaya.      2) SalunkheP.B.,(Sampadak)—Mahatma Fule Gourav Granth.      3) NarkeHari,(Sampadak)-MahatmaFule:Shodhachya NavyaWata.      4) BhosaleS.S.,(Sampadak)—KrantiSukte:RajarshiChhatrapatiShahu      5) PawarJaysingrao,(Sampadak)—Rajarshi Shahu Smarak Granth      6) Dr.Babasaheb Ambedkar lekhanaani Bhashane khand18,Bhag—1,2,3.      7) ToksalePrajacta-VyavysaikSamajkarya      8) Dr.V.C.Dande:NationalServiceSchemeReview      9) JoshiV.N.-BhartiyTatvdnyanachabruhadIthas,Khand10      10) YadilIndumati-BharatratnaShendgeDipak(Anuwad)-MadarTeressa.      11) Marathi Vishwakosh, Khand12.      12) BhagatR.T.-SwamiVivekanandTeAcharyaVinoba.      13) Sheth Purushottam,Khambete Jayashri, ManeShailajaRashtriyaSevaYojna      14) Mishr Anupam-Aaj BhikharehaiTalab(Hindi)      15) ThotePurushottam—Samaj karyachi Multatve      16) BhideG.L.,MaharashtratilSamajSudharanechaltihaas</p>		



## **PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

**Syllabus as per NEP-2020**

**Name of the Faculty : All Faculties**

**Name of the Course : UG Part I : National Cadet Corps (N.C.C.)**

**Subject : Co-Curricular Course (CC)**

**Name of the Paper : National Cadet Corps (N.C.C.)**

**Course Codes:**

**Sem I - Paper I: NCC/OE/**

**Sem II- Paper II: NCC/OE/**

**With effect from June- 2024**

**Title of the Paper:**  
**National Cadet Corps (NCC) (Semester I & II)**

**PREAMBLE:**

NCC is a discipline that instills among the youth the qualities of unity, discipline, social service, leadership, personality development and patriotism. Presently, the youth in India need to be motivated and inspired to join armed forces and to provide selfless service to the country. NCC has proved to be an effective means of developing character of the students and making them the citizens worthy of the nation. Therefore, it was felt necessary that the discipline should be made a part of the curriculum. As a result, the subject NCC Studies has been introduced as an elective course.

**OBJECTIVES:**

1. Develop character, camaraderie, discipline, secular outlook, the spirit of adventure, sportsman spirit and ideals of selfless service amongst cadets by working in teams.
2. To create interest in cadets by including and laying emphasis on those aspects of institutional Training which attract young cadets into the NCC.
3. To inculcate defence Services work ethos that is characterized by hard work, sincerity of purpose, honesty, ideal of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.
4. To create a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose.
5. To provide conducive environment to motivate young Indians to choose the Armed Forces as a career.
6. To teach and develop the qualities such as self-discipline, self-confidence, self-reliance and dignity of labour in the cadets.

**Structure of the Course:**

<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>No of Credits</b>	<b>No of Lectures</b>	<b>Practical Hrs</b>
I	NCC/CC/101	National Cadet Corps Paper I	02	15 L	30 P
II	NCC/CC/202	National Cadet Corps Paper II	02	15 L	30 P

**SEMESTER - I**  
**Paper I: National Cadet Corps**  
**Course code: NCC/CC/**

**Course Objectives:**

1. To make the cadets aware of the origin and development of NCC
2. To inculcate a sense of fellow feeling and comradeship among the cadets
3. To make the cadets aware of their duties towards the society and country
4. To develop the cadets as responsible citizens of India
5. To instill sense of selfless service among the cadets
6. To inculcate unity and discipline among the cadets

**Course Outcomes:** On successful completion of this course, students will be able to

CO 1 – develop a sense of comradeship  
 CO 2 – realize his/her duties towards the society and nation  
 CO 3 – contribute in the development and safety and security of the country  
 CO 4 – behave as a responsible person  
 CO 5 – assist the society without any expectations  
 CO 6 – make oneself a disciplined human being

**Course Content**

UNIT	Description	L / P	Credits	CO
<b>I</b>	<b>Personality Development</b> 1. Factors 2. Self-Awareness 3. Empathy 4. Creative and Critical Thinking Decision Making and Problem Solving	<b>15 L</b>	<b>1</b>	<b>CO 1</b> <b>CO 2</b> <b>CO 3</b>
<b>III</b>	<b>Practical</b> 1. Social Service and Community Development 2. Swachh Bharat Abhiyan 3. Celebration of Independence Day 4. Social Awareness Rally	<b>30 P</b>	<b>1</b>	<b>CO 4</b> <b>CO 5</b> <b>CO 6</b>

**Semester II**  
**Paper II: National Cadets Corps**  
**Course code: NCC/CC/**

**Course Objectives:**

1. To make the cadets aware of natural and manmade disasters
2. To orient the cadets about the assistance during disasters
3. To explain the organization and mechanism of disaster management
4. To illustrate the road safety and rail safety measures
5. To classify the dos and don'ts of road and rail safety
6. To motivate them regarding conservation and environmental consciousness

**Course Outcomes:** On successful completion of this course students, will be able to

- CO 1 – define the various types of disasters
- CO 2 – assist the affected people during the disasters
- CO 3 – understand and explain the mechanism of disaster management
- CO 4 – to realize and follow the rules for rail and road safety
- CO 5 – choose between the pros and cons of safety
- CO 6 – contribute in the sustainable development of the environment

**Course Content**

UNIT	Description	L / P	Credits	CO
<b>I</b>	<b>Leadership</b>			
	1. Qualities of a Leader 2. Traits 3. Indicators 4. Motivation 5. Moral Values 6. Honour Code	15	1	CO 1 CO 2 CO 3
<b>II</b>	<b>Practical</b>			
	1. Social Service and Community Development Activities 2. Swachh Bharat Abhiyan 3. Celebration of Republic Day 4. Exposure Visits to Places of National Importance	30 P	1	CO 4 CO 5 CO 6

**Co-Curricular Activity:**

Exposure visit to a place of national importance

Field Visit to a place such as army camp, NDA etc

**References:**

DGNCC Mobile App by HQ, Directorate General NCC, New Delhi

Cadets Handbook: Common Subjects. DGNCC

Cadets Handbook: Specialized Subject-Army. DGNCC

## **EXAMINATION PATTERN**

### **Continuous Internal Assessment (10Marks)**

Unit Test / Oral exam will be conducted for each semester

### **Practical Examination: (20 Marks)**

Practical examination will be conducted for each semester by the external ANO / PI Staff

Drill, DST, FB7BC, Map Reading, SSCD

### **Semester End Examination (20 Marks)**

Four questions to be set on theory and practical topics

### **Paper Pattern for Semester End Examination (20 Marks)**

## **Question Paper Pattern**

**Name of the Course: Minor**

**Name of the Paper: NCC Studies**

**Paper I & II SEM- I & II**

**Course Code: NCC/CC/ &**

**Q. 1 Rewrite the following sentences by choosing the correct alternative.**

04 Marks (All Units)

**Q. 2 Write answers in short (any TWO out of four)**

06 Marks (Theory Units)

**Q. 3 Broad Question (any one)**

05 Marks (Theory Units)

**Q. 4 Broad Question**

05 Marks (Theory Units)

**PUNYASHOLK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**



**NAME OF FACULTY: INTER DISCIPLINARY STUDIES**

**UNDER- PHYSICAL EDUCATION**

**C0-CURRICULAR COURSE (CC) AS PER NEP 2020**

**SYLLABUS FOR**

**HEALTH AND WELLNESS, YOGA EDUCATION, SPORTS & FITNESS**

***(B.A, B.Com, B.Sc, B.B.A, B.C.A, and all Non AICTE offered UG Programs)***

***(w.e.f. June-2024)***

## **CO-CURRICULAR COURSE (CC)**

### **HEALTH AND WELLNESS, YOGA EDUCATION, SPORTS & FITNESS**

#### **SEMESTER – I & II**

**LEVEL- 4.5 UNDER GRADUATE CERTIFICATE**

**4 CREDITS**

**The National Education Policy (NEP) 2020 recognizes sports as a critical component of experiential learning, aimed at cultivating skills such as collaboration, self-initiation, self-direction, self-discipline, teamwork, responsibility and citizenship. Following these Principles the syllabus is framed accordingly**

#### **COURSE DESCRIPTION**

This course focuses on the exploration of health and wellness practices for managing stress and promoting positive lifestyle. These strategies will help for crisis-based care and personality development of the students. Yoga and its use for preventive measure for health and diseases. Need of physical education and sports for students with special needs for health and wellness. This course will impart knowledge of rules and regulations of games/sport, role of nutrition for good health and use of test and measurement for fitness and sports skills.

#### **OBJECTIVES OF THE COURSE**

1. To develop awareness about health and wellness.
2. To develop awareness about yoga education.
3. To develop awareness about sports and fitness.
4. To encourage students to adopt healthy lifestyle.
5. To improve social and mental health of students.
6. To improve awareness about physical fitness.

#### **COURSE OUTCOMES**

Students will be able to get aware about health, wellness, yoga and fitness its various implication in daily life. The knowledge gained by this course will help on wellbeing and promotion of health behavior. Fundamental skills of the games, important tournaments and venues, Sports personalities and sports awards.

**Outline of syllabus**  
**Semester – 1 (Credit-2)**  
**CC- 101 : Health, Wellness and Fitness. (Theory Course: UA)**

**Unit I: Introduction, Definition, Components Of Health.**

- 1.1: Definition, meaning of Health.
- 1.2: Components of Health: Physical, Emotional, Social & Intellectual.
- 1.3: Personal Hygiene.
- 1.4: Function of Organization: WHO, Redcross, NIH.

**Unit II: Introduction Of Fitness and Wellness.**

- 2.1: Definition, Meaning of Wellness.
- 2.2: Dimensions of Wellness.
- 2.3: Balance Diet and its Components (Macro and Micro).
- 2.4: Meaning and components of Fitness.

**College Assessment:**

**Practical- Project: Ball Games (Any one game)**

Football/ Handball/ Volleyball/ Basketball/Baseball/Softball.

**Fitness Test: AAHPER Youth Fitness Test.**

1. Pull ups (for boys), Flexed Arm Hang (for girls).
2. Bent knee Sit-ups (1min.)
3. 4x10 mtr. Shuttle Run.
4. Standing Broad Jump.
5. 50 yard Dash.
6. 12 min. Run/Walk Test.

**Outline of syllabus**  
**Semester – 2 (Credit-2)**  
**CC- 102: Yoga Education and Sports. (Theory Course: UA)**

**Unit I: Yoga Education.**

- 1.1 : Definition, meaning of Yoga.
- 1.2 : Aims and objectives of Yoga.
- 1.3 : Need and Importance of Yoga.
- 1.4: Asanas and Pranayama: Effect on various systems in human body.

**Unit II: Sports And Yoga.**

- 2.1 : Role of Yoga in sports
- 2.2 : Need and Importance of Yoga in Sports.
- 2.3 : Benefits of yoga in sports.
- 2.4 : Carrier opportunities in Yoga and Sports.

**College Assessment:**

**Practical I- Project: Racket Sports (Any one Sport)**

Badminton/Table Tennis/ Tennis/Squash

**Practical II – Demonstration of Asanas and Pranayama.**

Any two of the said positions i.e. Sitting, Standing, Supine and Prone position.

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**  
**Faculty of Interdisciplinary Studies.**  
**Evaluation Pattern (2 Credit Paper).**

Nature Of Assessment	Total Marks	Passing Marks
<b>CA (College Assessment)</b>	20	08
<b>UA (University Assessment)</b>	30	12

**Internal Work:** Home Assignments/Unit Test/Seminar/Field Work/ Study Tour Report/ Case Study/ Skill Test, Choice of Subject Teacher.

**Nature of Question Paper: 2 Credit Paper.**

**Time: 1:30 hours.**

**Marks: 30**

**Instruction: 1)  
2)**

**Question 1. Choose the correct alternative.**

**06**

<b>1)</b>	<b>a)</b>	<b>b)</b>	<b>c)</b>	<b>d)</b>
<b>2)</b>	<b>a)</b>	<b>b)</b>	<b>c)</b>	<b>d)</b>
<b>3)</b>	<b>a)</b>	<b>b)</b>	<b>c)</b>	<b>d)</b>
<b>4)</b>	<b>a)</b>	<b>b)</b>	<b>c)</b>	<b>d)</b>
<b>5)</b>	<b>a)</b>	<b>b)</b>	<b>c)</b>	<b>d)</b>
<b>6)</b>	<b>a)</b>	<b>b)</b>	<b>c)</b>	<b>d)</b>

**Question 2. Write short answers. (Any two)**

**06**

**1)  
2)  
3)  
4)**

**Question 3. Write short answer/short note.**

**06**

**1)**

**Question 4. Write the detail answer (Broad answer type question) (Any One). 12**

**1)  
2)**

## Reference Books:

1. भारत वैद्यकशास्त्र (१९९२) डॉ. एयाम अंटेकर, भारत वैद्यक संस्था .
2. Test Measurement and Evaluation in Sports and Physical Education, Dr. Devinder K. Kansal, Friends Publications (India).
3. Gharote, M.L. & Ganguly, H. (1988). Teaching Methods for Yogic Practices. Lonavala Kaivalyadham.
4. Health and Wellness- Advika Singh 2021
5. Health and Wellness- Gordon Edlin, Eric Golanty 2009
6. Positive Psychology Snyder C.K. & Lopez S.J 2007
7. Mental health workbook by Emily Attached & Marzia Fernadoz 2021
8. Mental Health workbook for women: Exercise to transform Negative thoughts and Improve well-being by Nash Lorick 2022
9. Lifestyle Diseases: Lifestyle Disease management by C. Nyambichu & Jeff Lumiri 2018
10. Yoga for healthy life- Acharya Pratishtha 2016
11. Shatkriya Impact on health- Siddappa Naragati 2020
12. Effective Yoga for health and happiness- B.K Trehan 2009
13. Yoga for Health & Personality- Dr. G Francis Xavies
14. Yogic therapy – Swami Sivananda Saraswati of Umchal Ashram
15. Yogi Therapy- Swami Kuvalayananda and Dr. S.L.Vinekar
16. Your diet in health and disease – Harry Benjamin
17. Protective Diet in health and disease – K.L.Mjkhopadhyay
18. Nutrition & Wellness for life- Dorothy F West 2011
19. Fundamentals of Foods, Nutrition and Diet Therapy- Sumati R. Mudambi · 2007
20. The Impact of Nutrition and Diet on Oral Health- F.V. Zohoori, R.M. Duckworth · 2019
21. Nutritive Value of India Foods- C. Gopalan, B.V. Rama Sastri & S.C. Balasubramaniam
22. The Big Book of Health and Fitness: Philip Maffetone · 2012
23. Concepts in Fitness Programming- Robert G. McMurray · 2019

### **Revision of Syllabi:**

1. Syllabi of course should be revised if necessary
2. Revised Syllabi of each semester should be implemented in a sequential way
3. In course where units/ topics related to University/UGC provisions regulations or laws, which change to accommodate the latest developments changes or corrections are to be made consequently as recommended by the Academic Council.
4. All formalities for the revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
5. During every revision up to twenty percent (20%) of the syllabi of the course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi. In case the syllabus of the course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

**Note: - Government of Maharashtra's guidelines should be followed for the student's enrollment (number) to the course.**

# **PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**



**All Faculties**

**NEP- 2020**

**C0- Curricular Course (Cultural) Syllabus**

(with effect from June 2024)

#### **REFERENCES-**

1. "Tally.ERP 9 in Simple Steps" by Kogent Learning Solutions Inc.
2. This book provides a step-by-step approach to learning Tally. It covers the basics of accounting and how to use Tally for various accounting and financial tasks.
3. "Tally.ERP 9 Power of Simplicity" by Dr. P.C. Sharma and CA. Sanjay Saxena
4. This book explains the fundamental concepts of Tally.ERP 9 and guides users through its features, making it easy to understand and use for accounting purposes.
5. "Learn Tally.ERP 9 in 2 Weeks" by Amar Jeet Singh
6. As the title suggests, this book aims to help you learn the basics of Tally in a short period of time. It covers essential features and functions in a concise manner.
7. "Tally.ERP 9 Self Learning Guide" by CA. Kamal Garg
8. This self-learning guide is designed to help users grasp the basics of Tally. It includes practical examples and exercises to reinforce your understanding.
9. "Tally.ERP 9: Beginners' Guide" by P. Muthukumar
10. This book is suitable for beginners and provides a comprehensive introduction to Tally. It covers topics like creating and maintaining accounts, inventory management, and generating reports.
11. "Tally.ERP 9 - A Comprehensive Guide" by Atul Kumar
12. This comprehensive guide covers both the basics and advanced features of Tally. It is suitable for users looking to explore Tally's capabilities in depth.
13. "Tally.ERP 9 in Simple Steps (Hindi Edition)" by Kogent Learning Solutions Inc.
14. If you prefer learning in Hindi, this book provides a step-by-step guide to Tally in the Hindi language.
15. "Mastering Tally.ERP 9" by Mohammed Javed
16. For users who want to go beyond the basics and master Tally, this book offers insights into advanced features and customization options.

पुण्यश्लोक अहिल्यादेवी डिंोळकर सोलापूर हवद्यापीठ, सोलापूर  
 सांस्कृहिक हवभागांगिगी अभ्यासपूरक पाठ्यक्रम (CC) स्त्रा  
 हवद्याशाखा  
 शैक्षाहिक र्वा २०२४-२५, २०२५-२६, २०२६-२७

सत्र पहिले

Paper No.	Code	Title of Paper	Semester Exam			L	P	Total Credits
			Theory	P	Total			
<b>C0- Curricular Course (Cultural) Syllabus</b>								
CC-I (Cultural)		लललतकला : स्वरूप व सादरीकरण एकूण	20	30	50	15	30	2
					50			02

सत्र - दुसरे

Paper No.	Code	Title of Paper	Semester Exam			L	P	Total Credits
			Theory	IA	Total			
<b>C0- Curricular Course (Cultural) Syllabus</b>								
CC-II (Cultural)		अलिनय आलण सालित्यकला: स्वरूप व सादरीकरण एकूण	20	30	50	15	30	2
					50			02

सूचना:

- दोनांदा सत्रांमध्ये २० गुणांची लेखी परीक्षा मिळवद्यालय स्तरावर घ्यावी. यापैकी दिगुणांची परीक्षा दिंदी दिवस्तुलनष्ट (MCQ) असावी.
- १० गुणांचा गुणिपाठ (Home Assignment) घेण्यात यावा.
- प्रात्यलक्षकांसाठी ३० गुण असनुवार नमूद के त्याप्रमाणे कोणत्यांदी एका कलाप्रकाराचे सादरीकरण लवद्यार्थ्याने करणे आवश्यक आहे.
- सदर सादरीकरण लवद्यार्थ्याने मिळवद्यालयाबाबीर के ले असेल आलण त्याचे प्रमाणपत्र अथवा तत्सम पुरावा सादर केल्यास त्या लवद्यार्थ्यास प्रात्यलक्षकाचे गुण आलण श्रेयांक देण्यात यावेत.

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**पुण्यश्लोक अहिल्यादेवी डिलेक्टर सोलापूर हवद्यापीठ, सोलापूर  
सांस्कृहिक हवभागांगिगी अभ्यासपूरक पाठ्यक्रम (CC)  
सत्र पहिले : लहालिकला : स्वरूप व सादरीकरि (CC-I)**

**उहिए :**

**गुंडि : ५०**

- डिंतीय कला परांपरेचा वारसा लवद्यार्थ्यांच्या मनामध्ये रुजलवणे.
- लवद्यार्थ्यांच्या सुप्त कला गुणांना वाव देणे.
- लवद्यार्थ्यांमध्ये सामलिक सिजीवन आलण कलेचे वैचारक अलिष्ठान लनमाण करणे.
- लललतकलेचे स्वरूप घेणे.

**समजनू**

- दृश्यकला व त्याचे लवलवि प्रकार यांचे आकलन डिंेणे.

**साध्यपूळी :**

- डिंतीय कला परांपरेचे लवद्यार्थ्यांना ज्ञान डिंईल.
- लवद्यापी आपले सुप्त कला गुणांचे सादरीकरण करतील.
- कला गुण सादरीकरणातून लवद्याथी सामलिक सिजीवन जगण्याचे कौशल्ये अवगत करतील.
- लललतकलेचे स्वरूप घेतील.

**समजनू**

- दृश्यकला व त्याचे लवलवि प्रकार यांचे आकलन डिंईल.

अ. क्र.	अध्यापनाचे घटक	अध्यापन / प्रात्यहक्षक डिलेक्टर	श्रेयांक
१.	<b>लहालकला : स्वरूप व व्याप्ती</b> १. लललतकलेची सांकल्पना २. लललतकलेची व्याप्ती ३. लललतकलेचे प्रकार : दृश्यकला, प्रयोगरूप कला, सांगीत, सालिया ४. कलेचे मित्त्व	१५	०१
२.	<b>लहालकलाच सादरीकरि</b> १. सांगीत (गायन, वादन), नाट्य, सालिया, दृश्यकला, लोककला आदीपैकी कोणत्यांनी एका कला प्रकाराचे सादरीकरण करणे आवश्यक	३०	०१
	<b>एकूण</b>	४५	०२

### संस्कृता ग्रंथ :

१. दिंतीय प्रयोगकलांचा पररचय व इलतिसः- राजीव नाईक, लोकवाङ्मय गृहि, मुंबई
२. प्रसारमाध्यमे आलण प्रयोगकला:- लवश्राम ढोले, लोकवाङ् गय गृहि, मुंबई
३. लललतकला अलिव्यक्ती:- प्रा. जयप्रकाश जगताप. जगताप पलललके शन
४. दिंतीय म्हू ीकला:- एन. पी. जोशी, प्रसाद प्रकाशन
५. कलेतील दिंतीयत्वाची चळवळः- सुदृंस बुळकर, राजिंस प्रकाशन, पुणे
६. लचत्सांलिता:- मांगेश नारायणराव काळे, कापर काईन प्रकाशन, लदली
७. दिंतीय कलेचा इलतिसः सांध्या शरद के तकर, ज्योत्त्वा प्रकाशन, पुणे
८. <https://jyotsnaprakashan.com/books/marathi/%E0%A4%B5%E0%A4%BF%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A4%BE%E0%A4%A8-%E0%A4%B5-%E0%A4%B6%E0%A4%BF%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A4%A3/bhartiya-kalecha-itihas-jp404>
९. [https://easyiq.in/%E0%A5%AA-%E0%A4%AD%E0%A4%BE%E0%A4%B0%E0%A4%A4%E0%A5%80%E0%A4%AF%E0%A4%95%E0%A4%B2%E0%A4%BE%E0%A4%82%E0%A4%9A%E0%A4%BE%E0%A4%87%E0%A4%A4%E0%A4%BF%E0%A4%B9%E0%A4%BE%E0%A4%A4%B8/](https://easyiq.in/%E0%A5%AA-%E0%A4%AD%E0%A4%BE%E0%A4%B0%E0%A4%A4%E0%A5%80%E0%A4%AF%E0%A4%95%E0%A4%B2%E0%A4%BE%E0%A4%82%E0%A4%9A%E0%A4%BE%E0%A4%87%E0%A4%A4%E0%A4%BF%E0%A4%B9%E0%A4%BE%E0%A4%B8/)

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**पुण्यश्लोक अहिल्यादेवी द्विंदकर सोलापूर हवद्यापीठ, सोलापूर**  
**सांस्कृहिक हवभागांगिगी अभ्यासपूरक पाठ्यक्रम (CC)**  
**सत्र- दुसरे : अहभनय आहि साहित्यकला : स्वरूप व सादरीकरि (CC-II)**

उहिणे :

गुंडी : ५०

- द्विंदतीय कला परांपरेचा वारसा लवद्यार्थ्यांच्या मनामध्ये रुजलवणे.
- लवद्यार्थ्यांच्या सुप्त कला गुणांना वाव देणे.
- लवद्यार्थ्यांमध्ये सामलिक सिजीवन आलण कलेचे वैचारक अलिष्ठान लनमाण करणे.
- लललतकलेचे स्वरूप घेणे.

समजनू

- दृश्यकला व त्याचे लवलवि प्रकार यांचे आकलन दिलेणे.
- लवद्यार्थ्यांमध्ये अलिनयाची जाण लनमाण करणे.
- सांगीत आलण कला यांचा सिसांबि स्पष्ट करून जीवनातील सांगीताचे मित्त घटवनू देणे.

साध्यपूळी :

- द्विंदतीय कला परांपरेचे लवद्यार्थ्यांना ज्ञान दिलेईल.
- लवद्यापी आपले सुप्त कला गुणांचे सादरीकरण करतील.
- कला-गुण सादरीकरणातनू लवद्यापी सामलिक सिजीवन जगण्याचे कौशल्ये अवगत करतील.
- लललतकलेचे स्वरूप घेतील.

समजनू

- दृश्यकला व त्याचे लवलवि प्रकार यांचे आकलन दिलेईल.
- लवद्यार्थ्यांमध्ये अलिनयाची जाण लनमाण दिलेईल.

अ. क्र.	अध्यापनाचे घटक	अध्यापन / प्रात्यहक्क ठोऱ्हसका	श्रेयांक
१.	<b>अहभनय :</b> व्याप्ती व स्वरूप १. अलिनयाची सांकल्पना २. अलिनयाचे प्रकार : अ. कालयक ब. वालचक सूक्त नाट्य, पथनाट्य, एकांलकका इत्यादी)	१५	०१
२.	<b>साहित्यकला सादरीकरि</b> १. सालित्यकलेचे स्वरूप २. सालित्यकलेच्या सादरीकरणाचे प्रकार: अ. वकृ त्व, काव्यवाचन, अलिवाचन ब. वादलववाद, कथाकथन	३०	०१
	एकूण	३०	०२

## संस्कृता ग्रंथ :

१. मराठी नाटक नाटककार : काळ आलण कतारूत्तर खांड १२३- लव. देशपांडे- लदलीपराज प्रकाशन, पुणे
२. वालचक अलिनय - डॉ. श्रीराम लागू - राजिंस प्रकाशन, पुणे
३. मराठी नाटक आलण रांगिमूळी लवसावे शतक- वसांत आबाजी डिके, पाँच्युलर प्रकाशन, मांबई
४. खेळ नाटकाचा: राजीव नाइक, अक्षर प्रकाशन, मुंबई
५. मराठी रांगिमूळी मराठी नाटक घटना आलण परांपरा:- अ.ना. लेशव स्मृती ग्रंथ
६. लिंदुस्थानी सांगीत: अशोक रानडे
७. नाट्य व्यक्ती रेखाटन : पौरालणक ऐलतिलसक- लव. देशपांडे, नवीन उद्योग, पुणे
८. मराठी रांगिमूळी - आप्पाजी लवण्ण कुलकर्णी, वृत्तीनस बुक स्टाल, पुणे
९. नाटक मुक्तलचातन - रवींद्र लाखे
१०. कला आलण मानव - बा. सी. मडेकर, मौज प्रकाशन, मुंबई
११. सांगीत सररता : डॉ. लवदूल ठाकूर, तन्मय प्रकाशन,
१२. नादवेदि : सुलिला लपशवीकर, अच्युत गोडबोले, बुकगांगा पलललके शस्स,
१३. कलापरू चे सरू सांकिक : प्रिकर तांबट, मिश्री प्रकाशन

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**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR  
BFSI**

**Introduction to Data Science  
SYLLABUS**

Course Credits	No of Hrs. Per Week	Total No of Teaching Hours	Total Marks
02	02	30	50
Unit NO	Content		Number of lectures
<b>Unit-1</b>	<b>Introduction to Data Science</b> Evolution of Data Science – Data Science life cycle, Data Science Roles – Stages in a Data Science Project – Applications of Data Science in various fields – Data Security Issues.		7
<b>Unit -2</b>	<b>Data Collection Strategies</b> Introduction to Collection of Data, Primary and Secondary Data, Methods of Collecting Primary Data, Methods of Secondary Data, Statistical Errors, Rounding off Data.		8
<b>Unit 3</b>	<b>Data Pre-Processing Overview</b> Data Cleaning – Data Integration and Transformation – Data Reduction – Data Discretization, Outlier analysis, Testing and Training		7
<b>Unit 4</b>	<b>Model design and Development</b> Model Evaluation using Visualization – Residual Plot – Distribution Plot –, Measures for In-sample Evaluation – Prediction and Decision Making. Generalization Error – Out-of-Sample Evaluation Metrics – Cross Validation – Over fitting – Under Fitting and Model Selection – Prediction by using Ridge Regression – Testing Multiple Parameters by using Grid Search.		8

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR  
BFSI**

**Word Processing Tool  
SYLLABUS**

Course Credits	No of Hrs. Per Week	Total No of Teaching Hours	Total Marks
04	04	60	100
Unit NO	Content		Number of lectures
Unit-1	<b>Introduction to MS Word:</b> Working with Documents -Opening & Saving files, Editing text documents, Inserting, Deleting, Cut, Copy, Paste, Undo, Redo, Find, Search, Replace, Formatting page & setting Margins, Converting files to different formats, Importing & Exporting documents, Sending files to others, Using Tool bars, Ruler, Using Icons, using help.		15
Unit -2	<b>Formatting Documents:</b> Setting Font styles, Font selection- style, size, colouretc, Type face - Bold, Italic, Underline, Case settings, Highlighting, Special symbols, Setting Paragraph style, Alignments, Indents, Line Space, Margins, Bullets & Numbering.		15
Unit 3	<b>Setting Page Style:</b> Formatting Page, Page tab, Margins, Layout settings, Paper tray, Border & Shading, Columns, Header & footer, Setting Footnotes & end notes – Shortcut Keys; Inserting manual page break, Column break and line break, creating sections & frames, Anchoring & Wrapping, Setting Document styles, Table of Contents, Index, Page Numbering, date & Time, Author etc., Creating Master Documents, Web page.		15
Unit 4	<b>Creating Tables:</b> Table settings, Borders, Alignments, Insertion, deletion, Merging, Splitting, Sorting, and Formula. Drawing: Inserting Clip Arts, Pictures/Files etc. Tools: Word Completion, Spell Checks, Mail merge, Templates, creating contents for books, Creating Letter/Faxes, Creating Web pages, Using Wizards, Tracking Changes, Security, Digital Signature. Printing Documents – Shortcut keys.		15
<b>Books Recommended:</b> <ol style="list-style-type: none"> <li>1. Information Technology in Business: Principles, Practices, and Opportunities by James A Senn, Prentice Hall.</li> <li>2. Technology and Procedures for Administrative Professionals by Patsy Fulton-Calkins, Thomson Learning.</li> <li>3. Computer Fundamental MS Office – Including Internet &amp; Web Technology: Anupama Jain(Author), AvneetMehra</li> <li>4. The Complete Reference: Virginia Andersen, McGraw Hill</li> <li>5. MS Office 2007 in a Nutshell: S. Saxena, Vikas Publications</li> <li>6. MS-Office 2007 Training Guide: S. Jain, BPB Publications</li> <li>7. Learning Computer Fundamentals, MS Office and Internet &amp; Web Technology: D. Mai dasani. Reading, Vols. 1 and 2. Macmillan, 1975, Bhasker, W. W. S &amp; Prabhu, N. S</li> </ol>			

### **COURSE NAME: BASICS OF TALLY**

<b>COURSE CREDIT</b>	<b>NO. OF HOURS PER WEEK</b>	<b>TOTAL LECTURES</b>	<b>TOTAL MARKS</b>
<b>02</b>	<b>02</b>	<b>30</b>	<b>50</b>

**Objectives:**

1. To become proficient in accounting principles, practices, and procedures using Tally as a tool for recording financial transactions accurately.
2. To acquire the skills needed to efficiently manage and organize financial data, including income, expenses, assets, and liabilities.
3. To support business operations by using Tally to handle functions like invoicing, inventory management, payroll processing, and taxation.
4. To enhance career prospects in accounting, finance, or related fields by gaining expertise in Tally, which is often a preferred skill for employers.
5. To equip oneself with the knowledge and skills to manage the financial aspects of one's own business effectively

**Course Outcomes-On completion of the course:**

1. Having Tally skills can make students more attractive to potential employers. Many job postings in accounting and finance fields specify Tally proficiency as a requirement or preference.
2. Students who are proficient in Tally may have an advantage when applying for internships in accounting firms, finance departments, or businesses that use Tally for their financial operations.
3. Learning Tally provides students with a versatile skillset. They can work in various industries and sectors, including retail, manufacturing, service, and more.
4. Students interested in starting their own businesses can use Tally to manage their finances effectively, track income and expenses, and ensure compliance with tax regulations.
5. Tally's features can help students understand fundamental financial concepts, such as double- entry bookkeeping, financial statements, and taxation.
6. Tally offers a practical and hands-on learning experience. Students can apply what they learn in class to real-world scenarios, reinforcing their understanding of accounting principles.
7. Students will be acquired the practical knowledge of Tally and Tally ERP.

<b>UNIT – I</b>	<b>Introduction: Basic Concepts:</b> 1. Basic Accounting 2. Business Accounting 3. Payroll Accounting 4. Computerized Accounting 5. Spreadsheet Software 6. Bookkeeping Accounting	15
<b>UNIT – II</b>	<b>Key Features of an Accounting Software:</b> 1. Billing and Invoicing 2. Quotation and Estimation 3. Production Management 4. Taxation Handling 5. Inventory Management 6. HR and Payroll 7. Multiple Currency 8. Outstanding Handling 9. Payment and Expenses Handling.	15

Soft Core	SCT 2.2: ACTUARIAL STATISTICS	No. of credits: 04
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**Unit-1:** Future life time random variable, its distribution function and density function, concept of force of mortality, curtate future life time random variable its probability mass function, deferred probabilities, all these functions in terms of international actuarial notation. Analytical laws of mortality such as Gompertz' law and Makeham's law, single decrement life table, select and ultimate life table. (15L)

**Unit-2:** Concept of compound interest rate, discount factor, present value of the money, nominal rate of interest, force of interest. Assurance contracts with level and varying benefits, such as whole life insurance, term insurance endowment insurance. Means and variances of the present value random variables of the payments under these contracts under the assumption of constant force of interest, when the benefit payments are made at the end of year (discrete set up) or when it is paid at the epoch of death(continuous set up). Actuarial present value of the benefit. Net single premiums. (15L)

**Unit-3:** Annuity contracts, annuity certain, discrete annuity, m-thly annuity, continuous annuity, deferred annuity, present values and accumulated values of these annuities. Continuous and discrete life annuity, such as whole life annuity, temporary life annuity, n-year certain and life annuity, life annuities with mthly payments. Present value random variables for these annuity payments, means and variances. Actuarial present value of the annuity. (15L)

**Unit-4:** Loss at issue random variable, various principle1s to decide net premiums for insurance products and annuity schemes defined in unit II and III, fully continuous premiums and fully discrete premiums, True m-thly payment premiums. Extended equivalence principle to decide gross premiums. Concept of reserve, prospective and retrospective approach. Fully continuous reserve. Fully discrete reserve. (15L)

**Reference Books:**

1. Bowers, JR. N.L., Gerber, H.U., Hickman, J.C., Jones, D.A. and Nesbitt, C.J. (1997): Actuarial Mathematics, 2nd Edition, The Society of Actuaries.
2. Deshmukh S.R. (2009): Actuarial Statistics: An Introduction Using R, Universities Press.
3. Harriett, E.J. and Dani, L. L.(1999): Principles of Insurance: Life, Health, and Annuities, 2nd Edition, Life Office Management Association.
4. Neill, Alistair (1977): Life Contingencies, The Institute of Actuaries.
5. Palande, P. S., Shah, R. S. and Lunawat, M. L. (2003): Insurance in India-Changing Policies and Emerging Opportunities, Response Books.

<b>PROGRAMME NAME B.COM PART -I SEMESTER -II</b> <b>BFSI</b>			
<b>COURSE NAME - FINANCIAL MANAGEMENT -</b>			
<b>COURSE CREDIT</b>	<b>NO.OF HOURS PER WEEK</b>	<b>TOTAL LECTURES</b>	<b>TOTAL MARKS</b>
02	02	30	50
<b>Objectives</b>			
UNIT – I	Financial Management: Meaning - Nature and Scope of Finance - Financial Goal - Profit vs. Wealth Maximization; Finance Functions - Investment, Financing and Dividend decisions.		10
UNIT – II	Management of working Capital: Meaning, significance and types of Working Capital - Calculating Operating Cycle Period and Estimation of Working Capital Requirements - Financing of Working Capital and Norms of Bank Finance - Sources of Working Capital - Factoring services; various committee Reports on Bank Finance - Dimensions of Working Capital Management.		10
UNIT – III	Capital Budgeting: Nature of Investment Decisions; Investment Evaluation Criteria - Net Present Value, Internal Rate of Return, Profitability Index, Payback Period, Accounting Rate of Return: NPV and IRR comparison; Capital Rationing; Risk Analysis in Capital Budgeting. Cost of Capital: Meaning and significance of Cost of Capital - Calculation of Cost of Debt, Preference Capital, Equity Capital and Retained Earnings - Combined Cost of Capital (weighted); Cost of Equity and CAPM;		10
<b>REFERENCES:</b>			
Khan MY, Jain PK, BASIC FINANCIAL MANAGEMENT, Tata McGraw Hill, Delhi , 2005.			
Chandra, Prasanna,. FINANCIAL MANAGEMENT, Tata McGraw Hill, Delhi.			
Bhabatosh Banerjee, FUNDAMENTALS OF FINANCIAL MANAGEMENT, PHI, Delhi, 2010			
Chandra Bose D, FUNDAMENTALS OF FINANCIAL MANAGEMENT, PHI, Delhi, 2010 Preeti Singh, FUNDAMENTALS OF FINANCIAL MANAGEMENT, Ane, 2011.			

<b>PROGRAMME NAME B.COM PART -I SEMESTER -II</b> <b>BFSI</b> <b>COURSE NAME - INVESTMENT - RISK &amp; RETURN</b>			
<b>COURSE CREDIT</b>	<b>NO.OF HOURS PER WEEK</b>	<b>TOTAL LECTURES</b>	<b>TOTAL MARKS</b>
02	02	30	50
<b>Course Objective:</b> The objective of the course is to familiarize the students with the principles and practice of Investment Management. The course will also acquaint the students with the functioning of the Indian Capital Market.			
<u><b>Course Outcomes:</b></u> <p><b>CO1:</b> Describe and to analyze the investment environment, different types of investment vehicles.</p> <p><b>CO2:</b> Enumerate and describe the various financial assets</p> <p><b>CO3:</b> Describe the nuances of Indian capital market</p> <p><b>CO4:</b> Discuss and apply the trading procedures applicable to Indian capital market</p> <p><b>CO5:</b> Describe and calculate risk and expected return of various investment securities</p> <p><b>CO6:</b> Calculate and analyse expected return of various investment tools and the investment portfolio</p> <p><b>CO7:</b> Describe and examine the theory of Portfolio Management</p> <p><b>CO8:</b> Discuss and apply the Markowitz model</p> <p><b>CO9:</b> Describe and apply the Portfolio Management Models in the construction of an efficient portfolio</p> <p><b>CO10:</b> Discuss and apply Sharpe Single Index Model</p>			
<b>UNIT – I</b>	<u><b>INTRODUCTION:</b></u> <b>Investment:</b> Meaning – Characteristics – Importance – Objectives – Factors of Sound Investment – Investment Environment – Investment Media – Principles of Investment – Speculation – Gambling – Investment Process (Theory). <b>Financial Assets:</b> Meaning – Classification – Shares – Debentures – Bonds – Innovative Financial Assets- Properties of Financial Assets (Theory).		(10 Hrs)
<b>UNIT- II</b>	<u><b>RISK AND RETURN ANALYSIS:</b></u> <b>Return:</b> Meaning – Holding Period Return – Equivalent Annual Return – Expected Value of Return – Measuring Returns from Historical Data – Measuring Average Returns over Multiple Period – Arithmetic Average – Geometric Average – Rupee Weighted Average Return (Including Problems). <b>Risk:</b> Meaning – Sources of Risk – Market Risk – Interest Risk – Interest Rate Risk – Purchasing Power Risk – Business Risk – Financial Risk – Types of Risk – Systematic Risk – Unsystematic Risk – Risk Aversion and Risk Premium – Measurement of Risk – Range as a Measure of Risk – Standard Deviation as a Measure of		15 Hrs )

	Risk $-\beta$ as a Measure of Risk (Including Problems).	
<b>Suggested readings:</b>		
<ol style="list-style-type: none"> <li>1. Agarwal: A Guide to Indian Capital Market, New Delhi;</li> <li>2. Avadhani, V.A: Indian Capital Markets, Himalaya;</li> <li>3. Mayo: Investments, 7e Thomson;</li> <li>4. Bhalla, V.K: Investment Management. S. Chand &amp; Co.;</li> <li>5. Reilly: Investment Analysis and Portfolio Management, Thomson;</li> <li>6. Kevin, S: Security Analysis Portfolio Management, PHI;</li> <li>7. Fabozzi, Frank J: Investment Management, Prentice Hall;</li> <li>8. Fischer, Donald, E. and Ronald, J.Jordan: Security Analysis &amp; Portfolio Management, PHI;</li> <li>9. Strong: Portfolio Construction and Management, PHI;</li> <li>10. Sharpe etal: Investments, PHI;</li> <li>11. Machi Raju, H.R: Working of Stock Exchanges in India: Wiley Eastern Ltd;</li> <li>12. Preeti Singh: Investment Management, Himalaya;</li> <li>13. Sulochana, M: Depository System - Problems &amp; Prospects, Kalyani.</li> <li>14. Sulochana, M: Investment Management, Kalyani;</li> <li>15. Shashi K. Gupta and Rosy Joshi: Security Analysis and Portfolio Management, Kalyani;</li> <li>16. Gangadhar V. And G. Ramesh Babu: Investment Management, Anmol.</li> </ol>		

<b>PROGRAMME NAME B.COM PART -I SEMESTER -II</b> <b>BFSI</b> <b>COURSE NAME - CAPITAL MARKET PRODUCT</b>			
<b>COURSE CREDIT</b>	<b>NO.OF HOURS PER WEEK</b>	<b>TOTAL LECTURES</b>	<b>TOTAL MARKS</b>
02	02	30	50
CO1: To get a basic understanding of the products, players and functioning of financial markets, particularly the capital market.			
CO2: To know about the roles of different players viz., custodians, asset management companies, sponsor etc. in the mutual fund industry.			
CO3: To have a comprehensive and broad based knowledge about the securities markets and to get acquainted with various securities markets products, rules and regulations.			
UNI T-I	Markets and Financial Instruments Types of Markets: Equity, Debt, Derivatives, Commodities; Meaning and features of private, Public companies; Types of investment avenues.		10
UNI T-II	Concept and structure of mutual funds in India; Role of custodian; Registrar and transfer agent AMC; New fund offer's & procedure for investing in NFO; Investors rights and obligations. Concept of open ended and close ended fund; Types of funds - equity, index, diversified largecap funds, midcap fund, sec or fund and other equity schemes; Concept of entry and exit load, Expense ratio; Portfolio turnover; AUM; Analysis of cash level in portfolio.		10
UNI T-III	Definition and origin of derivatives; Definitions of forwards; futures; options; Moneyless of an option; Participants in the derivatives market and uses of derivatives. Derivatives trading and settlement on NSE; using daily newspapers to track futures and options; Accounting and taxation of derivatives		05
UNI T-IV	Primary issuance process; Participants in Government bond markets; Constituent SGL accounts; Concept of Primary dealers, Satellite dealers; Secondary markets for Government bonds; Settlement of trades in G-Secs; Clearing corporation; Negotiated Dealing System; Liquidity Adjustment Facility (LAF)		05
<b>References</b> <ul style="list-style-type: none"> <li>• S. Kevin: Security Analysis and Portfolio Management.</li> <li>• Sourain. Harry; Investment Management, Prentice Hall of India.</li> <li>• Francis and Archer: Portfolio Management, Prentice Hall of India.</li> <li>• Gupta L.C.: Stock Exchange Trading in India, Society for Capital Market Research and Development, Delhi.</li> <li>• MachiRaju, H.R.: Working of Stock Exchanges in India, Wiley Eastern Ltd, New Delhi.</li> </ul>			

<b>PROGRAMME NAME B.COM PART -I SEMESTER -II</b> <b>BFSI</b> <b>COURSE NAME - INDIAN ECONOMY-</b>			
<b>COURSE CREDIT</b>	<b>NO.OF HOURS PER WEEK</b>	<b>TOTAL LECTURES</b>	<b>TOTAL MARKS</b>
02	02	30	50
<p>Course Description Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.</p>			
UNIT-I	Economic Development since Independence Major features of the economy at independence; growth and development under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment.		15
UNIT-II	Growth, Development and Structural Change (13 Lectures) a) The experience of Growth, Development and Structural Change in different phases of growth and policy regimes across sectors and regions. b) The Institutional Framework: Patterns of assets ownership in agriculture and industry; Policies for restructuring agrarian relations and for regulating concentration of economic power; c) Changes in policy perspectives on the role of institutional framework after 1991. d) Growth and Distribution; Unemployment and Poverty; Human Development; Environmental concerns. e) Demographic Constraints: Interaction between population change and economic development.		15
<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Jean Dreze and Amartya Sen, Jean Dreze and Amartya Sen, 2013. <i>An Uncertain Glory: India and its Contradictions</i>, Princeton University Press.</li> <li>2. Pulapre Balakrishnan, 2007, <i>The Recovery of India: Economic Growth in the Nehru Era</i>, Economic and Political Weekly, November.</li> <li>3. Rakesh Mohan, 2008, –Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, Economic and Political Weekly, May.</li> <li>4. S.L. Shetty, 2007, –India's Savings Performance since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, editors, <i>Institutions and Markets in India's Development</i>.</li> <li>5. Himanshu, 2010, <i>Towards New Poverty Lines for India</i>, Economic and Political Weekly, January.</li> <li>6. Jean Dreze and Angus Deaton, 2009, <i>Food and Nutrition in India: Facts and Interpretations</i>, Economic and Political Weekly, February.</li> <li>7. Himanshu. 2011, –Employment Trends in India: A Re-examination, Economic and Political Weekly, September</li> <li>8. Rama Baru et al, 2010, –Inequities in Access to Health Services in India: Caste, Class and Region, Economic and Political Weekly, September.</li> <li>9. Geeta G. Kingdon, 2007, –The Progress of School Education in India, <i>Oxford Review of Economic Policy</i></li> </ol>			

<b>PROGRAMME NAME B.COM PART -I SEMESTER -II</b> <b>BFSI</b> <b>COURSE NAME - Mutual Fund Distributor</b>			
<b>COURSE CREDIT</b>	<b>NO.OF HOURS PER WEEK</b>	<b>TOTAL LECTURES</b>	<b>TOTAL MARKS</b>
02	02	30	50
<b>Objective of the Examination</b>			
<p>The examination seeks to create a common minimum knowledge benchmark for all persons involved in selling and distributing mutual funds including:</p> <ul style="list-style-type: none"> <li>• Individual Mutual Fund Distributors</li> <li>• Employees of organizations engaged in sales and distribution of Mutual Funds</li> <li>• Employees of Asset Management Companies specially persons engaged in sales and distribution of Mutual Funds</li> </ul>			
<p>The certification aims to enhance the quality of sales, distribution and related support services in the mutual fund industry.</p>			
<p>On successful completion of the examination the candidate should:</p> <ul style="list-style-type: none"> <li>• Know the basics of mutual funds, their role and structure, different kinds of mutual funds schemes and their features</li> <li>• Understand how mutual funds are distributed in the market-place, how schemes are to be evaluated, and how suitable products and services can be recommended to investors and prospective investors in the market.</li> <li>• Get oriented to the legalities, accounting, valuation and taxation aspects underlying mutual funds and their distribution.</li> <li>• Get acquainted with financial planning as an approach to investing in mutual funds, as an aid for mutual fund distributors to develop long term relationships with their clients.</li> </ul>			
UNI T-I	Concept & Role of a Mutual Fund Fund Structure & Constituents Legal & Regulatory Environment Offer Document Fund Distribution & Channel Management Practices		10
UNI T-II	Accounting, Valuation & Taxation Investor Service Return, Risk & Performance of Funds Mutual Fund Scheme Selection		10
UNI T- III	Selecting the Right Investment Products for Investors Helping Investors with Financial Planning Recommending Model Portfolios & Financial Plans		05

<b>PROGRAMME NAME B.COM PART -I SEMESTER -II</b> <b>BFSI</b> <b>OPEN ELECTIVE BUSINESS MANAGEMENT</b> <b>Paper Title- Principles &amp; Practices of Management-</b>			
COURSE CREDIT	NO. OF HOURS PER WEEK	TOTAL LECTURES	TOTAL MARKS
04	04	60	100
Objectives			
<ol style="list-style-type: none"> <li>1. To introduce the functions of management in the workplace.</li> <li>2. To develop holistic approach to management.</li> <li>3. To make students as effective managers.</li> </ol>			
Course Outcome - On completion of the course:			
<ul style="list-style-type: none"> <li>• C01: Students will be familiar with the conceptual knowledge of Management</li> <li>• C02: Students will be Develop skills of management</li> <li>• C03: Students will be able to develop decision making ability</li> </ul>			
1	<b>Introduction to Business Management</b> Concept, definitions and levels, basic managerial roles, skills and functions, Evolution of management thought- F. W. Taylor & Henry Fayol contribution, modern management- Bottom of Pyramid- Prof. C. K. Prahalad, Characteristics of 21st century executives, Social responsibility of managers.		15
2	<b>Business Environment and Planning</b> Concept of environment, factors of environment and changing Indian business environment, meaning, definition importance and nature of planning, steps and levels in planning process; kinds of organizational plans- strategic, tactical and operational. Objectives - management by objectives (MBO) method. Decision making-types, decision making conditions and steps in decision making.		15
3	<b>Organizing and Staffing</b> Definition, basic elements of organizing and types of organizations, Departmentalization, basis for departmentalization, reporting relationships and authority distribution. Forms of organization structure -functional, flat, project & matrix etc. work from home, outsourcing, virtual organizations, and boundary less organizations, Concept, elements, functions of staffing, advantages of proper staffing, Concept, elements, functions of staffing, advantages of proper staffing. <b>Staffing:</b> - Meaning, Principles in Staffing, Staffing Functions		15
4	<b>Leadership, Controlling</b> Leadership-traits, styles, behavior - Likert's four systems, Managerial Grid, Hersey-Blanchard's Situational Model, Leadership styles in Indian organizations, Transactional and transformational theory Creativity, creative thinking, characteristics of creative people, stimulating innovation in organizations. <b>Controlling</b> Concept, importance of controlling, controlling process, types of control, factors influencing control effectiveness.		15

1. ManagementText and Cases-V SP Rao, Excel Books  
(ISBN:978-81-7446-317-3)
2. PrinciplesofManagement -PC Tripathi and PN Reddy, Himalaya Publishing House (ISBN-10:978-00-7133-333-9; ISBN-13:978-00-7133-333-7) 978-93-5260-535-4
3. PrinciplesandPracticeofManagement-LMPrasad, S. ChandandSons  
(ISBN:978-93-5161-050-2)
4. PrinciplesofManagement -T. Rama swamy, McGraw Hill Education-  
(ISBN-10:818-48-8871-6, ISBN-13:978-81-8488-87-1)
5. PrinciplesofManagement -Knootz &O'Donell, Tata McGraw Hill  
(ISBN-10:0070581924, ISBN-13:978-00-7058-192-0)
6. PrinciplesofManagement-MeenaSharma, Himalaya Publishing House  
(ISBN-10:93-5202-192-4, ISBN-13:978-93-5202-192-5)



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**  
**FACULTY: COMMERCE AND MANAGEMENT**  
**CLASS: B. COM-I (SEM.-I)**

**COURSE NAME: PAPER -I- Introduction to National Service Scheme**

COURSE CREDIT	NO.OF HOURS PER WEEK	TOTAL LECTURES	TOTAL MARKS
02	02	30	50

**1.1 Preamble:**

The NSS students of B. A. Part-I can better understand all latest concepts of National Service Scheme. Introduction to National Service Scheme is part of these courses deals with the study of concept. Social services are a range of public services intended to provide support and assistance towards particular groups, which commonly include the disadvantaged. They may be provided by individuals, private and independent organizations, or administered by a government agency.

**1.2 Objectives of the Course:**

1. Make students familiar with concept of National Service Scheme and its use in present Social studies.
2. To sensitize the students about background knowledge of NSS, Social Science.
3. To Familiarize the students with social concepts in Society and Social problem.

**1.3 Learning Outcomes of the Course:** The students will be able to

1. The course will provide an understanding the fundaments of National Service Scheme.
2. To understand special camping programme.
3. Students understood the NSS regular Activities

**1.4. Programme Specific Outcomes:**

1. Students understood History, basics concept of NSS specially related to social work.
2. Students identified NSS, regular activities

**1.5 Programme Outcomes:**

1. Students understood basic concepts, information related to National Service Scheme.
2. Students acquired basic knowledge, processes related with NSS.
3. Students acquired skills in Social Work (Rally, Voter Awareness, Campus cleaning, tree plantation).

**1.6 Eligibility for admission:** Students who have passed 12th (S.Y.J.C.) Arts, Science, and Commerce

or similar exams will be admitted to this class.

**1.7 Programme Duration:** The structure of B.A. in NSS has five semesters in total covering a period of three years.

**1.8 Duration of the Course:** B. A. First Year comprises two semesters. Each semester will have two theory papers two papers of 20 marks for End Semester Examination and two papers 05 marks for Internal Evaluation for each paper.

**1.9 Modes of Internal Evaluation:** Assignment, Tutorial, Presentation, MCQs via Google, Field Visits, any other suitable mode along with marks for Attendance of the students.

**1.10 Medium of Instruction:** Marathi

UNIT-I	Introduction to National Services Scheme 1.1 History, Nature &Development of NSS 1.2 Aims, Objectives, Moto and Emblem of NSS 1.3 Organizational Structure of NSS 1.4 NSS Activities	15
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	1.5 Budget of NSS 1.6 Importance of NSS	
UNIT-II	Structure of NSS Unit 2.1 Structure of NSS Unit 2.2 Yearly Action Plan of NSS Unit 2.3 Advisory committees & their functions 2.4 Opportunities for Volunteers 2.5 Roles and Responsibilities of Program Officer 2.6 Role of Principal 2.7 How write reports of NSS Activities	<b>15</b>

**Reference**

- 1) Salunkhe P.B.Ed, Chhtrapati Shahu thePillar ofSocial Democracy
- 2) National Service Scheme Manual, Govt.of India
- 3) Training Programme on National Programme Scheme TISS
- 4) Orientation Courses for N.S.S. Programme Officers, TISS
- 5) Hans Gurmeet, Case Materialasa Training Aid for Field Workers
- 6) Tarachand, History of the Freedom Movement in India Vol. II
- 7) KapilK. Krishan, Social Service Opportunities in Hospitals(TISS)
- 8) Ahuja Ram, Social Problems in India.

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR  
 FACULTY: COMMERCE AND MANAGEMENT  
 CLASS: B. COM-I (SEM.-II)  
 COURSE NAME: PAPER -II - **Study of Indian Social Reformers**

COURSE CREDIT	NO.OF HOURS PER WEEK	TOTAL LECTURES	TOTAL MARKS
02	02	30	50

**1.1 Preamble:**

The NSS students of B.COM . Part-I can better understand all latest concepts of Study of Indian Social Reformers Introduction to Study of Indian Social Reformers is part of these

courses deals with the study of concept Social services are a range of public services intended to

provide support and assistance towards particular groups, which commonly include the disadvantaged. They may be provided by individuals, private and independent organizations, or

administered by government agency.

**1.2 Objectives of the Course:**

1. Make students familiar with concept of Indian Social Service and its use in present Social studies.
2. To sensitize the students about background knowledge of NSS, Social Science.
3. To Familiarize the students with social concepts in Society and Social problem.

**1.3 Learning Outcomes of the Course:** The students will be able to

1. The course will provide an understanding the fundaments of Indian Social Service
2. Students sensitized about history of social work in India.
3. Students familiarized with contribution of Social reformers.
4. Students understood the National Service Scheme.

**1.4. Programme Specific Outcomes:**

1. Students understood History, basics concept of NSS specially related to social work.
2. Students understood contribution of social reformers

**1.5 ProgrammeOutcomes:**

1. Students understood basic concepts, information related to National Service Scheme.
2. Students acquired basic knowledge, processes related with NSS.
3. Students acquired skills in Social Work.

**1.6 Eligibility for admission:** Students who have passed 12th (S.Y.J.C.) Arts, Science, and Comm

Erce or similar exams will be admitted to this course

**1.7 Programme Duration:** The structure of B.A. NSS has six semesters in total covering A period of three years.

**1.8 Duration of the Course:** B. A. First Year comprises two semesters. Each semester will have theory paper 30 marks for End Semester Examination and 20 marks for Internal Evaluation for each paper.

**1.9 Modes of Internal Evaluation:** Assignment, Tutorial, Presentation, MCQs via Google, Field Visits, any other suitable mode along with marks for Attendance of the students.

**1.10 Medium of Instruction:** Marathi

UNIT -I	<b>History of Social work in India</b> 1.1 Social Service:Definition, concept and Nature 1.2 History of Indian Social Service 1.3 Characteristics Indian Social Service- Before Independence & After Independence	15
UNIT- II	<b>Contributions of Social Reformers</b> 2.1 Swami Vivekanand 2.2 Mahatma Gandhi 2.3 Mahatma Jotiba Phule 2.4 Rajshri Shahu Maharaj 2.5 Sant Gadage Baba 2.6 Baba Amte	15
<p><b>References—</b></p> <p>1) FadakeG.D.,(Sampadak)—Mahatma Fule Samagra Wangmaya.      2) SalunkheP.B.,(Sampadak)—Mahatma Fule Gourav Granth.      3) NarkeHari,(Sampadak)-MahatmaFule:Shodhachya NavyaWata.      4) BhosaleS.S.,(Sampadak)—KrantiSukte:RajarshiChhatrapatiShahu      5) PawarJaysingrao,(Sampadak)—Rajarshi Shahu Smarak Granth      6) Dr.Babasaheb Ambedkar lekhanaani Bhashane khand18,Bhag—1,2,3.      7) ToksalePrajacta-VyavysaikSamajkarya      8) Dr.V.C.Dande:NationalServiceSchemeReview      9) JoshiV.N.-BhartiyTatvdnyanachabruhadIthas,Khand10      10) YadilIndumati-BharatratnaShendgeDipak(Anuwad)-MadarTeressa.      11) Marathi Vishwakosh, Khand12.      12) BhagatR.T.-SwamiVivekanandTeAcharyaVinoba.      13) Sheth Purushottam,Khambete Jayashri, ManeShailajaRashtriyaSevaYojna      14) Mishr Anupam-Aaj BhikharehaiTalab(Hindi)      15) ThotePurushottam—Samaj karyachi Multatve      16) BhideG.L.,MaharashtratilSamajSudharanechaltihaas</p>		



## **PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

**Syllabus as per NEP-2020**

**Name of the Faculty : All Faculties**

**Name of the Course : UG Part I : National Cadet Corps (N.C.C.)**

**Subject : Co-Curricular Course (CC)**

**Name of the Paper : National Cadet Corps (N.C.C.)**

**Course Codes:**

**Sem I - Paper I: NCC/OE/**

**Sem II- Paper II: NCC/OE/**

**With effect from June- 2024**

**Title of the Paper:**  
**National Cadet Corps (NCC) (Semester I & II)**

**PREAMBLE:**

NCC is a discipline that instills among the youth the qualities of unity, discipline, social service, leadership, personality development and patriotism. Presently, the youth in India need to be motivated and inspired to join armed forces and to provide selfless service to the country. NCC has proved to be an effective means of developing character of the students and making them the citizens worthy of the nation. Therefore, it was felt necessary that the discipline should be made a part of the curriculum. As a result, the subject NCC Studies has been introduced as an elective course.

**OBJECTIVES:**

1. Develop character, camaraderie, discipline, secular outlook, the spirit of adventure, sportsman spirit and ideals of selfless service amongst cadets by working in teams.
2. To create interest in cadets by including and laying emphasis on those aspects of institutional Training which attract young cadets into the NCC.
3. To inculcate defence Services work ethos that is characterized by hard work, sincerity of purpose, honesty, ideal of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.
4. To create a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose.
5. To provide conducive environment to motivate young Indians to choose the Armed Forces as a career.
6. To teach and develop the qualities such as self-discipline, self-confidence, self-reliance and dignity of labour in the cadets.

**Structure of the Course:**

<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>No of Credits</b>	<b>No of Lectures</b>	<b>Practical Hrs</b>
I	NCC/CC/101	National Cadet Corps Paper I	02	15 L	30 P
II	NCC/CC/202	National Cadet Corps Paper II	02	15 L	30 P

**SEMESTER - I**  
**Paper I: National Cadet Corps**  
**Course code: NCC/CC/**

**Course Objectives:**

1. To make the cadets aware of the origin and development of NCC
2. To inculcate a sense of fellow feeling and comradeship among the cadets
3. To make the cadets aware of their duties towards the society and country
4. To develop the cadets as responsible citizens of India
5. To instill sense of selfless service among the cadets
6. To inculcate unity and discipline among the cadets

**Course Outcomes:** On successful completion of this course, students will be able to

CO 1 – develop a sense of comradeship  
CO 2 – realize his/her duties towards the society and nation  
CO 3 – contribute in the development and safety and security of the country  
CO 4 – behave as a responsible person  
CO 5 – assist the society without any expectations  
CO 6 – make oneself a disciplined human being

**Course Content**

UNIT	Description	L / P	Credits	CO
<b>I</b>	<p style="text-align: center;"><b>Personality Development</b></p> <p>1. Factors  2. Self-Awareness  3. Empathy  4. Creative and Critical Thinking  Decision Making and Problem Solving</p>	<b>15 L</b>	<b>1</b>	<b>CO 1</b> <b>CO 2</b> <b>CO 3</b>
<b>III</b>	<p style="text-align: center;"><b>Practical</b></p> <p>1. Social Service and Community Development  2. Swachh Bharat Abhiyan  3. Celebration of Independence Day  4. Social Awareness Rally</p>	<b>30 P</b>	<b>1</b>	<b>CO 4</b> <b>CO 5</b> <b>CO 6</b>

**Semester II**  
**Paper II: National Cadets Corps**  
**Course code: NCC/CC/**

**Course Objectives:**

1. To make the cadets aware of natural and manmade disasters
2. To orient the cadets about the assistance during disasters
3. To explain the organization and mechanism of disaster management
4. To illustrate the road safety and rail safety measures
5. To classify the dos and don'ts of road and rail safety
6. To motivate them regarding conservation and environmental consciousness

**Course Outcomes:** On successful completion of this course students, will be able to

- CO 1 – define the various types of disasters
- CO 2 – assist the affected people during the disasters
- CO 3 – understand and explain the mechanism of disaster management
- CO 4 – to realize and follow the rules for rail and road safety
- CO 5 – choose between the pros and cons of safety
- CO 6 – contribute in the sustainable development of the environment

**Course Content**

UNIT	Description	L / P	Credits	CO
<b>I</b>	<b>Leadership</b>			
	<ol style="list-style-type: none"> <li>1. Qualities of a Leader</li> <li>2. Traits</li> <li>3. Indicators</li> <li>4. Motivation</li> <li>5. Moral Values</li> <li>6. Honour Code</li> </ol>	<b>15</b>	<b>1</b>	<b>CO 1</b> <b>CO 2</b> <b>CO 3</b>
<b>II</b>	<b>Practical</b>			
	<ol style="list-style-type: none"> <li>1. Social Service and Community Development Activities</li> <li>2. Swachh Bharat Abhiyan</li> <li>3. Celebration of Republic Day</li> <li>4. Exposure Visits to Places of National Importance</li> </ol>	<b>30 P</b>	<b>1</b>	<b>CO 4</b> <b>CO 5</b> <b>CO 6</b>

**Co-Curricular Activity:**

Exposure visit to a place of national importance

Field Visit to a place such as army camp, NDA etc

**References:**

DGNCC Mobile App by HQ, Directorate General NCC, New Delhi

Cadets Handbook: Common Subjects. DGNCC

Cadets Handbook: Specialized Subject-Army. DGNCC

## **EXAMINATION PATTERN**

### **□ Continuous Internal Assessment (10Marks)**

Unit Test / Oral exam will be conducted for each semester

### **□ Practical Examination: (20 Marks)**

Practical examination will be conducted for each semester by the external ANO / PI Staff

Drill, DST, FB7BC, Map Reading, SSCD

### **□ Semester End Examination (20 Marks)**

Four questions to be set on theory and practical topics

### **□ Paper Pattern for Semester End Examination (20 Marks)**

## **Question Paper Pattern**

**Name of the Course: Minor**

**Name of the Paper: NCC Studies**

**Paper I & II SEM- I & II**

**Course Code: NCC/CC/ &**

**Q. 1 Rewrite the following sentences by choosing the correct alternative.**

04 Marks (All Units)

**Q. 2 Write answers in short (any TWO out of four)**

06 Marks (Theory Units)

**Q. 3 Broad Question (any one)**

05 Marks (Theory Units)

**Q. 4 Broad Question**

05 Marks (Theory Units)

**PUNYASHOLK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**



**NAME OF FACULTY: INTER DISCIPLINARY STUDIES**

**UNDER- PHYSICAL EDUCATION**

**C0-CURRICULAR COURSE (CC) AS PER NEP 2020**

**SYLLABUS FOR**

**HEALTH AND WELLNESS, YOGA EDUCATION, SPORTS & FITNESS**

***(B.A, B.Com, B.Sc, B.B.A, B.C.A, and all Non AICTE offered UG Programs)***

***(w.e.f. June-2024)***

## **CO-CURRICULAR COURSE (CC)**

### **HEALTH AND WELLNESS, YOGA EDUCATION, SPORTS & FITNESS**

#### **SEMESTER – I & II**

**LEVEL- 4.5 UNDER GRADUATE CERTIFICATE**

**4 CREDITS**

**The National Education Policy (NEP) 2020 recognizes sports as a critical component of experiential learning, aimed at cultivating skills such as collaboration, self-initiation, self-direction, self-discipline, teamwork, responsibility and citizenship. Following these Principles the syllabus is framed accordingly**

#### **COURSE DESCRIPTION**

This course focuses on the exploration of health and wellness practices for managing stress and promoting positive lifestyle. These strategies will help for crisis-based care and personality development of the students. Yoga and its use for preventive measure for health and diseases. Need of physical education and sports for students with special needs for health and wellness. This course will impart knowledge of rules and regulations of games/sport, role of nutrition for good health and use of test and measurement for fitness and sports skills.

#### **OBJECTIVES OF THE COURSE**

1. To develop awareness about health and wellness.
2. To develop awareness about yoga education.
3. To develop awareness about sports and fitness.
4. To encourage students to adopt healthy lifestyle.
5. To improve social and mental health of students.
6. To improve awareness about physical fitness.

#### **COURSE OUTCOMES**

Students will be able to get aware about health, wellness, yoga and fitness its various implication in daily life. The knowledge gained by this course will help on wellbeing and promotion of health behavior. Fundamental skills of the games, important tournaments and venues, Sports personalities and sports awards.

**Outline of syllabus**  
**Semester – 1 (Credit-2)**  
**CC- 101 : Health, Wellness and Fitness. (Theory Course: UA)**

**Unit I: Introduction, Definition, Components Of Health.**

- 1.1: Definition, meaning of Health.
- 1.2: Components of Health: Physical, Emotional, Social & Intellectual.
- 1.3: Personal Hygiene.
- 1.4: Function of Organization: WHO, Redcross, NIH.

**Unit II: Introduction Of Fitness and Wellness.**

- 2.1: Definition, Meaning of Wellness.
- 2.2: Dimensions of Wellness.
- 2.3: Balance Diet and its Components (Macro and Micro).
- 2.4: Meaning and components of Fitness.

**College Assessment:**

**Practical- Project: Ball Games (Any one game)**

Football/ Handball/ Volleyball/ Basketball/Baseball/Softball.

**Fitness Test: AAHPER Youth Fitness Test.**

1. Pull ups (for boys), Flexed Arm Hang (for girls).
2. Bent knee Sit-ups (1min.)
3. 4x10 mtr. Shuttle Run.
4. Standing Broad Jump.
5. 50 yard Dash.
6. 12 min. Run/Walk Test.

**Outline of syllabus**  
**Semester – 2 (Credit-2)**  
**CC- 102: Yoga Education and Sports. (Theory Course: UA)**

**Unit I: Yoga Education.**

- 1.1 : Definition, meaning of Yoga.
- 1.2 : Aims and objectives of Yoga.
- 1.3 : Need and Importance of Yoga.
- 1.4: Asanas and Pranayama: Effect on various systems in human body.

**Unit II: Sports And Yoga.**

- 2.1 : Role of Yoga in sports
- 2.2 : Need and Importance of Yoga in Sports.
- 2.3 : Benefits of yoga in sports.
- 2.4 : Carrier opportunities in Yoga and Sports.

**College Assessment:**

**Practical I- Project: Racket Sports (Any one Sport)**

Badminton/Table Tennis/ Tennis/Squash

**Practical II – Demonstration of Asanas and Pranayama.**

Any two of the said positions i.e. Sitting, Standing, Supine and Prone position.

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**  
**Faculty of Interdisciplinary Studies.**  
**Evaluation Pattern (2 Credit Paper).**

Nature Of Assessment	Total Marks	Passing Marks
<b>CA (College Assessment)</b>	20	08
<b>UA (University Assessment)</b>	30	12

**Internal Work:** Home Assignments/Unit Test/Seminar/Field Work/ Study Tour Report/ Case Study/ Skill Test, Choice of Subject Teacher.

**Nature of Question Paper: 2 Credit Paper.**

**Time: 1:30 hours.**

**Marks: 30**

**Instruction: 1)  
2)**

**Question 1. Choose the correct alternative.**

**06**

<b>1)</b>	<b>a)</b>	<b>b)</b>	<b>c)</b>	<b>d)</b>
<b>2)</b>	<b>a)</b>	<b>b)</b>	<b>c)</b>	<b>d)</b>
<b>3)</b>	<b>a)</b>	<b>b)</b>	<b>c)</b>	<b>d)</b>
<b>4)</b>	<b>a)</b>	<b>b)</b>	<b>c)</b>	<b>d)</b>
<b>5)</b>	<b>a)</b>	<b>b)</b>	<b>c)</b>	<b>d)</b>
<b>6)</b>	<b>a)</b>	<b>b)</b>	<b>c)</b>	<b>d)</b>

**Question 2. Write short answers. (Any two)**

**06**

**1)  
2)  
3)  
4)**

**Question 3. Write short answer/short note.**

**06**

**1)**

**Question 4. Write the detail answer (Broad answer type question) (Any One). 12**

**1)  
2)**

## Reference Books:

1. भारत वैद्यकशास्त्र (१९९२) डॉ. एयाम अंटेकर, भारत वैद्यक संस्था .
2. Test Measurement and Evaluation in Sports and Physical Education, Dr. Devinder K. Kansal, Friends Publications (India).
3. Gharote, M.L. & Ganguly, H. (1988). Teaching Methods for Yogic Practices. Lonavala Kaivalyadham.
4. Health and Wellness- Advika Singh 2021
5. Health and Wellness- Gordon Edlin, Eric Golanty 2009
6. Positive Psychology Snyder C.K. & Lopez S.J 2007
7. Mental health workbook by Emily Attached & Marzia Fernadoz 2021
8. Mental Health workbook for women: Exercise to transform Negative thoughts and Improve well-being by Nash Lorick 2022
9. Lifestyle Diseases: Lifestyle Disease management by C. Nyambichu & Jeff Lumiri 2018
10. Yoga for healthy life- Acharya Pratishtha 2016
11. Shatkriya Impact on health- Siddappa Naragati 2020
12. Effective Yoga for health and happiness- B.K Trehan 2009
13. Yoga for Health & Personality- Dr. G Francis Xavies
14. Yogic therapy – Swami Sivananda Saraswati of Umchal Ashram
15. Yogi Therapy- Swami Kuvalayananda and Dr. S.L.Vinekar
16. Your diet in health and disease – Harry Benjamin
17. Protective Diet in health and disease – K.L.Mjkhopadhyay
18. Nutrition & Wellness for life- Dorothy F West 2011
19. Fundamentals of Foods, Nutrition and Diet Therapy- Sumati R. Mudambi · 2007
20. The Impact of Nutrition and Diet on Oral Health- F.V. Zohoori, R.M. Duckworth · 2019
21. Nutritive Value of India Foods- C. Gopalan, B.V. Rama Sastri & S.C. Balasubramaniam
22. The Big Book of Health and Fitness: Philip Maffetone · 2012
23. Concepts in Fitness Programming- Robert G. McMurray · 2019

### **Revision of Syllabi:**

1. Syllabi of course should be revised if necessary
2. Revised Syllabi of each semester should be implemented in a sequential way
3. In course where units/ topics related to University/UGC provisions regulations or laws, which change to accommodate the latest developments changes or corrections are to be made consequently as recommended by the Academic Council.
4. All formalities for the revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
5. During every revision up to twenty percent (20%) of the syllabi of the course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi. In case the syllabus of the course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

**Note: - Government of Maharashtra's guidelines should be followed for the student's enrollment (number) to the course.**

# **PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**



**All Faculties**

**NEP- 2020**

## **C0- Curricular Course (Cultural) Syllabus**

**(with effect from June 2024)**

पुण्यश्लोक अहिल्यादेवी डिंोळकर सोलापूर हवद्यापीठ, सोलापूर  
 सांस्कृहिक हवभागांगिगी अभ्यासपूरक पाठ्यक्रम (CC) स्त्रा  
 हवद्याशाखा  
 शैक्षाहिक र्वा २०२४-२५, २०२५-२६, २०२६-२७

सत्र पहिले

Paper No.	Code	Title of Paper	Semester Exam			L	P	Total Credits
			Theory	P	Total			
<b>C0- Curricular Course (Cultural) Syllabus</b>								
CC-I (Cultural)		लललतकला : स्वरूप व सादरीकरण एकूण	20	30	50	15	30	2
					50			02

सत्र - दुसरे

Paper No.	Code	Title of Paper	Semester Exam			L	P	Total Credits
			Theory	IA	Total			
<b>C0- Curricular Course (Cultural) Syllabus</b>								
CC-II (Cultural)		अलिनय आलण सालित्यकला: स्वरूप व सादरीकरण एकूण	20	30	50	15	30	2
					50			02

सूचना:

- दोनांदा सत्रांमध्ये २० गुणांची लेखी परीक्षा मिळवद्यालय स्तरावर घ्यावी. यापैकी दिगुणांची परीक्षा दिंदी दिवस्तुलनष्ट (MCQ) असावी.
- १० गुणांचा गुणिपाठ (Home Assignment) घेण्यात यावा.
- प्रात्यलक्षकांसाठी ३० गुण असनुवार नमूद के त्याप्रमाणे कोणत्यांदी एका कलाप्रकाराचे सादरीकरण लवद्यार्थ्याने करणे आवश्यक आहे.
- सदर सादरीकरण लवद्यार्थ्याने मिळवद्यालयाबाबीर के ले असेल आलण त्याचे प्रमाणपत्र अथवा तत्सम पुरावा सादर केल्यास त्या लवद्यार्थ्यास प्रात्यलक्षकाचे गुण आलण श्रेयांक देण्यात यावेत.

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**पुण्यश्लोक अहिल्यादेवी डिलेक्टर सोलापूर हवद्यापीठ, सोलापूर  
सांस्कृहिक हवभागांगिगि अभ्यासपूरक पाठ्यक्रम (CC)  
सत्र पहिले : लहालिकला : स्वरूप व सादरीकरि (CC-I)**

**उहिए :**

**गुंडि : ५०**

- डिंतीय कला परांपरेचा वारसा लवद्यार्थ्यांच्या मनामध्ये रुजलवणे.
- लवद्यार्थ्यांच्या सुप्त कला गुणांना वाव देणे.
- लवद्यार्थ्यांमध्ये सामलिक सिजीवन आलण कलेचे वैचारक अलिष्ठान लनमाण करणे.
- लललतकलेचे स्वरूप घेणे.

**समजनू**

- दृश्यकला व त्याचे लवलवि प्रकार यांचे आकलन डिंोणे.

**साध्यपूळी :**

- डिंतीय कला परांपरेचे लवद्यार्थ्यांना ज्ञान डिंोईल.
- लवद्यापी आपले सुप्त कला गुणांचे सादरीकरण करतील.
- कला गुण सादरीकरणातून लवद्याथी सामलिक सिजीवन जगण्याचे कौशल्ये अवगत करतील.
- लललतकलेचे स्वरूप घेतील.

**समजनू**

- दृश्यकला व त्याचे लवलवि प्रकार यांचे आकलन डिंोईल.

अ. क्र.	अध्यापनाचे घटक	अध्यापन / प्रात्यहक्षक डिंहसका	श्रेयांक
१.	<b>लहालकला : स्वरूप व व्याप्ती</b> १. लललतकलेची सांकल्पना २. लललतकलेची व्याप्ती ३. लललतकलेचे प्रकार : दृश्यकला, प्रयोगरूप कला, सांगीत, सालिया ४. कलेचे मित्त्व	१५	०१
२.	<b>लहालकलाच सादरीकरि</b> १. सांगीत (गायन, वादन), नाट्य, सालिया, दृश्यकला, लोककला आदीपैकी कोणत्यांगी एका कला प्रकाराचे सादरीकरण करणे आवश्यक	३०	०१
	<b>एकूण</b>	४५	०२

### संस्कृता ग्रंथ :

१. दिंतीय प्रयोगकलांचा पररचय व इलतिसः- राजीव नाईक, लोकवाङ्मय गृहि, मुंबई
२. प्रसारमाध्यमे आलण प्रयोगकला:- लवश्राम ढोले, लोकवाङ् गय गृहि, मुंबई
३. लललतकला अलिव्यक्ती:- प्रा. जयप्रकाश जगताप. जगताप पलललके शन
४. दिंतीय म्हू ीकला:- एन. पी. जोशी, प्रसाद प्रकाशन
५. कलेतील दिंतीयत्वाची चळवळः- सुदृंस बुळकर, राजिंस प्रकाशन, पुणे
६. लचत्सांलिता:- मांगेश नारायणराव काळे, कापर काईन प्रकाशन, लदली
७. दिंतीय कलेचा इलतिसः सांध्या शरद के तकर, ज्योत्त्वा प्रकाशन, पुणे
८. <https://jyotsnaprakashan.com/books/marathi/%E0%A4%B5%E0%A4%BF%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A4%BE%E0%A4%A8-%E0%A4%B5-%E0%A4%B6%E0%A4%BF%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A4%A3/bhartiya-kalecha-itihas-jp404>
९. [https://easyiq.in/%E0%A5%AA-%E0%A4%AD%E0%A4%BE%E0%A4%B0%E0%A4%A4%E0%A5%80%E0%A4%AF%E0%A4%95%E0%A4%B2%E0%A4%BE%E0%A4%82%E0%A4%9A%E0%A4%BE%E0%A4%87%E0%A4%A4%E0%A4%BF%E0%A4%B9%E0%A4%BE%E0%A4%A4%B8/](https://easyiq.in/%E0%A5%AA-%E0%A4%AD%E0%A4%BE%E0%A4%B0%E0%A4%A4%E0%A5%80%E0%A4%AF%E0%A4%95%E0%A4%B2%E0%A4%BE%E0%A4%82%E0%A4%9A%E0%A4%BE%E0%A4%87%E0%A4%A4%E0%A4%BF%E0%A4%B9%E0%A4%BE%E0%A4%B8/)

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## पुण्यश्लोक अहिल्यादेवी द्विंदकर सोलापूर हवद्यापीठ, सोलापूर

सांस्कृ हिंक हवभागांगिगि अभ्यासपूरक पाठ्यक्रम (CC)

सत्र- दुसरे : अहभनय आहि साहित्यकला : स्वरूप व सादरीकरि (CC-II)

उहिणे :

गुंडी : ५०

➤ द्विंदतीय कला परांपरेचा वारसा लवद्यार्थ्यांच्या मनामध्ये रुजलवणे.

➤ लवद्यार्थ्यांच्या सुप्त कला गुणांना वाव देणे.

➤ लवद्यार्थ्यांमध्ये सामलिक सिजीवन आलण कलेचे वैचारक अलिष्ठान लनमाण करणे.

➤ लललतकलेचे स्वरूप घेणे.

समजनू

➤ दृश्यकला व त्याचे लवलवि प्रकार यांचे आकलन द्विंदे.

➤ लवद्यार्थ्यांमध्ये अलिनयाची जाण लनमाण करणे.

➤ सांगीत आलण कला यांचा सिसांबि स्पष्ट करून जीवनातील सांगीताचे मित्त पटकनू देणे.

साध्यपूळी :

➤ द्विंदतीय कला परांपरेचे लवद्यार्थ्यांना ज्ञान द्विंदेल.

➤ लवद्यापी आपले सुप्त कला गुणांचे सादरीकरण करतील.

➤ कला-गुण सादरीकरणातनू लवद्यापी सामलिक सिजीवन जगण्याचे कौशल्ये अवगत करतील.

➤ लललतकलेचे स्वरूप घेतील.

समजनू

➤ दृश्यकला व त्याचे लवलवि प्रकार यांचे आकलन द्विंदेल.

➤ लवद्यार्थ्यांमध्ये अलिनयाची जाण लनमाण द्विंदेल.

अ. क्र.	अध्यापनाचे घटक	अध्यापन / प्रात्यहक्क ठोऱ्हसका	श्रेयांक
१.	<b>अहभनय :</b> व्याप्ती व स्वरूप १. अलिनयाची सांकल्पना २. अलिनयाचे प्रकार : अ. कालयक ब. वालचक सूक्त नाट्य, पथनाट्य, एकांलकका इत्यादी)	१५	०१
२.	<b>साहित्यकला सादरीकरि</b> १. सालित्यकलेचे स्वरूप २. सालित्यकलेच्या सादरीकरणाचे प्रकार: अ. वकृ त्व, काव्यवाचन, अलिवाचन ब. वादलववाद, कथाकथन	३०	०१
	एकूण	३०	०२

## संस्कृता ग्रंथ :

१. मराठी नाटक नाटककार : काळ आलण कतारूत्तर खांड १२३- लव. देशपांडे- लदलीपराज प्रकाशन, पुणे
२. वालचक अलिनय - डॉ. श्रीराम लागू - राजिंस प्रकाशन, पुणे
३. मराठी नाटक आलण रांगिमूळी लवसावे शतक- वसांत आबाजी डिके, पाँच्युलर प्रकाशन, मांबई
४. खेळ नाटकाचा: राजीव नाइक, अक्षर प्रकाशन, मुंबई
५. मराठी रांगिमूळी मराठी नाटक घटना आलण परांपरा:- अ.ना. लेशव स्मृती ग्रंथ
६. लिंदुस्थानी सांगीत: अशोक रानडे
७. नाट्य व्यक्ती रेखाटन : पौरालणक ऐलतिलसक- लव. देशपांडे, नवीन उद्योग, पुणे
८. मराठी रांगिमूळी - आप्पाजी लवण्ण कुलकर्णी, वृत्तीनस बुक स्टाल, पुणे
९. नाटक मुक्तलचातन - रवींद्र लाखे
१०. कला आलण मानव - बा. सी. मडेकर, मौज प्रकाशन, मुंबई
११. सांगीत सररता : डॉ. लवदूल ठाकूर, तन्मय प्रकाशन,
१२. नादवेदि : सुलिला लपशवीकर, अच्युत गोडबोले, बुकगांगा पलललके शस्स,
१३. कलापरू चे सरू सांकिक : प्रिकर तांबट, मिश्री प्रकाशन

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<b>Program Name B Com Part I</b> <b>Banking Financial Services and Insurance</b> <b>Course Name: Environmental Awareness</b>			
<b>Course Credit</b>	<b>No. of Hours per Week</b>	<b>Total Lecture</b>	<b>Total Marks</b>
02	02	30	50
<b>Objectives:</b>			
<ol style="list-style-type: none"> <li>1. This course aims to familiarize students with fundamental environmental concepts and their relevance to business operations, preparing them to address forthcoming sustainability challenges.</li> <li>2. It is designed to equip students with the knowledge and skills needed to make decisions that account for environmental consequences, fostering environmentally sensitive.</li> </ol>			
<b>Course Outcome:</b>			
students will gain a deep understanding of environmental processes, the importance of sustainable practices, and their role in promoting sustainability within business contexts.			
<b>Unit 1. Understanding Environment, Natural Resources (15 Lectures)</b> Fundamental environmental concepts and their relevance to business operations; Classification of natural resources, issues related to their overutilization, and strategies for their conservation. Sustainable practices in managing resources, including deforestation, water conservation, energy security, and food security issues.			
<b>Unit 2. Environmental Pollution (15 Lectures)</b> Various types of environmental pollution, including air, water, noise, soil, and marine pollution, and their impacts on businesses and communities. Causes of pollution, such as global climate change, ozone layer depletion, the greenhouse effect, and acid rain, with a particular focus on pollution episodes in India.			

<b>Program Name B Com Part I</b> <b>Banking Financial Services and Insurance</b> <b>Course Name: Employability Skills</b>			
<b>Course Credit</b>	<b>No. of Hours per Week</b>	<b>Total Lecture</b>	<b>Total Marks</b>
02	02	30	50
<b>Objectives:</b>			
<ol style="list-style-type: none"> <li>1. Employability skills are a person's ability to interact effectively with co-workers and customers. Hard skills are mainly applicable at the work place. Employability skills are applicable both at workplace and outside the work place</li> <li>2. It is designed to equip students with the knowledge and skills needed to make decisions.</li> </ol>			
<b>Course Outcome:</b> students will gain basic knowledge of need for employability skills.			
<b>Unit 1. Understanding Citizenship (15 Lectures)</b> Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen.			
<b>Unit 2. Exhibit 21st century skills (15 Lectures)</b> Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.			