Mahatma Education Society's

Pillai HOC College of Arts, Science & Commerce (Autonomous)

Rasayani

Affiliated to University of Mumbai

NAAC Accredited with "A+" Grade in cycle II

ISO 9001:2015 Certified

SYLLABUS

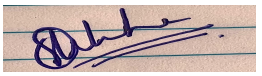
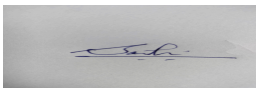
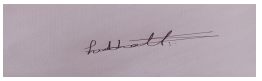
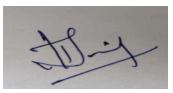
Bachelor of Arts (B.A.)

F.Y.B.A.

As per National Education Policy 2020

Academic Year 2026-27

Mahatma Education Society's College Code: 870
PILLAI HOC COLLEGE OF ARTS, SCIENCE & COMMERCE
Pillai HOCL Educational Campus, HOC Colony, Rasayani, Via. Panvel, Dist. Raigad. Pin 410207
Tel: 02192 - 669000 / 01 / 02 / 03 / 04 / 05 / 06 / 07 / 08 / 09 Website : www.phcasc.ac.in Email : phcasc@mes.ac.in
(NAAC Accredited 'A+' Grade , CGPA – 3.26 in Cycle 2 & ISO 9001:2015 Certified)
Affiliated to the University of Mumbai, Approved by Government of Maharashtra
(AUTONOMOUS COLLEGE)

Sr. No.	Name	Composition Category	Signature
1	**Mr Sujith Babu S.**	Chairperson & Head of the Department	
2	**Dr Rinkoo Shantanu**	Principal	
3	**Mr Binit Kumar**	Vice Principal	
4	**-**	Vice Chancellor's Nominee	**-**
5	**Dr Saleha Syed**	Subject Expert from outside Parent University	
6	**Dr Santhi U.**	Subject Expert from outside Parent University	
7	**Ms. Archana Rajendran**	Industry Representative	**Ms. Archana Rajendran**
8	**Mr Shubham Koltekar**	Alumni Representative	
9	**Ms Kalavati Upadhyay**	Member (Economics)	
10	**Ms Monica Rayal**	Member (Mass Media)	
11	**Ms Ankita Surve**	Member (English)	
12	**Mr Sumer Pawar**	Member (English)	
13	**Ms Poorvi Kumbhare**	Member (English)	
14	**Ms Rachna Choraghe**	Member (Economics)	
15	**Ms Antto Anisha**	Member (Economics)	

Introduction

The Bachelor of Arts (B.A.) Programme at PHCASC is designed to offer students a rich and intellectually stimulating undergraduate experience that blends academic rigor with holistic development. As one of the flagship programmes of the institution, the B.A course reflects PHCASC's commitment to nurturing responsible, knowledgeable, and socially aware graduates. Rooted in the liberal arts tradition, the programme allows students to explore a broad range of subjects within the humanities and social sciences, ensuring a balanced and multidisciplinary learning journey.

One of the strengths of the B.A. Programme at PHCASC is its emphasis on developing essential twenty-first-century skills. Students cultivate strong communication abilities, analytical reasoning, creativity, emotional intelligence, and problem-solving skills, which are highly valued in both higher education and the workplace. Throughout their academic journey, they are exposed to diverse perspectives, enabling them to understand societal issues with depth and empathy. They also gain opportunities for practical exposure through internships, presentations, outreach programmes, and engagement with real-world problems.

Programme Outcomes (POs)

PO. No.	PO Title	PO's in Brief
PO1	**Fundamental Knowledge Acquisition**	Graduates will demonstrate a comprehensive and foundational knowledge of their chosen discipline along with an awareness of interdisciplinary connections.
PO2	**Critical Thinking and Analytical Reasoning**	Graduates will be able to analyse complex problems, synthesize data from multiple sources (qualitative and quantitative), and employ logical reasoning to formulate well-supported conclusions and arguments.
PO3	**Effective Communication**	Graduates will exhibit proficiency in both written and oral communication, articulating ideas clearly, persuasively, and ethically to diverse audiences
PO4	**Problem Solving**	Graduates will possess the ability to identify, formulate, and design solutions for real-world problems in their professional or social contexts, applying relevant theoretical knowledge and practical skills.
PO5	**Information and Digital Literacy**	Graduates will demonstrate the capability to locate, evaluate, and effectively use information from various sources, and utilize modern tools and Information and Communication Technology (ICT) for professional and academic tasks.
PO6	**Research Skills and Scientific Temperament**	Graduates will develop a sense of inquiry and research methodology, including the ability to design experiments (where applicable), collect and analyse data, and interpret results while maintaining scientific rigor and intellectual honesty.
PO7	**Ethical Reasoning and Professional Integrity**	Graduates will recognize ethical dilemmas, commit to professional and academic ethics, and demonstrate an understanding of moral and social responsibilities in their personal and professional conduct.
PO8	**Employability and Professional Skills**	Graduates will acquire the necessary job-ready skills, managerial competencies, and professional values to secure gainful employment or pursue advanced education in their respective fields.
PO9	**Environmental and Sustainability Consciousness**	Graduates will understand the importance of environmental conservation and sustainable development, displaying responsibility toward ecological challenges and advocating for healthy environmental practices.
PO10	**Life-Long Learning**	Graduates will develop the capacity for independent and self-directed learning to continuously upgrade their knowledge and skills, enabling them to adapt to rapid technological and societal changes.
PO11	**Civic and Social Responsibility**	Graduates will act as responsible citizens with an informed awareness of constitutional values, engaging proactively in community development and addressing social needs.
PO12	**Empathy and Social Intelligence**	Graduates will be able to cultivate and demonstrate affective, interpersonal, social and emotional intelligence.

Programme Specific Outcomes (PSOs)

PSOs. No.	PSO Title	PSOs in brief
PSO1	**Disciplinary Knowledge & Interpretation**	Students will demonstrate comprehensive knowledge of English literature, Economic theories, and Historical developments, enabling them to interpret texts, analyse socio-economic patterns, and understand historical processes with clarity, depth, and critical insight.
PSO2	**Analytical, Critical & Research Skills**	Students will develop the ability to critically evaluate literary works, economic data, and historical sources, using appropriate analytical tools and research methods. They will be able to construct coherent arguments, interpret evidence, and draw logical conclusions across all three disciplines.
PSO3	**Communication, Expression & Professional Competence**	Students will strengthen their communication skills—written, verbal, and digital—allowing them to express ideas clearly, creatively, and persuasively. They will be equipped with competencies relevant to careers in teaching, research, writing, public service, media, policy analysis, and heritage studies.
PSO4	**Social Awareness, Ethics & Lifelong Learning**	Students will develop awareness of cultural diversity, socio-economic issues, and historical contexts, fostering responsible citizenship and ethical sensitivity. They will be prepared for lifelong learning and adaptable to evolving academic, professional, and societal demands.

Evaluation Pattern

Marking Code	Marking Scheme
A	50 Marks Semester End Exam, 50 Marks Continuous Assessment (distributed within 15 Marks Class Test, 15 Marks Presentation & Assignment, 10 Marks Online Quiz, 10 Marks Attendance & Class Participation)
B	50 Marks Semester End Exam
C	100 marks Continuous Assessment (distributed within 30 Marks Class Test, 30 Marks Presentation & Assignment, 30 Marks Online Quiz, 10 Attendance & Class Participation)
D	50 Marks of Continuous Assessment (distributed within 15 Marks Class Test, 15 Marks Presentation & Assignment, 10 Marks Online Quiz, 10 Marks Attendance & Class Participation)
E	50 Marks Practical Examination (distributed within 30 Marks Practical Module 1 & 2, 10 Marks Journal, 10 Marks Viva)

Credit Structure

SEMESTER I							
Course Code	**Course Type**	**Course Title**	**Theory/ Practical**	**Marks**	**Credits**	**Lectures/ Week**	**Evaluation Pattern**
HUAEN101	**Major**	**Introduction To Drama and Short Stories**	**Theory**	**100**	**3**	**3**	**A**
HUAEO102	**Major**	**Introduction To Microeconomics- I**	**Theory**	**100**	**3**	**3**	**A**
HUAHI103	**Major**	**History I- Ancient India: From Earliest Times To 6th Century Bce**	**Theory**	**100**	**3**	**3**	**A**
HUAEN104	**SEC**	**Creative Writing**	**Theory**	**100**	**3**	**3**	**A**
HUAIK105	**IKS**	**Artistic & Cultural Heritage of India**	**Theory**	**50**	**2**	**2**	**D**
HUAEC101	**AEC**	**Communication Skills in English**	**Theory**	**50**	**2**	**2**	**D**
HUVEC101	**VEC**	**Fundamentals Of Social and Emotional Skills**	**Theory**	**100**	**3**	**3**	**C**
HUOE102	**OE**	**Basics Of Marketing Mix**	**Theory**	**100**	**3**	**3**	**C**
Total				**700**	**22**	**	**

SEMESTER I

BOS	**Humanities, Social Sciences and Media Studies**				
Course	**Introduction Literature: Drama and Short Stories**				
Course Code	**HUAEN101**	**Level**	**4.5 (Moderate)**		
			Theory	**Practical**	**Total**
Semester	**I**	**Credits - 03**	3	NA	3
Type	**Major I**	**No of Teaching hours**	45	NA	45
Evaluation/ Assessment	**Total Marks**	**Semester End**	**Continuous**	**Practical**	
	100	**50**	**50**	**NA**	

Learning Objectives	
1	To introduce students to the fundamental elements and structure of short stories and drama.
2	To enable students to read, interpret, and critically analyze selected short stories by Indian and international authors.
3	To explore major dramatic forms and encourage critical reflection on social, psychological, and gender-based issues through drama.

Course Outcomes	
CO1	Students will be able to identify and explain the essential elements of short stories and dramatic forms.
CO2	Students will demonstrate the ability to interpret and analyze literary themes, characters, and stylistic features in selected short stories across cultures.
CO3	Students will critically evaluate the play A Doll's House in the context of social structure, gender roles, and personal identity, and reflect on its contemporary relevance.

Modules At Glance

Module No.	**Content**	**No. of Hours**	**Mapping with CO**
I	Literary Terms: Introduction	15	CO 1
II	Short Stories	15	CO 2
III	Drama	15	CO 3

Syllabus

Module No.	Content	No. of Hours
I	**Section A:** Short Story, its elements: Plot, Characters, Themes, Setting, Point of View, Conflict, Dialogue **Section B:** Drama: Tragedy, Comedy, Tragicomedy and Melodrama	15
II	**Short Stories:** 1.O Henry: The Gift of Magi 2.R.K. Narayan's: An Astrologer's Day 3.Shashi Deshpande: Can you hear silence? 4. Roald Dahl: “Lamb to the Slaughter” 5. Katherine Mansfield: “The Fly” 6. Rabindranath Tagore: The Postmaster	15
III	**Drama:** Henrik Ibsen: A Doll’s House	15
Case Study Scenarios		
M1	**Scenario A:** An author writes a short story about a "heroic" explorer returning from a lost city. However, the dialogue between the explorer and his spouse suggests he never actually left the local tavern. (Narrative structure, character motivation, and dramatic irony.) Identify the point of attack in the plot and explain how the use of dramatic irony affects the reader's empathy.	
M2	**Scenario B:** In a one-act play, three estranged siblings are trapped in a basement during a storm. The only prop on stage is a sealed envelope addressed to their late father. Analyse how the limited setting forces character development and identify the inciting incident that moves the story from exposition to rising action.	

Reference Books:

1. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning India, 2015.
2. Hudson, W. H. *An Introduction to the Study of Literature*. Atlantic Publishers, 2001.
3. Prasad, B. *A Background to the Study of English Literature*. Macmillan India, 2008.
4. O. Henry. *Selected Stories*. Rupa Publications, 2014.
5. Narayan, R. K. *Malgudi Days*. Indian Thought Publications, 2006.
6.

Semester End Evaluation (50 Marks) **Time: 2 Hr**

Paper Pattern

Question No	Questions	Total Marks: 50
Q1	Attempt any 3 out of 5	**15**
Q2	Attempt any 3 out of 5	**15**
Q3	Attempt any 3 out of 5	**15**
Q4	Case Study	**05**

BOS	**Humanities, Social Sciences and Media Studies**				
Course	**Introduction to Microeconomics-I**				
Course Code	**HUAEO102**	**Level**	**4.5 (Moderate)**		
			Theory	**Practical**	**Total**
Semester	**I**	**Credits**	3	-	3
Type	**Theory**	**No of Teaching hours**	4	-	4
Evaluation/ Assessment	**Total Marks**	**Semester End**	**Continuous**	**Practical**	
	100	**50**	**50**	**-**	

Learning Objectives	
1	To understand the basic foundations of Economics which will further enable them to build up upon their specific area of interest in the field of Economics.
2	To discuss the Basic Economic problems and suggest sustainable solutions
3	To understand Microeconomic Decision making from the point of view of consumers and producers.

Course Outcomes	
CO1	To discuss the meaning and scope of Microeconomics
CO2	To apply the 10 principles of economics to real life situations
CO3	To evaluate consumer's equilibrium given their budget constraints
CO4	To explain the optimization problem of a producer
CO5	To derive the cost and revenue curves necessary for understanding the market

Modules At Glance

Module No.	**Content**	**No. of Hours**	**Mapping with CO**
I	Introduction of Micro Economics	10L	CO1 &CO2
II	Consumer Behaviour Theory	12L	CO3
III	Theory of Production	12L	CO4
IV	Cost & Revenue Analysis	11L	CO5

Syllabus

Module No.	Content	No. of Lectures
I	Introduction of Micro Economics 1. Micro economics: Meaning, nature, scope, significance and limitations 2. Economic models and Methodologies: Scientific method, Role of Assumptions, Production possibility curve 3. Economist as policy advisors: Positive economics and normative economics, managerial economics, causes of disagreement among economists 4. Basic concept: wealth, welfare and scarcity	10L
II	Consumer Behavior Theory-I Introduction to Cardinal and Ordinal Approaches Indifference Curve Analysis - Properties of Indifference Curves (with application of Indifference curve through case studies) Budget Line Consumer's Equilibrium Income Effect Price Effect Substitution Effect Concepts of Price floor and Price ceiling Revealed Preference concept and theory Concepts of Elasticity of Demand Consumer's Surplus	12L
III	Consumer's Behaviour II 1. Utility Analysis: meaning of Utility, Cardinal and Ordinal Approaches, types of goods:Substitutes and complementary 2. Indifference Curve Analysis: Meaning, types and properties of indifference curve 3. Budget Constraint: Meaning, Properties and derivation of Budget line 4. Consumer's Equilibrium: Budget optimization, Income, Price and Substitution effect	12L
IV	Cost & Revenue Analysis Cost analysis-Various concepts of costs and their interrelationships (Average, Marginal and Total Cost), Interrelationship between production and cost Derivation of Short Run and Long Run Cost Curves Revenue analysis Concepts of Revenue: and Interrelationship and mathematical treatment Break Even Analysis	11L
Case Study Scenarios		
1	**Scenario A:** A small town has five traditional diners. Suddenly, a celebrity posts a photo drinking a "Lavender Oat Latte," causing a massive spike in demand for specialty coffee that the diners aren't equipped to make. Using a Supply and Demand graph, illustrate the	

	shift in the demand curve. Discuss the opportunity cost the diner owners face if they decide to stop selling breakfast food to focus entirely on expensive coffee machines.
2	**Scenario B:** To help students, a local government mandates that no college textbook can cost more than Rs. 740. However, publishers claim it costs Rs. 800 to print them. Predict the resulting market shortage or surplus. Explain the concept of deadweight loss that occurs when the price is artificially held below the equilibrium point.

References Books

1. Koutsoyainnis, Modern Microeconomics, 2nd edition, Palgrave Macmillan (2015).
2. H. L. Ahuja, Advanced Economic Theory, 21st edition, S.Chand Publishing (2019).
3. M.L.Jhingan, Microeconomic Theory, 5th edition, Vrinda Publication (P) Ltd (2006).
4. N.Gregory Mankiw, Principles of Microeconomics, 7th edition, Cengage Learning (2015).
5. Salvator D, Microeconomics Theory and Applications, Oxford University press, New Delhi (2003).
6. Samuelson Paul and W. Nordhaus, Economics, 19th Edition, McGrawHill Publications (2009).

Semester End Evaluation (50 Marks) **Time: 2 Hr**

Paper Pattern

Question No	Questions	Total Marks: 50
Q1	Attempt any 3 out of 5	**15**
Q2	Attempt any 3 out of 5	**15**
Q3	Attempt any 3 out of 5	**15**
Q4	Case Study	**05**

BOS	**Humanities, Social Sciences and Media Studies**				
Course	**History –I: Ancient India: From Earliest Times to 6th BCE**				
Course Code		**Level**	**4.5 (Moderate)**		
			Theory	**Practical**	**Total**
Semester	**I**	**Credits - 03**	3	-	3
Type	**Theory**	**No of Teaching hours**	445	-	345

Evaluation/ Assessment	**Total Marks**	**Semester End**	**Continuous**	**Practical**
	100	**50**	**50**	**-**

Learning Objectives	
1	To introduce students to the distant past of the Indian subcontinent.
2	To familiarize students with the various sources of Ancient Indian History.
3	To teach the processes of evolution of Indian society, culture, economy, and political institutions from the Indus Valley to the 6th century BCE.
4	To impart knowledge about the doctrines and philosophies of early religious sects like Jainism and Buddhism.

Course Outcomes	
CO1	Identify and interpret diverse sources of Ancient Indian history including archaeological, literary, and foreign accounts.
CO2	Comprehend the key features of early Indian social, religious, and political developments.
CO3	Understand and relate with the cultural legacy of early Indian civilization.
CO4	Appreciate the multireligious roots and philosophical diversity of ancient Indian culture.

Modules At Glance

Module No.	**Content**	**No. of Hours**	**Mapping with CO**
I	Sources of Ancient Indian History	15	1,2
II	Indus Valley Civilization	15	2,3
III	India in the 6th Century BCE	15	3,4

Syllabus

Module No.	Content	No. of Lecture
I	**Sources of Ancient Indian History:** a. Archaeological Sources b. Literary Sources c. Foreign Travellers Accounts	15
II	**Indus Valley Civilization:** a. Town Planning and Urban Features b. Socio-Economic and Religious Life c. Decline and Legacy of the Civilization	15
III	**India in the 6th Century BCE:** a. Rise of 16 Mahajanapadas b. Religious Movements: Jainism and Buddhism c. Foreign Invasions: Persian and Macedonian Impacts	15
Case Study Scenarios		
1	**Scenario A:** Archaeologists discover a new site in the Indus Valley. Unlike Mohenjo-Daro, this city has no Great Bath, but it has an unusually high concentration of bread-making workshops and scales, located near a dried-up riverbed. Evaluate the economic vs. ritualistic importance of this city. Based on the "Earliest Times" period, argue whether environmental factors (like the shifting of the Saraswati River) or trade decline likely led to its abandonment.	
2	**Scenario B:** A local chieftain in the 7th Century BCE is transitioning his tribe from a semi-nomadic lifestyle to a settled agricultural life in the Gangetic plain. He is beginning to collect bali (voluntary offerings) as a formal tax. Analyze the shift from Lineage to State. How does the transition to iron tools (c. 1000–600 BCE) facilitate this political change, and how does it set the stage for the rise of the Mahajan padas?	

References Books:

1. Agarwal D.P., The Archaeology of India, (Delhi Select Book Services) Syndicate, 1984.
2. Allichin B-Zidget and F. Raymond, Origin of a Civilization, The History and early Archaeology of South Asia, (Delhi Oxford and IBH), 1994.
3. Ayyanger, S.K., Ancient India and South Indian History Culture, Oriental Book Agency, Pune, 1941.
4. Basham A.L., The Wonder that was India, Rupa& Co., 1998.
5. Bhattacharya N.N., Ancient Indian Rituals and their Social Contents, Manohar Publications, Delhi, 1996.

Semester End Evaluation (50 Marks) **Time: 2 Hr**

Paper Pattern

Question No	Questions	Total Marks: 50
Q1	Attempt any 3 out of 5	**15**
Q2	Attempt any 3 out of 5	**15**
Q3	Attempt any 3 out of 5	**15**
Q4	Case Study	**05**

BOS	**Humanities, Social Sciences and Media Studies**				
Course	**Creative Writing**				
Course Code	**HUAEN104**	**Level**	**4.5 (Moderate)**		
			Theory	**Practical**	**Total**
Semester	**I**	**Credits**	003	-	003
Type	**Theory**	**No of Teaching hours**	403	-	403

Evaluation/ Assessment	**Total Marks**	**Semester End**	**Continuous**	**Practical**
	100	50	50	-

Learning Objectives	
1	To acquaint the learners with ideas related to creative writing including the art, the craft and the basic skills required for a creative writer.
2	To help learners to understand the principles of creative writing and the distinction between the literary genres.
3	To enable learners to put into practice the various forms of creative writing that they have studied through the course.

Course Outcomes	
CO1	Able to distinguish between the literary genres.
CO2	Critically appreciate various forms of literature.
CO3	Seek employment in various creative fields.

Modules At Glance

Module No.	**Content**	**No. of Hours**	**Mapping with CO**
I	Fundamentals of Creative Writing	15	CO1, CO2
II	Elements of Creative Writing & Traditional forms of Creative Writing	15	CO2, CO3
III	Traditional & new trends in Creative Writing	15	CO2, CO3

Syllabus

Module No.	Content	No. of Lecture
I	Meaning and Significance of Creative Writing How to develop a Creative mind? Essential qualities of a creative writer Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms Writing techniques: Hemingway, Juxtaposition, Symbolism & Stream of consciousness technique Research for Creative Writing	10
II	Composing Traditional Forms of Verse: Lyric Ode Sonnet Composing New Forms of Verse: Free Verse Writing Drama: Skit One Act Play Essay Travelogues, Diaries, Self-Narrative Writing	20
III	Web Content Writing and Blog Writing Writing Fiction: Anecdotes Fables Short story Novella Copywriting	15
Case Stud Scenarios		
1	**Scenario A:** A writer is tasked with describing a high-stakes moment—a soldier returning home after years away—but there is a strict constraint: they cannot use any visual descriptions. No mentions of colors, light, or what characters look like. The scene must convey deep emotion and a sense of "place" using only auditory, tactile, and olfactory (smell) details. Analyze how the absence of sight changes the reader's intimacy with the character. Does it make the scene more immersive or more confusing? Write a 100-word opening using this "blind" perspective.	
2	**Scenario B:** A short story centers on a tense dinner party where a glass of expensive wine is spilled on a white rug. The original draft is written in Third-Person Omniscient (knowing everyone's thoughts). The writer decides to rewrite it from the First-Person perspective of the waiter who is terrified of being fired. The "objective truth" of the event disappears, replaced by the waiter's bias, anxiety, and limited observation. Identify how the tone shifts when the stakes change from "social embarrassment" (the guests) to "survival/livelihood" (the waiter). How does the choice of narrator alter what information the reader is allowed to know?	

References Books

1. Abrams, M.H. Glossary of Literary Terms. Boston: Wadsworth Publishing Company, 2005.
2. The Adweek Copywriting Handbook: The Ultimate Guide To Writing Powerful Advertising And Marketing Copy From One Of America′S Top Copywriters Paperback – By Joseph Sugarman
3. Ueland, Brenda. If You Want to Write. India: General Press, 2019.
4. Creative Writing For Dummies, 2nd Edition
5. Creative Writing, 8th Edition: How to Unlock Your Imagination and Develop Your Writing Skills Paperback – Import, 21 April 2010

Semester End Evaluation (50 Marks) **Time: 2 Hr**

Paper Pattern

Question No	Questions	Total Marks: 50
Q1	Attempt any 3 out of 5	**15**
Q2	Attempt any 3 out of 5	**15**
Q3	Attempt any 3 out of 5	**15**
Q4	Case Study	**05**

BOS	**Humanities, Social Sciences and Media Studies**				
Course	**Communication Skills in English-I (AEC)**				
Course Code	**HUAEC101**	**Level**	**4.5 (Moderate)**		
			Theory	**Practical**	**Total**
Semester	**I**	**Credits**	02	-	002
Type	**AEC**	**No of Teaching hours**	30	-	430

Evaluation/ Assessment	**Total Marks**	**Semester End**	**Continuous**	**Practical**
	50	NA	50	-

Learning Objectives	
1	To make learners familiar with the basics of business communication theory.
2	To enhance English language proficiency of students by familiarizing them with Listening, Speaking, Reading and Writing (LSRW) skills
3	To equip learners in the functional aspects of English so that they use the acquired language skills correctly and confidently

Course Outcomes	
CO1	Students must be able to understand and apply the core principles of business communication in diverse professional contexts.
CO2	Students must be able to demonstrate enhanced English language proficiency across Listening, Speaking, Reading, and Writing (LSRW) skills.
CO3	Students must be able to communicate effectively and confidently in professional settings by applying acquired functional English language skills.

Modules At Glance

Module No.	**Content**	**No. of Hours**	**Mapping with CO**
I	Introduction to Communication Skills	15	CO 1
II	Public Speaking and Business Correspondence	15	CO 2 & CO 3

Syllabus

Module No.	Content	No. of Lecture
I	**Introduction to Communication Skills** Definition, Nature, and Importance of Communication Elements of the Communication Process 7 Cs of Communication Types of Communication: Verbal and Non-Verbal Levels of Communication: Intrapersonal, Interpersonal, Group,Public, Mass Communication Barriers to Effective Strategies for Overcoming Communication Barriers Communication in the Digital World Enhancing Language Skills (Listening, Speaking, Reading & Writing	15
II	**Public Speaking and Business Correspondence** Public Speaking and Presentation Skills Conversation skills Business Correspondence: (Letter of Appointment, Letter of Acceptance, Letter of Appreciation, Letter of Resignation) Personal Correspondence: Resume, Job Application Letter, Statement of Purpose (SOP)	15

References Book:

1. Ashley, A. A Handbook of Commercial Correspondence. New Delhi: Oxford University Aswalthapa, K. Organisational Behaviour. Mumbai: Himalaya Publications, 1991.
2. Balan, K.R. and Rayudu, C. S. Effective Communication. New Delhi: Beacon Books, 1
3. Benjamin, James. Business and Professional Communication Concepts and Practices. New York: Harper Collins College Publishers, 1993.
4. Britt, Deborah. Improving Business Communication Skills. Kendall Hunt Publishing Co., 1992.

BOS	**Humanities, Social Sciences and Media Studies**				
Course	**Artistic and Cultural Heritage of India**				
Course Code	**HUAIK105**	**Level**	**4.5 (Moderate)**		
			Theory	**Practical**	**Total**
Semester	**I**	**Credits**	02	-	02
Type	**Theory**	**No of Teaching hours**	30	-	30

Evaluation/ Assessment	**Total Marks**	**Semester End**	**Continuous**	**Practical**
	50	-	50	-

Learning Objectives	
1	To understand and explain the core philosophical principles of the Indian Knowledge System (IKS) and their foundational influence on Indian artistic and literary traditions.
2	To analyze and apply the major classical Indian aesthetic and literary theories (Rasa, Dhvani, Vakrokti, Auchitya) in the appreciation and understanding of art and literature.
3	To recognize and appreciate the diverse forms of Indian art and literature, including visual arts, performing arts, narrative traditions, and folk literature, and their connection to IKS.

Course Outcomes	
CO1	Students will be able to articulate the fundamental principles of IKS and their relevance to the study of Indian arts and literature.
CO2	Students will be able to critically analyze artistic and literary works using the framework of classical Indian aesthetic and literary theories.
CO3	Students will demonstrate an understanding and appreciation of the diverse artistic and literary traditions of India, including their historical context and contemporary relevance within the scope of IKS.

Modules At Glance

Module No.	**Content**	**No. of Hours**	**Mapping with CO**
I	Indian Knowledge System: An Overview	15	CO 1
II	Arts Forms and Indian Knowledge System	15	CO 2, CO 3

Syllabus

Module No.	Content	No. of Hours
I	**Indian Knowledge System: An Overview** **Introduction to the Indian Knowledge System:** History and evolution, meaning, scope, relevance, and key sources, education in Ancient India (ancient Indian universities) Ancient Civilizations, Historical monuments **Aesthetics and Literary Theories:** Introduction to classical Indian aesthetic theories, including Rasa theory (from Natyashastra) and its application to literature, Dhvani theory (theory of suggestion), Vakrokti (theory of poetic expression), and Auchitya (theory of propriety). **Ancient Indian Languages and Linguists**: Evolution of Indian Languages such as Prakrit, Sanskrit & Pali-Contributions of Panini, Bharthrihari, various Ages of Indian literature **Art of Governance in ancient India**- Arthasasthra-Theory and Applications	15 Hours
II	Arts Forms and Indian Knowledge System **Visual Arts :** The depiction of epic narratives in painting and sculpture, the symbolism and storytelling inherent in iconographic representations **Indian Arts and Literature:** Dharma, Karma, Maya, Rasa, Dhvani, Vakrokti, Auchitya, and their application in literary creation and appreciation **Folk Literature:** Exploring the rich traditions of oral narratives, songs, ballads, and their connection to local art forms, highlighting their social, cultural, and knowledge-preserving functions. **Contemporary Relevance and Interdisciplinary Connections:** The influence of IKS on modern Indian arts and literature, Yoga	15 Hours

References Books

1. Kapila Vatsyayan, The Arts of India.
2. Ananda K. Coomaraswamy, The Dance of Shiva.
3. S.K. De, History of Sanskrit Literature.
4. K. Krishnamoorthy, Essays in Sanskrit Criticism.
5. Stella Kramrisch, The Presence of Siva.
6. Various translations and commentaries on the Vedas, Upanishads, Natyashastra,

BOS	**Humanities, Social Sciences and Media Studies**					
Course	**Fundamentals of Social and Emotional Skills**					
Course Code	**HFSE 101**	**Level**		**4.5 (Moderate)**		
				Theory	**Practical**	**Total**
Semester	**I**	**Credits - 03**		003	NA	003
Type	**VEC**	**No of Teaching hours**		445	NA	445
Evaluation/ Assessment	**Total Marks**	**Semester End**	**Continuous**		**Practical**	
	100	NA	100		NA	

Learning Objectives	
1	To cultivate essential values and life skills for personal and professional development
2	To enhance self-awareness and emotional well-being through effective stress coping techniques
3	To develop critical thinking and emotional intelligence as problem-solving techniques in life

Course Outcomes	
CO1	Learners will be able to define and Identify values and life skills required in personal and professional life.
CO2	Learners will develop awareness of the self and apply well- defined stress and emotional management strategies.
CO3	Learners will be able to apply creative and critical thinking and emotional intelligence to address challenges in life

Modules At Glance

Module No.	Content	No. of Hours	Mapping with CO
I	Value Education for Life and Social Skills	15	CO 01
II	Stress Management and Emotional Well-being	15	CO 02
III	Building Resilience and Emotional Intelligence in Modern Life	15	CO 03

Syllabus

Module No.	Content	No. of Hours
I	**Value Education for Life and Social Skills** Introduction – Concept, Importance of Value Education Understanding the need, basic guidelines and process for Value Education in our daily life Developing Social Values, Moral Values & Spiritual Values Overview of Life Skills and its significance 10 Life skills identified by WHO Social skills for professionals Work-Life Balance based on IQ, EQ, and SQ.	15
II	**Stress Management and Emotional Well-being** Concept of Stress and its types Understand causes and impacts of stress Identifying stressors in daily life Coping with stress – Stress Management Techniques Four A's of stress management methods Time Management and Prioritization Self-care and Mindful Approaches: action-oriented, emotion-oriented, acceptance- oriented, resilience, Gratitude Training, Coping with emotions: Identifying and managing emotions and harmful ways of dealing with emotions PATH method and relaxation techniques	15
III	**Building Resilience and Emotional Intelligence in Modern Life** Understanding Resilience and Emotional Intelligence EQ competencies: self-awareness, self-regulation, motivation, empathy and interpersonal skills Importance of Resilience and Emotional Intelligence in daily life Emotional awareness and emotional regulation Recognizing emotions in oneself and others Building Resilience – Self-care, problem solving skills and Learning from Failure Impact of social media on Resilience and emotional health Applications: Motivation - Sleep management & Emotion - Using emotional intelligence	15

References Books

1. Baron, R. A.; Misra, G. & Kalsher, M. J (2016). Psychology. (5th ed.) Noida. Pearson India, Education Services Pvt. Ltd,
2. Singh, D. (2015). Emotional Intelligence at Work. New Delhi: Sage Response
3. Stein S. (2023). Emotional intelligence (2nd ed.). Wiley Publishing.
4. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.
5. Shiv Khera, “You Can Win”, Macmillan Books, New York, 2003.
6. Nair, A.R. , Ranjan, S. , Hardikar, G.& Santhanam, D., (2021). Life Skills: Ready Reckoner. Chennai:Southern Book Star

Course	Basics of Marketing Mix				
Course Code	HUOE104	Level			
			Theory	Practical	Total
Semester	I	Credits	03	-	03
Type	OE	No of Teaching hours	45	-	45

Evaluation/ Assessment	Total Marks	Semester End	Continuous	Practical
	100	NA	100	NA

Learning Objectives	
1	Learner will familiarize with the basic concepts of marketing mix
2	Learner will understand the basics of Product and Price mix strategies
3	Learner will understand the need & application of place as the marketing mix variable

Course Outcomes	
CO1	Learner will understand the basic concepts of marketing mix
CO2	Students will understand the key concepts and components of product and price mix strategies.
CO3	Learners will understand thoroughly the place as a marketing mix variable to solve marketing problems.

Modules At Glance

Module No.	Content	No. of Hours	Mapping with CO
I	Elements of Marketing mix- Product	15	CO 1
II	Marketing Mix- Price	15	CO 2
III	Place/ Physical Distribution	15	CO 3

Syllabus

Module No.	Content	No. of Lecture
I	Elements of Marketing mix- Product Mix Introduction to Marketing and Marketing Concepts, Elements of Marketing Mix Product Classification: Consumer goods and Industrial goods classification- Product Life Cycle: Stages, Meaning and significance of Product Positioning: Meaning and need of Branding.	15
II	Marketing Mix- Price Meaning and objective of Pricing- Price decisions: Factors affecting pricing decisions Significance of pricing- Methods of pricing - Steps in Pricing- Types of Pricing Strategies.	15
III	Place/ Physical Distribution Channels of distribution – Meaning – Factors affecting channel selection-types of marketing channels, Functions of Distribution Channel , Middlemen Importance, Types	15

References Books

1.Philip Kotler, Marketing Management- Analysis Planning and Control, Prentice
2.Govindarajan, Marketing Management Concepts, Cases, Challenges and Trends, Prentice Hall Of India, New Delhi. 2009