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SEMESTER I
General Management (CC 1)
(100 Marks –60 Lectures)

Objective: To acquaint students with the important aspects of management.

Unit I Introduction to management (25 Marks-15 Lectures)

Meaning, features and importance of management. Management and Administration, levels of management, functional areas of management –Materials, Production, Personnel, Purchase, Finance, Sales & Marketing (an overview)

Modern approaches to management - Quantitative, Systems, Contingency approach (an overview) Japanese, American, European Styles of management.

Unit II Decision Making (25 marks-15 Lectures)

Meaning, features, advantages of effective decision making. Types of Managerial Decisions, Steps in decision making process,

Guidelines for effective decision making, Difficulty in effective decision making, Rationality and decision making- Meaning, Benefits and Limitations,

Creativity in Decision Making- Meaning, Features, Steps and how to introduce creativity in decision making.

Unit III Managing Change and Conflict Management (25 marks-15 Lectures)

Meaning, Features, Reasons for Change, Change process,

Resistance to Change, Factors effecting Resistance to Change (Individual and Organisational) Overcoming Resistance to Change.

Organisational Conflicts- Individual Conflicts and Inter group Conflicts.
Conflict Management - meaning and process.

Unit IV Emerging areas in Management (25 marks-15 Lectures)

Green Management –Concept and Importance.

Stress Management- Meaning, Types, Causes and Measures taken. Supply Chain Management- Meaning, Process.

Logistics Management- Meaning, Features.

References:

- 1) Hannagan, Tim. *Management Concepts and Practices*. Macmillan India Ltd.
- 2) Prasad, L.M. *Principles and Practice of Management*. Sultan Chand and Sons.
- 3) Mamoria, C.B. *Personnel Management*. Himalaya Publishing House.

- 4) Vasisht, Neeru. *Principles of Management*. Taxmann.
- 5) Robbins, Stephen and Coulter, Mary. *Management*.
- 6) Saeed, Khawja Amjad. *Pearson Management cases* (Second Ed). Excel books.
- 7) Mittal, Sachin., Keshari, Praghya et al. *Managing Businesses Excellence through Vision, Values and Vibrant practices*. Excel books.
- 8) Kumar, Dipak. & Bhattacharya. *Human Resource Management* (Third Ed). Excel books.
- 9) P. L. Rao. *Organisation Communication*. Excel books.

B.COM
SEMESTER I
Financial Accounting (CC 2)
(100 Marks –60 Lectures)

Objectives:

- **To acquaint the students on the practical aspects of single entry and depreciation accounting.**
- **To familiarize the students with advanced accounting procedures for equity and preference shares**

Unit I Single Entry

(20 Marks –12 Lectures)

Meaning, features, advantages, limitations, difference between single entry system and double entry system. Computation of profit or loss under Single entry system—under Conversion Method. Preparation of Total Debtors Account, Total Creditors Account, Bills Receivable Account, Bills Payable Account, Trading and Profit & Loss Account and Balance Sheet.

Unit II Depreciation Accounting

(20 Marks –14 Lectures)

Meaning, causes, need for providing depreciation, AS 6, Methods of depreciation. Methods of depreciation for practical problems:

- a) Change in Method of depreciation (from Straight Line Method to Reducing Balance Method or vice-versa)
- b) Sinking Fund Method
- c) Insurance Policy Method

Methods for depreciation for theory only:

- a) Annuity Method
- b) Machine Hour Rate Method
- c) Service Hour Method
- d) Depletion Method
- e) Revaluation Method
- f) Sum of Digits Method

Unit III : Issue and Buy-Back of Equity Shares

(40 marks, 22 Lectures)

(a) Issue of Shares: Meaning, Kinds of Shares, terms of issues, SEBI guidelines of issue of shares, accounting entries, issue of shares at par and at premium. Under subscription, Oversubscription, pro rata allotment. Calls in arrears, calls in advance, and interest on calls in advance. Forfeiture and re-issue of forfeited shares. Issue of bonus shares and right shares, Book building process (Only theory)

(b) Buy-Back of Equity Shares

Company Law/ Legal Provisions and SEBI guide lines (including related restrictions, power, Notice of the meeting, transfer to capital redemption reserve account and prohibitions of buy back and financial assistance), Compliance of conditions including sources, maximum limits. Accounting for buy back of shares.

Unit IV: Redemption of Preference shares**(20 marks, 12 Lectures)**

Company Law / Legal Provisions for redemption of preference shares in Companies Act. Sources of redemption including divisible profits and proceeds of fresh issue of shares. Redemption of shares at Par and Premium. Capital Redemption Reserve Account, Bonus issue. Journal entries and the relevant items in the balance sheet

References:

1. Jain, & Narang. *Advanced Accountancy*. New Delhi: Kalyani Publishers.
2. Mukherjee, A., & Hanif, M. (2002). *Modern Accountancy* (Vol. II). New Delhi: Tata McGraw Hill.
3. Raman, A. *Advanced Accountancy*. New Delhi: Himalaya Publishing House.
4. Shukla, M. C., & Grewal, T. S. *Advanced Accounts*. New Delhi: S. Chand & Co .
5. Tulsian, P. C. *Accountancy*. New Delhi: S. Chand & Co.
6. Vinayakam, N., & Charumati, B. *Financial Accounting*. New Delhi: S. Chand.

Guidelines for Question Paper

- One question each from Unit I, Unit II, Unit III and Unit IV.
- One additional question from Unit II and Unit III each.

B.COM.
SEMESTER I
Micro Economics (CC 3)
(100 Marks , 60 Lectures)

Objectives:

1. To acquaint the students with the concepts of microeconomics dealing with Consumer demand and consumer behaviour.
2. To make the student understand the supply side of the market through the production and cost behaviour of firms.
3. To make the student understand different types of market and levels of competition prevailing in the market
4. To familiarize the students with different types of market imperfections and strategies adopted by firms in the imperfect market.

Unit I Demand and Consumer Behaviour (20 Marks, 10 Lectures)

Demand Analysis, Elasticity of demand: price, income and cross. Concepts of revenue: marginal and Average. Revenue under conditions of Perfect and imperfect competition, Consumer Behaviour: Indifference curve analysis of c (necessary and sufficient conditions). Price elasticity and price consumption curve, income consumption curve and Engel curve, price change and income and substitution effect.

Unit II Production and Cost (25 Marks, 15 Lectures)

Supply Analysis, Production isoquants, marginal rate of technical substitution, economic region of production, optimal combination of resources, the expansion path, isoclines, returns to scale using isoquants. Cost of Production: Social and private costs of production, long run and short run costs of production. Economies and diseconomies of scale and the shape to the long run average cost. Learning curve and economies of scope.

Unit III Perfect Competition and Monopoly (30Marks, 20 Lectures)

Perfect competition: Assumptions. Equilibrium of the firm and the industry in the short and the long runs, including industry's long run supply curve

competition. Demand - supply analysis including impact of taxes and subsidy.

Monopoly: Monopoly short run and long run equilibrium. Shifts in demand curve and the absence of the supply curve. Measurement of monopoly power and the rule of thumb for pricing. Horizontal and vertical integration of firms. Degrees of price discrimination.

Unit IV Imperfect Competition

(25 Marks, 15 Lectures)

Monopolistic Competition and Oligopoly: Monopolistic competition price and output decision-equilibrium. Monopolistic Competition and economic efficiency, Oligopoly and Interdependence – Cournot's duopoly model, Stackelberg model. Prisoner's dilemma, price-leadership collusive model – dominant oligopoly firm, cartels, sales maximization.

References:

1. Pindyck, R.S., D. L. Rubinfeld and P. L. Mehta; Microeconomics, Pearson Education.
2. N. Gregory Mankiw, Principles of Micro Economics, Cengage Learning
3. Maddala G.S. and E. Miller; Microeconomics: Theory and Applications, McGraw-Hill Education.
4. Salvatore, D. Schaum's Outline: -Hill, Education. Microeconomics
5. H.L. Ahuja, Advanced Economic Theory: Microeconomic Analysis (English) 20th Edition, S Chand Publications.
5. Case and Fair, Principles of Micro Economics, Pearson Education
6. Koutsiyannis, Modern Micro Economic Theory.
7. C Snyder, Microeconomic Theory: Basic Principles and Extensions, Cengage Learning
8. Bilas, Richard A., Microeconomics Theory: A Graphical Analysis, McGraw-Hill Education.
9. Paul A Samuelson, William D Nordhaus, Microeconomics, McGraw-Hill Education.
10. Amit Sachdeva, Micro Economics, Kusum Lata Publishers

B.COM.
SEMESTER I
Commercial Arithmetics –I (CC 4)
(100 marks - 60 Lectures)

Objectives:

- To provide basic knowledge of mathematics and its applications in the field of commerce and industry.
- To acquaint the students with wide ranging applications of mathematical techniques to commerce, economics and practical situations.

Unit I Mathematical Logic and Set Theory

(a) Mathematical Logic

(10marks - 7 Lectures)

- Logical Statement, Truth value.
- Compound Statement, Negation, Conjunction, Disjunction
- Conditional and Bi-conditional statement
- Truth tables
- Logical equivalence
- Tautology and Contradiction
- Argument, Validity of an argument (using truth table for 2 statements only)

(b) Set Theory

(10marks - 6 Lectures)

- Quadratic equation, Solution of general quadratic equation $ax^2 + bx + c = 0$
- Sets: Definition, Representation of sets
- Types of sets: Finite and infinite sets, null sets, singleton set, examples
- Venn diagrams
- Subset, Complement of a set, Union, Intersection and Difference of sets, Power sets
- De Morgan's Law, by examples Verification and Venn diagrams
- Number of elements of a set, Results involving number of sets (upto three sets) and problems based on these results

Unit II Permutations and Combinations

(20marks - 15 Lectures)

- Fundamental Principle –examples
- Factorial notation
- Definition of Permutation
- Number of permutations of n different things taken r at a time
- Permutations with repetition
- Definition of Combination
- Number of combinations of n different things taken r at a time (no proof for results)

Unit II Progressions and Mathematics of Finance

(a) Progressions

(20marks - 10 Lectures)

- Arithmetic Progression (A.P.)
- Definition of A.P.
- Formula for nth term of an A.P.
- Sum of the first n terms of an A.P.
- Business applications of A.P.
- Geometric Progression (G.P.)
- Definition of G.P.
- Formula for nth term of a G.P.
- Sum of the first n terms of a G.P.
- Business applications of G.P.

(b) Mathematics of Finance

(25marks - 12 Lectures)

- Simple Interest
- Compound Interest –compounded annually, six monthly, quarterly, monthly and daily
- Nominal and Effective rate of interest
- Present and future value
- Ordinary annuity, Present value of ordinary annuity
- EMI using Interest on reducing balance and Flat Interest rate

Unit IV Determinants and Matrices

(15marks - 10 Lectures)

- Determinant - Meaning , Order Minor , Co-factor, Expansion (Order 2 and 3)
- Cramer's Rule
- Matrices - Definition, Notation, Types of matrices
- Algebra of Matrices –Negative, Transpose, Equality, Addition and Subtraction, Scalar multiplication, Matrix multiplication.
- Applications to Business Problems

B.COM.
SEMESTER I
Spoken English (AECC 1)
(100 Marks, 60 Lectures)

Objectives:

1. To listen to, understand and convey information
2. To listen to and respond appropriately to the contributions of others
3. To understand, order and present facts, ideas and opinions
4. To articulate experience and express what is thought, felt and imagined
5. To communicate clearly and fluently
6. To use grammatically correct language
7. To use register appropriate to audience and context.

Learning Outcomes

By the end of the term the student should be able to:

1. Describe a visual or an object
2. Explain and give cause and effect
3. Narrate an experience with descriptive detail
4. Provide relevant information
5. Use alternatives to slang
6. Take an active part in group discussion
7. Elicit and show respect for the views of others
8. Disagree, argue and use persuasive speech in appropriate language

Equipment

Essential

- 1) An LCD projector in every classroom
- 2) A Laptop with Internet Facility
- 3) Wi-fi Broadband. Colleges which do not have this must provide a Dongle at least to the teacher

Optional

- 4) A large screen SMART TV
- 5) HD Video Camera (with Hard Disk)
- 6) Home Theatre
- 7) The library or AV room has to be updated by purchase of books with CD-Roms and on - line training facilities some of which are listed at the end of this syllabus.
- 8) A language laboratory, if possible, so that students can use the interactive software and CD-Roms to practice on their own and access online training.
- 9) Voice Recorders (Cenix costs around Rs 2500 and can record for over 4 hrs...file size small...record speeches/conversation for self evaluation...)
- 10) External Hard Disks (for massive data storage)
- 11) A Smart Board

Topics to be covered

- Pronunciation and Enunciation :(Vowels and Consonants and their types)
Diction, intonation, phrasing, pausing, emphasis, stress, inflection.
 - Grammar, vocabulary and alternatives to slang
 - Conversation skills: eg. interviews, chat show 'host-guest' situation
 - Presentation skills
 - Discussion skills: leading and participating.
 - Active listening skills
 - Asking and answering questions
 - Requests and explanations
 - Persuasion and Negotiation
 - Expressing opinions
 - Giving and getting advice
 - Cross - cultural communication
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There are also skills of

- _____

Summary

- _____

Chairing

- _____

Sustained explanation

- _____

Keeping to task

Methods

Topics to be taught using interactive teaching and the workshop method.

It is a good idea to ask students to make a list of the different purposes for talk. Some of these purposes are to:

explain describe narrate

explore
discuss

analyse
argue

imagine
persuade

We synthesize in discussion and argument, evaluate in exploring and persuasion and create in narration and imagining.

A note on listening

The whole point of speaking and listening is that it should be interactive. Person A speaks, Person B listens, understands, considers-Yes, but and....'

Perhaps we should call these skills '**Listening - Thinking - Speaking**'. This is the process by which things get done, by which people think through a problem and find a solution.

Some listening is passive. It looks as if it is to some purpose, but the listener may be thinking, 'If I look as if I am attentive, then perhaps nobody will challenge me to speak.' It's better than looking dreamily round the room or talking to oneself, but it does not prove anything about the quality of listening. That can only be done if the listener makes a response, such as:

- summing up previous contributions and moving the discussion on;
- answering points from a speaker;
- supporting speakers who have lost the drift of their arguments;
- revisiting what has already been said, but in other words;
- acting as note-taker and clarifying what has been written;
- asking questions after a talk/ video clip/movie/documentary and engaging in a discussion.

Hence if there is no listening, there is no speaking. A student giving a talk must engage in conversation with his listeners at the end. (except perhaps at the end of term exams.) However, questions alone may not reveal a high level of listening.

The list given above includes some challenging listening and speaking skills. It follows that **reading aloud may not be counted as a speaking and listening activity**, although the talk that might precede a reading is valid. It also follows that reading from a script or speaking from memory is not speaking and listening either.

Starting from the beginning: Do my students need practice in speaking and listening? They have enough to talk already!

Maybe so, but there is a difference between informal talk and sustained task completion. Try using some of these exercises just to be sure of the levels you are dealing with in a class. You are looking for clarity, confidence, a minimum of preparation and talking strictly without notes.

1. Give directions from college to.....where
2. Telephone someone to say that you cannot make an appointment and ask for another date.
3. Go to a shop and explain that an article they repaired still doesn't work.

4. Explain a particular function on a computer to a novice.
5. Entertain a visitor to the college for five minutes until the principal is free.
6. Explain to you teacher/Principal why you did something extremely silly, and apologise.
7. Give a two - minute talk to the class and answer questions.
8. Bring an article into school and persuade someone to buy it.

(Check these activities 1 to 8 against the list of objectives and learning outcomes to see what sorts of practice they give. What levels of ability might each activity demonstrate? Remember that any one activity may be applied to several skills and may touch on others).

The secret of speaking and listening, or listening - thinking - and speaking, is to do plenty of it. If you teach informally you would have better control of the situation when no one is at the back or the front and there is no opportunity to hide behind the furniture. If students understand that talk is an essential part of English, they will probably settle down to the activity more easily.

Often group work could be incorporated by dividing the class into groups of about 5-7 so that nobody is discouraged from speaking.

Effective speaking and listening in small groups - teacher circulates, gives occasional prompts but doesn't normally join in. Body language must indicate respect and interest and students then become confident in our presence.

Occasional use of Indianisms are fine as long as they are not very frequent and do not hamper good communication, and are in fact, only used to enhance effective communication. If asked the student is expected to know the alternate phrase in formal/standard English.

Eg. ".....and-tu meithe-mei hastualready begun". - Barkha Dutt on NDTV. the blame game has already begun".

Process Talk - Process talk is a timed and disciplined period of discussion, monitored by the teacher. Through process talk students learn about topics and their linguistic skills are challenged as they do not speak from notes. The actual aim of process talk is that it is a stepping stone to writing and therefore cannot be assessed. However, it is an invaluable tool for practice in spoken English. Though much of the talk may be halting or disjointed, some students will make their best contributions under these conditions. The bigger the class more may opt out, but the active, sustained participation of a few may be a good way to introduce the Spoken English course at the beginning of the term. The teacher should sum up what has happened at the end of the class. E.g. The topic is 'Elephants'. A video is shown first - National Geographic. (A video contains a vast amount of information and it is unlikely that students remember the same bits.) Then a search engine presented three interesting and informative sites on the internet:

- a) www.pbs.org/wnet/nature/elephants - it was accessible, easy to navigate and provided a number of resources. These included: 'life of the elephant', 'tale of the trunk' and 'poaching problems'. There was a long list of links and a bibliography.
- b) Another good site was www.elephants.com - an article on how elephants began, with a link to global news and an up-to-date series of news links.
- c) www.nczooetrack.org/diary/loomis-diary/index.html was less immediately useful, but offered a worthwhile and entertaining series of diary entries.

Debates and Group Discussions

You may wish to have students respond to worldwide or local matters that are controversial. In the first session, they could amass arguments for and against and decide where they stand individually. This could lead to a mini debate which could be presented to the class by one of the groups. The issues could be those currently being discussed in the newspapers or magazines. Local issues are often good to use since they may provoke more argument and are often easier to understand. If they touch on moral issues, the argument will be better.

Here are three workshop examples that have worked. The first two are set in Bombay, the last one in Goa.

- * A young girl was refused an essential kidney operation because she had taken drugs. The story was in the newspapers. Participants read the article to discover the reasons for the decision and discuss the practical and moral issues.
- * A student was expelled from school because of a long and unruly hairstyle which was against the school rules. His influential parents were very angry and spoke to the press. Participants discussed the actions of the school and whether they were necessary. (In recent times we have read of so many cases of children being meted out physical punishment at the hands of teachers in other states. Students would have definite opinions about this and will be eager to talk on the subject.)
- * There was a shocking case of senseless bad driving which killed a popular young man. Participants discussed their reactions and the problems of young drivers who have recently passed their tests.

Examples of Group talk

Media 1 Students analyse and evaluate the reporting of an incident or issue in more than one newspaper.(e.g.Navhind & Herald; Times Of India & The Indian Express or The Hindu) they examine the factual reporting, the extent to which the news is made dramatic, sad or happy, the differences in language, the headlines, the amount of detail given, and so on

End result : analytical / critical

Media 2 Students plan and design a sales campaign for an item such as crocodile meat, a currently unfashionable garment, or a new type of mobile phone. They decide on how it is to be marketed, the consumers to be targeted, the message by which it will be sold, the content of commercials and the design of the newspaper and magazine ads. There is an oral report to the

class with a layout of visuals or audio-visual plan is they wish. There is an oral presentation to the class.

End result : informative / persuasive

Problem solving Students decide on a group of people, for example, the blind or the arthritic, whom they could help by designing some object that would make some daily jobs easier. Students could actually ask the blind or the arthritic. Institutions that care for such people are often happy to talk to students who care. Egs: gardening tools for the blind and easy to use door handles for the arthritic. Students could discuss, formulate a proposal, design and present their ideas.

End result : Informative / explanatory

Brainstorming This can be used to apply the mind to any problem. The rule is that no suggestion however silly is to be rejected.

Role Plays Students are given five minutes to look at a card explaining a role - play situation and think about what they are going to say. The situations are imaginary but perfectly normal and natural situations. Students play their own age and are not expected to act. They are not expected to deal with unrealistic problems! Although it is a role play the student does not necessarily have to pretend to be someone else though the teacher probably will. For instance, the teacher might play the role of a parent and the student's task could be to try to persuade mom/dad to sanction a large sum of money so that he/she could go on a holiday with friends.

Solo work A valid part of a varied programme of speaking and listening. Careers today may depend on the ability to stand up to train a group of new workers, to give a presentation in front of managers, or to persuade customers to buy gimmicky machines. Sometimes there are prestigious public - speaking or debating competitions entered by perhaps a few of your students. Use the opportunity to train in front of the whole class. Ask the class for feedback. Some students speak with interest and enthusiasm about their work/experiences/hobbies/holidays and perhaps the English department is the best place for debriefing. It is also a good exercise to get students to reteach a lesson they have recently had in another subject, or a new lesson in History others an opportunity to ask questions. Beware: the rest of the class may sometimes know the lesson better than their 'teachers'. You can substitute the word 'presentation' for talk. Students can learn to use the overhead projector or computerised presentation techniques. Presentations can be given in pairs.

Problems during group work:

- The time problem is helped if you accept that most speaking and listening is not solo work but is done in pairs and small groups.
- Noise - 'By all means do speaking and listening, but I don't want to hear a sound!'
- Not everyone is involved.
- Some groups not working well - pecking order.
- Some groups - briefest of answers.
- Unkindness to others whose comments they regard as silly.

Solutions

- THERE WILL ALWAYS BE NOISE.
- Tactfully ensure that the loudest and busiest are not always in charge. Talk to the most active about a possible role in encouraging and bringing out the shy members of the group.
- Keep topics open - never closed. Put someone who is adept at opening a discussion into a group to help others.
- Ensure that it is understood that everyone should be respected for what they say. You can argue but not so the original speaker feels a fool. BE TOUGH ON THIS.

Material the teacher carries **into the class room** should be gleaned from :

- Newspapers
- Documentaries (either shown to the class or seen at home and discussed)
- Video clippings (eg: Language in use , Cambridge ELT 4 VCD's)
- Events - news or cultural (eg: Carnival, Shigmo, festivals, election campaigns, sports, current affairs
- NDTV/ BBC - issues discussed on ' Hard Talk',... 'W
- Films and cinema

Testing and Evaluation

The whole course will be evaluated on the basis of 2 ISAs of 10 marks each

Role play:	10 marks	(6 Hours)
Group Discussions/ Debate:	10 marks	(6 Hours)

SEE Model

I) An Individual Oral Presentation.....(40 Marks

- candidates will be examined on the following criteria

content - 10 marks

fluency - 10 marks

vocabulary - 10 marks

structure - 10 marks

- within each criteria, point descriptors will be clearly agreed upon.

- setting up and use of all aids, if any should be strictly within the time allotted.

II) Pair-Based Activity.....20 marks.....12 Ho

Candidates will be examined on the following criteria:

Listening skills –5 marks

Clarity of expression –5 marks

Responses to partner –5 marks

Language –5 marks

III) Group Activity..... 20 marks.....

Candidates will be examined on the following criteria:

Leadership qualities –5 marks

Clarity of expression –5 marks

Suggesting new ideas –5 marks

Listening skills–5 marks

Grade Descriptions for Group Activity (to assist the teacher)

Mark Band 1 17-20 marks	Can argue ideas and opinions in persuasive detail without dominating the rest of the group; adept at acting as group leader; usefully refers back to previous points; always looking to suggest new approaches and to move forward; listens sympathetically and considers the views of others fully.
Mark Band 2 13-16 marks	Can argue ideas and opinions soundly but may at times overshadow other members of the group; is capable of leading the group but with only partial assurance; refers back to previous points soundly but not entirely successfully; recognises the need to suggest new approaches but implements this only partially; listens with a degree of sympathy for others views but has a tendency to interrupt at times.
Mark Band 3 9-12 marks	Frequent but generally brief contributions are made; generally accepts a position of group member rather than facilitator/leader; makes occasional reference to previous points; may help to support new approaches but rarely initiates them; listens carefully and responds briefly but appropriately to others.
Mark Band 4 5-8 marks	Brief and infrequent contributions are made; plays a limited part in the group; cannot utilise previous points; follows the general drift of the discussion but struggles to support new approaches; listens inconsistently

	and may even drift away from the discussion
Mark Band 5 1-4 marks	Makes only one or two contributions or may offer mostly inappropriate contributions; plays no real role in group membership; is largely ignorant of previous points; does not offer support for new approaches; may appear to listen but shows little evidence of listening.
Mark Band 6 0 marks	Fails to meet the above criteria.

Grade Descriptions for Pair-based Activity (20 marks)

For this task, marks for each category (Speaking, Listening) should be arrived at.

Speaking – 15 marks	Listening- 5 marks		
Mark Band I 13- 15 marks	Extends the subject matter and elicits responses from the listener; speaks on equal terms with the listener. Employs a wide range of language devices accurately and sometimes eloquently	Mark Band 4.5- 5 marks	Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.
Mark Band II 10- 12 marks	Subject matter is organised and expressed competently; attempts to speak on equal terms with the listener but with a varying degree of success. Employs a good range of language devices soundly	Mark Band 3.5 - 4 marks	Responds appropriately and in some detail to questions and prompts; deals appropriately with most of the alterations in the directions of the conversation.
Mark Band III 7- 9 marks	Deals with the subject matter adequately; the listener is generally but not always prominent. Language devices are used safely.	Mark Band 2.5 - 3 marks	Responds to questions adequately but deals less effectively with prompts; alterations in the direction of the conversation are occasionally dealt with.
Mark Band IV 4 - 6 marks	There is evidence of some sequencing of ideas relating to the subject matter but only inconsistently so; accepts that the listener is in full control of the	Mark Band 1.5 - 2 marks	Provides limited response to the questions and struggles with developing prompts; tends to maintain the direction of the conversation.

	conversation. Limited employment of language devices with some inaccuracy.		
Mark Band V 1 - 3 marks	Simple facts and ideas are expressed with generally unsuccessful attempts at organisation; is barely capable of engaging in a two-way conversation. Not able to employ language devices or devices employed with serious error.	Mark Band V 1 mark	Responds simply or is unable to respond to questions or prompts; cannot recognise alterations in the direction of the conversation.
Mark Band VI 0 marks	Fails to meet the above criteria.	Mark Band VI 0 marks	Fails to meet the above criteria.

Individual Activity –40 marks

Mark	Content & Structure [out of 20]	Vocabulary [out of 10]	Fluency [out of 10]
15 - 19 & 9-10	The student demonstrates ability to use a variety of structures accurately and consistently. There may be errors when sophistication is attempted, but the examiner is convinced that the student is confidently in control of the structures used. Full & well organised content.	The student shows enough command of vocabulary to respond with some precision. Shades of meaning are achieved and some sophisticated information/ ideas are communicated. There will be only the occasional misuse of vocabulary.	The student shows sustained ability to maintain a conversation and to contribute at some length. The student can respond to change in direction of the conversation and perhaps initiate new topics. Pronunciation and intonation are appropriate, with only the occasional slip.
16 - 18 & 7 - 8	There may be mostly simple structures, but some more complex sentences will be attempted successfully. There will be some errors but these will not impede communication. Sound use of content.	The student has a sufficient range of vocabulary to convey information and ideas but there is lack of precision. Vocabulary is not wide or varied.	The student responds relevantly to questions and at a length which makes frequent prompting unnecessary. Stress and intonation patterns are generally accurate. Little effort is required by the listener.
13 - 15	The student will be uneasy	Vocabulary conveys	The student makes a real

<p>& 5-6</p>	<p>and error-prone when venturing beyond simple structures. However, simple accuracy will often be achieved and communication will be maintained. Adequate use of content.</p>	<p>simple ideas and information clearly but lacks precision. There is some searching for words and hesitation when going beyond simplicity.</p>	<p>attempt to respond to questions. S/he may need frequent prompting and will tend to offer one sentence at a time, but keeps conversation going. Some noticeable inaccuracy of stress and intonation, but unlikely to impede communication.</p>
<p>10 – 12 & 3-4</p>	<p>Responses will usually be single words or very simple sentences -with errors. Error will tend to blur but not obscure communication. Content is thin or inconsistently used.</p>	<p>Vocabulary will sometimes be inadequate to convey even simple ideas and there will be frequent pauses.</p>	<p>Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond the single word response. Stress and intonation inaccuracy causes some communication difficulty, but candidate can usually be understood by a sympathetic listener.</p>
<p>5 – 9 & 1-2</p>	<p>Single word responses will be the norm and attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made at points during the interview. Content is mostly undeveloped and/or very thin.</p>	<p>Enough English words are known to convey occasional snippets of information, but conversation will be very limited and confused.</p>	<p>Responses are so brief and imprecise that little is communicated. Use of single words is the norm, and there will be long gaps. Stress and intonation patterns cause difficulty for even the most sympathetic listener. Repetition is necessary to achieve communication.</p>
<p>0 – 5 & 0</p>	<p>Completely limited/no attempt at a response.</p>	<p>Completely limited/no attempt at a response.</p>	<p>No response/inaccuracy of stress and intonation prevents communication even after several repetitions.</p>

In the world of work, a high percentage of communication is by talk, and people are known by the way they use talk to carry out their duties with efficiency, tact or persuasion.

Soon it will be normal to write by speaking into a machine which then prints what we say. It is a brave new world and it is through highly developed speaking skills that we shall be empowered to meet it.

LIST OF BOOKS

ENGLISH VOCABULARY, PRONUNCIATION AND GRAMMAR

English Pronunciation in Use **Hancock**
(Book+ 4 Audio Cassettes-521-54772 -5 Pack) 0 or
(Book+ 4 Audio).....CD's0-52154771Pack-7

Better English Pronunciation O' Connor (Book + Cassettes Set0-521 -
78964).....-8

Murphy's English Grammar Raymond Murphy
(Book + CD ROM) 0.....-521-61663-8
Cambridge Language In Use series Set of 4 VCD's
Cambridge English Pronouncing Dictionary, 16th edition by Daniel Jones (Book with CD ROM)
.....-521-600620-6

**All of the above can be ordered from Foundation Books Pvt.Ltd. CAMBRIDGE UNIV PRESS.
www.foundationbooksindia.com (Their books/colleges catalogue has an exhaustive list of
books in English Grammar, Pronunciation, Vocabulary, Remedial work, writing speaking,
listening)**

Plot No. 80 Service Industries, Shirvane, Sector -1, Nerul, Navi Mumbai-400706.
Tel: 27709172,27713810. Fax: 27709173. email: cupbang@cupind.com

Online Resource –The homepage of NATE (National Association Of Teaching English) while a
national British association, has many resources which are in effect international.
Series

English Writing Frames –Copiable books and accompanying CD-ROM'S to support w middle ability students.
Could be used in used in conjunction with any language/Communication skills course. A systematic resource,
with step –by- step practical
exercises and photocopiable frames to practice with.

English Writing Frames: Genre by Neild, J (edition 2000) This is available as a book and disk
pack ISBN: 184136975

English Writing Frames: Style and Purpose by Neild, J (edition 2000) - also book and disk pack
ISBN: 1841636983 Published by Folens Publishing Limited, Unit 20, Apex Business Centre,
Boscombe Road, Dunstable, Bedfordshire, LU5 4RL ,U.K www.folens.com

Heinemann English Programme- a thematically arranged four part series. Teacher resource files accompany the set.

Authors : Seely, J & Kitshen, D ISBN: 0435103520

0435103547

0435103563

0435103466

Publisher: Heinemann, Harcourt Education Ltd, Halley Court, Jordan Hill, Oxford, OX2

8EJ,

U.K.

www.heinemann.co.uk

Speaking and listening by Jones, R -with accompanying cassette ISBN: 0719546699

Publisher : John Murray, Hodder Murray, 338 Euston Road, London, NW1 3BH

UK. www.johnmurray.co.uk

New Hodder English

This is a series of three books. Teachers can find a variety of accessible material to simulate speaking and listening activities as well as writing.

New Hodder English –by Hackman, S; Scott, P & Howe, A (edition 2001)

1. ISBN 034077536X

2. ISBN 0340775378

3. ISBN 0340775386

Publisher Hodder & Stoughton Education, Hodder Deadline, 338 Euston Road, London, NW1 3bh, UK

www.hodderheadline.co.uk

Speaking English Effectively **by Krishna Mohan and N. P. Singh**

Macmillan India Ltd

ISBN:

0333925521

Cambridge UNIV PRESS - –Language In Use

Set of 3 -gradedBEGINNER,PRE -VCD'sINTERMEDIATE, INTERMEDIATE-

On Line Training and Practice Clarity Language Consultants Ltd

UK Office : PO Box 625, Godalming, GU7 1ZR, UK

Tel: + 44 (0) 8451305627

Fax: + 44 (0) 8451305647

HK Office : PO Box 1763, Sai Kung, Hong Kong

Tel: +852 27911787

Fax: + 852 27916484

Young India Films

1 –F, Lakshmi Bhawan, 609, Mount Road, Chennai –600006

email: yif@vsnl.com

www.younindiafilms.com

Tel: +044 28295693, 28294160
28293640

Fax: + 044 28292065, 28295303 Mob :
0981022551, 09841056109

Examples of Questions for the ISA and SEE.

I **Role Play** - topics to be given 10 minutes before the commencement of the exam.

1) The Student's role: Your friend

Your role : Yourself

Your Task: You have very strong views about how animals should be treated, which are very different from your friend's. You are in a fast food café. Your friend has walked in carrying a brand - new expensive snake - skin handbag/ leather coat and has ordered a double beef burger. You are wearing jute sandals and are carrying a cloth bag and have ordered a veg burger.

OR

2) The Student's Role: A new neighbour who has

Your Role: The owner of a house in a quiet street.

Your Task: You are having very real problems with your neighbour. You cannot concentrate during the day on things you want to do and your neighbour's noisy children sleep very late at night keeping you awake. You are working in your garden and a ball came over the fence and hit you on the head. The children started yelling and screaming for you to throw the ball back. Instead you go over to see their parent to discuss the whole matter.

OR

3) Choose any one topic that you are passionate about:

- A book you have read recently
- A film or play you have seen recently that affected you a great deal
- A member of your family, singer, actor, scientist, historical figure who fascinates you
- Travel
- Football or cricket
- Fashion
- School

- College
- Mobile phones

I **Debate/ GD** - Groups of 5 through lots for GD Groups of six for debate.

- 1) The Government of Goa should ban on all kinds of plastic bags. OR
- 2) Fees charged for college education must be increased so that students of higher education can be provided better facilities, innovative courses and quality teachers.

Pair based activity

Allow students to choose their partners.

1) You in an interviewer - interviewee situation on a popular FM Radio Station. The guest speaker is an aerobics instructor and a keep- fit fanatic who is 62 years old. The interviewer agrees on the wisdom of an active life and a sensible diet but is himself/herself fond of junk food and likes nothing better than staying in bed as late as possible.

OR

2) Have a discussion on hobbies with a new boy/girl who has just joined your college , with whom you are try to make friends.

II - **Individual talk/** Presentation

Topics to be displayed on the notice board well in advance of the exam.

Exam to be conducted before the commencement of the written papers. (similar to the manner in which science practicals are conducted.)

Topics (should be such that there is possibility of using audio visual aids/ mounted boards/slides/charts/ maps/graphs **if** the candidate wishes to do so.)

- The image of Goa in advertising.
- Festivals of India
- Folk media of Goa
- Indian Mythology
- Flora and Fauna of Goa

ENVIRONMENTAL STUDIES –I
(No. of credits = 2; No. of contact hours
= 30) Semester –I (for B.Com.)

Objectives: The course envisages that all the under graduates coming out of our University system are aware of our natural resources, ecosystems and their linkages to society, livelihood, environment and conservation. This theoretical learning shall be supported by the actual field visits.

Unit 1: The Multi-Disciplinary Nature of Environmental Studies (2 hours)
Definition, Scope and Importance; need for public awareness

Unit 2: Natural Resources: (8 hours)

4) Renewable and Non-Renewable resources: natural resources and associated problems

Forest Resources: use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

Water Resources: use and over-exploitation of surface and ground water; floods, droughts, conflicts over water, dams-benefits and problems.

Mineral Resources: use and exploitation, environmental effects of extracting and using mineral resources; case studies related to mining and its effect on siltation and loss of biodiversity.

Food Resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity; case studies.

Energy Resources: growing energy needs, renewable and non-renewable energy sources, use of alternative energy sources, case studies

Land Resources: land as a resource, land degradation, man-induced landslides, coastal erosion, soil erosion and desertification.

- Role of an individual in conservation of nature
- Equitable use of resources for sustainable livelihoods

Unit 3: Ecosystems (6 hours) Concept of an ecosystem, structure and functions of ecosystems; producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids.

Introduction, types, features, structure and functions of the following ecosystems: forest ecosystem, grassland ecosystem, desert ecosystem, aquatic ecosystem (ponds, streams, lakes, rivers, oceans, coastal zone, estuaries).

Unit 4: Biodiversity and its Conservation (8 hours) Introduction, definition, genetic, species and ecosystem diversity; bio-geographical classification of India; value of biodiversity - consumptive use, productive use, social, ethical, aesthetic and option values; biodiversity at global, national, regional and local levels; India as a mega-diversity nation; hotspots of biodiversity; threats to biodiversity - habitat loss, poaching of wildlife, man-wildlife conflicts, bio-invasion, and over exploitation; endangered and endemic species of India (at least 5 examples of animals and plants each); conservation of biodiversity- in-situ and ex-situ conservation, role of biotechnology in conservation of biodiversity.

Unit 5: Field visits (6 hours)

Visit to a local area to document environmental assets - river/ forest/ grassland/ hill/ mountain; study of common plants, insects, birds; study of simple ecosystems-pond/ river/ hill slopes, etc. A report of field visit(s) to be maintained.

Recommended Readings

- Agarwal K.C. (2001): Environmental Biology, Bikaner, Nidi
Bharucha E.: The Biodiversity of India, Ahmedabad, Mapin
Bharucha E.: Textbook of Environmental Studies. Orient BlackSwan
Brunner R.C. (1989): Hazardous Waste Incineration, New York, McGraw-Hill
Chatwal G.R. & Sharma H. (2005): A Textbook of Environmental Studies, Mumbai, Himalaya
Clark R.S.: Marine Pollution, Oxford, Clanderson
Cunningham W.P., Cooper T.H., Gorani E. & Hepworth M.T. (2001): Environmental Encyclopaedia, Mumbai, Jaico.
De A.K.: Environmental Chemistry, Wiley
Desai R.J. (2003): Environmental Studies, Mumbai, Vipul
Gleick H.P. (1993): Water in Crisis, Stockholm Env't. Institute, OUP
Hawkins R.E.: Encyclopaedia of Indian Natural History, Mumbai, BNHS
Heywood V.H. & Watson R.T. (1995): Environment Protection and Laws, Mumbai, Himalaya
Jadhav H. & Bhosale V.M. (1995): Environment Protection and Laws, Mumbai, Himalaya
McKinney M.L. & Schoel R.M. (1996): Environment Science, Systems and Solutions, Web Enhanced Edition.
- Mhaskar A.K.: Matter Hazardous, Techno-Science Publications
Miller T.G. Jr.: Environmental Science, Wadsworth
Odum E.P. (1971): Fundamentals of Ecology, Philadelphia, W.B. Saunders
Rao M.N. & Datta A.K. (1986): Waste Water Treatment, Oxford & IBH Santra
S.C. (2004): Environmental Science, Kolkata, Central Book Agency
Sharma B.K. (2001): Environmental Chemistry, Meerut, Goel Publishing House
Townsend C., Harper J. & Begon M.: Essentials of Ecology, Blackwell Science
Trivedi R.K.: Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol.1 & 2, Enviro Media.
Trivedi R.K. & P.K. Goel: Introduction to Air Pollution, Techno-Science Publications
Wagner K.D. (1998) Environmental Management, Philadelphia, W.B. Saunders

Magazines

Down to Earth, Centre for Science & Environment
Survey of the Environment published by The Hindu

Eresource

<http://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf>

ENVIRONMENTAL STUDIES
(for B.Com.)
QUESTION PAPER PATTERN FOR SEE (SEMESTER I & II)

Max. Marks: 40

Question 1: Small answer questions (5 out of 7) (2 x 5 = 10 marks)

Question 2: Descriptive answer questions: (5 x 2 = 10 marks)
A or A (5 marks)
B compulsory (5 marks)

Question 3: Descriptive answer questions: (5 x 2 = 10 marks)
A or A (5 marks)
B compulsory (5 marks)

Question 4: Descriptive answer questions: (5 x 2 = 10 marks)
A or A (5 marks)
B Question based on unit 5 (5 marks)

ENVIRONMENTAL STUDIES
(for B.Com.)
SPECIMEN QUESTION PAPER FOR SEE

Max. Marks:
40

Question 1: Answer any four of the following (2x 5 = 10 marks)

- a) Explain the term 'Biodiversity Hotspot'.
- b) What is meant by 'renewable natural resou
- c) What is an ecosystem?
- d) List any two problems of dams on environment.
- e) What is bio-invasion?
- f) What is an endangered species?
- g) What is ex-situ conservation?

Question 2: (5 x 2 = 10 marks) a) With reference to desert ecosystem discuss features, functions and threats (5 marks)

OR

- a) Submit an account of the threats to biodiversity and add a note on *in-situ* conservation (5 marks)
- b) Correlate over exploitation of mineral resources and environmental damage (5 marks)

Question 3: (5 x 2 = 10 marks)

- a) Evaluate the 'Global food scenario'(5marks)

OR

- a) Discuss alternative energy resources *vis-a-vis* growing energy needs (5 marks)
- b) Explain the role of biotechnology in conservation of biodiversity (5 marks)

Question 4: (5 x 2 = 10 marks)

- a) Discuss types of ecological pyramids (5 marks)

OR

- a) Discuss land degradation with suitable examples (5 marks)
- b) Question based on unit 5 (5 marks)

Computer Application –I

For B.Com. SEMESTER I

GE 1

COURSE	CODE	:	COURSE TITLE : Information Technology(Fundamentals) - I			
BCOM112						
Total Marks : 100		Total Credits : 04		Total Contact Hours :		
				60		
Course prerequisites : None						
Course objectives : Understand the fundamentals of Information Technology and provide insights into dominant IT Applications and emerging IT Technologies.						
Course contents :						
Unit		Topic			Weightage	
	Title		Content	Hours	Marks %	
	Introduction		Data and Information: Data - Definition, Types of Data, Data Representation, Number system(Decimal & Binary), Coding Schemes(ASCII and UNICODE).	3	30	
			Information: Definition, Difference between Data & information, Prerequisites, Information Technology : Definition and components, Need for Information Technology and its advantages.	2		
		C	Role of Information Technology : Business, Education, Manufacturing, Public Sector, Media, Defense Services, and Publication.	2		
		D	Software: Relationship between Hardware and Software, Categories of Software - Examples,	4		

			Operating System - Definition & functions, Examples , Freeware and Open source software- Examples.		
		E	Careers in IT Industry: Analyst, Administrator, Designer, Business process outsourcing, Programmers, Technical Wri	1	
		F	Use of IT in Education and Research: Data analysis, Heterogeneous storage, e-Library, Google Scholar.	3	
		G	Social and Ethical issues in IT: Computer Ethics, Intellectual property rights , Plagiarism , fair use , software licensing , Piracy.	3	
			Student Activity: Explore Data analysis, what-if-analysis and visualization in Excel		
	Multimedia Essentials	A	Introduction: Definition, Components of Multimedia, Uses of Multimedia.	3	25
		B	Multimedia applications: Entertainment, Education, Business, Training, Virtual reality.	2	
		C	Text - Fonts & Faces, Using Text in Multimedia, File formats Images: Still Images –bitmaps & vectors , image file formats, Sound: Digital Audio, MIDI Audio, MIDI vs Digital Audio, Audio File Formats, Video: How video works, Video file formats, Animation: Principle of animations, animation techniques, animation file formats.	7	
		D	Making Multimedia: Stages of a multimedia project, Requirements to make good multimedia, Multimedia software and Authoring tools.	4	
			Student Activity: 1. Use any image editing tool such as (GIMP, Inkspace) to design the cover page of Book. 2. Use any two Mp3 tracks of your choice to create a unique composition that is significantly different from either of the original tracks. You are free to experiment. 3. Make a Movie on a given topic with the help Windows Movie Maker.		
	E-Commerce	A	Introduction: Definition, Advantages and disadvantages of transacting online.	2	25
		B	E-commerce Business models: Introduction , key elements of a business model and	4	

			categorizing major E-commerce business models.		
		C	E-payment System: Models and methods of e-payments (Debit Card, Credit Card, Smart Cards, e-money), Payment gateways, Risks involved in e-payments.	4	
		D	Online Banking: Meaning, Concepts, Importance, Electronic Fund Transfer, Automated Clearing House.	3	
		E	M-Commerce : Definition, Services, Advantages & Disadvantages.	1	
			Student Activity : Implement a case study on any popular e-commerce website. Include following details: Introduction to the company, Overview of the products and services available, Basic elements of the company business model - Target market/audience, Revenue model, Competitive environment, Competitive advantage analysis;, Product Promotion Strategies, Financial results if available		
IV	Overview of Emerging IT Technologies	A	Cloud Computing: Definition, Examples Types of Cloud Computing –IaaS, SaaS, PaaS, Deployment Models –Private, Public, Community & Hybrid cloud, Advantages and Disadvantages of Cloud Computing.	3	20
		B	Mobile Computing(MC): Definition, Aspects of MC –User Mobility, Device Portability, Applications of MC	2	
		C	Big Data:	4	

		<p>Definition, 4Vs + V,</p> <p>Big data Opportunity:</p> <ul style="list-style-type: none"> - Financial services, Retail, Advertising and Public relations, Manufacturing <p>Big Data Process,</p> <p>Risks and challenges of Big Data.</p>		
	D	<p>Analytics:</p> <p>Definition,</p> <p>Business Intelligence,</p> <p>Data Mining -</p> <ul style="list-style-type: none"> Association rule learning, Classification, Cluster Analysis, Regression. 	3	
		<p>Student Activity:</p> <p>Create a web form to collect and collate data (usually done for registrations etc..) using Google cloud service.</p>		

Note:

1. IT paper shall carry 04 credits, with no credit for Lab component.
2. There shall be a theory examination of 100 Marks (Internal Assessment –20 Marks; End Semester Examination –80 Marks of 2 hrs. duration)
3. There shall be four Theory lectures per week of 1 hour duration per Theory class.

References:

1. Introduction to Information Technology –ITL Education Solutions Limited –Pearson Education

2. Computer fundamentals fourth edition by Pradeep K. Sinha and Priti Sinha BPB publications
3. Information Technology -The breaking wave by Dennis Curtin Tata McGraw-hill edition
4. Frontiers of Electronic Commerce Ravi Kalakota & Andrew B Whinston, Pearson Education.
5. Multimedia in practice, technology & applications, Judith Jeff Coate, PHI
6. Multimedia making it work, Tay Vaughan, 3rd edition, Tata McGraw-Hill
7. Multimedia: Computing, Communications Applications, Ralf Steinmetz and Klara Naharstedt, Pearson.
8. E-Commerce, Kenneth C. Laudon and Carlo Guercio Traver, Pearson Education.
9. E-commerce: Strategy, Technology and Applications ,David Whiteley, , McGraw Hill Education
10. Cloud Computing,
<http://www.dialogic.com/~media/products/docs/whitepapers/12023-cloud-computing-wp.pdf>

Practical Assignments for Computer Application –I Lab

For B.Com. SEMESTER I

GE 1

COURSE CODE :	COURSE TITLE : Information Technology(Fundamentals) –I Lab
BCOM112	

Total Marks : -	Total Credits : -	Total Contact Hours : 30
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Course prerequisites : None

Course objectives : To equip students with the healthy practices and efficient use of information technology services , tools and modern devices.

Course contents :

Unit		Topic	Requirements	Weightage
Title	#	Content		Hours
Introduction	1	Operating System Basic <ul style="list-style-type: none"> • Installation of Operating System (Demonstration only) • Demonstrate features of any MS Windows based OS and any of the Linux flavor • Add Devices(Printer,Audio,Video drivers) 	Operating system such as: <ul style="list-style-type: none"> • MS Windows 7/8 or • Free and Open source Operating system such as Ubuntu, Mint etc... Appropriate Device Drivers	2 hours

		2	<p>Applications of IT and Unicode</p> <ul style="list-style-type: none"> • Check up sites of E-governance (calculate income tax, find voter id details) • Enable computer to support regional language, add Keyboard, Use onscreen keyboard, install phonetic keyboard, type in regional language using Unicode 	Internet & Internet Browser	2 hours
Multimedia Essentials	3	<p>Word</p> <ul style="list-style-type: none"> • Basic features, Formatting, use of Multimedia content in word file, Mail merge, Spell Check, Thesaurus, Security, Page 	Word editor	such as:	2 hours
	4	<p>Powerpoint</p> <ul style="list-style-type: none"> • Creating slides, Formatting, sorting, • Animation, Slide master 	Presentation	tool such as:	2 hours
	5	<p>Excel –Data operations</p> <ul style="list-style-type: none"> • Use Excel to prepare personal budget for the first quarter of given financial year. Use appropriate charts to provide visual analysis of income and expenditure. • Create a file in Excel that describes a grading system for a class. 	Calculation tool	such as:	2 hours
	6	<p>Excel –Data & Financial operations</p> <ul style="list-style-type: none"> • Use Excel to perform profit and loss statement, Balance Sheet & Assets for the given data. Make use of separate worksheets for each profit and loss statement, Balance Sheet & Assets. Make use of Financial functions(for example to calculate the depreciation of asset item) 			2 hours
	7	<p>Excel –What-if- Analysis</p>			2 hours

			<ul style="list-style-type: none"> Excel Use excel to perform, what if analysis of the any given data and provide appropriate visualization of the data analysis 		
		8	<p>Image Manipulation</p> <ul style="list-style-type: none"> Use any image editing tool such as (GIMP, Inkspace) to design the cover page of Book. 	<p>Tools such as:</p> <ul style="list-style-type: none"> Photoshop/ Coredraw GIMP, Inkspace 	2 hours
		9	<p>Audio Manipulation</p> <ul style="list-style-type: none"> Use any two Mp3 tracks of your choice to create a unique two minute composition that is significantly different from either of the original tracks. You are free to experiment. 	<p>Tools such as:</p> <ul style="list-style-type: none"> Audacity 	2 hours
		10	<p>Video Manipulation</p> <ul style="list-style-type: none"> Make a Movie on a given topic with the help Windows Movie Maker. 	<p>Tools such as:</p> <ul style="list-style-type: none"> Windows Movie Maker 	2 hours
	E-Commerce	11	<p>Online Purchase</p> <ul style="list-style-type: none"> Attempt to purchase a product online from any E-Commerce Site. Proceed till payment gateway. Check digital certificates (such as ebay.in and amazon.com) Write a review of an E-Commerce Site visited include: Site description, Site Design, ease in navigation, process for purchasing items, security, privacy, compare with competitors, customer service, best features of site etc.. 	<p>Internet & Internet Browser</p>	2 hours
		12	<p>E-Commerce Web Portal Case Study</p> <p>An Ecommerce site case study, Include</p> <ul style="list-style-type: none"> Target market/audience: who uses this service? Revenue model: where does the money come from? Competitive environment: who else 	<p>Internet & Internet Browser</p>	2 hours

			<p>is competing in this market, or who might enter the market and threaten this company's position?</p> <ul style="list-style-type: none"> Competitive advantage analysis: how is your case company attempting to gain an advantage: competing on cost? differentiation? How are they promoting their products in the marketplace? How have they been doing - financial results if available? 		
IV	Overview of Emerging IT Technologies	13	<p>Advanced web search and translation & Transliteration services</p> <p>Web search, image search Search only for pages that contain (ALL the search terms contain the exact phrase you type, contain at least one of the words you type, do NOT contain any of the words you type, written in a certain language, created in a certain file format like ppt, pdf, rtf, doc, xls) Advanced search operators: Include search (“+” search), syno Domain search, Num range search, other advanced search features (Google, Local language, Technology Search, Date, Occurrences, Domains, Safe search) Use Online translators and transliteration services</p>	Internet & Internet Browser	2 hours
		14	<p>Multiuser Google docs</p> <p>Create documents, spreadsheets and presentations online Share and collaborate in real time Safely store and organize your work Control who can see your documents</p>	Internet & Internet Browser	2 hours
		15	<p>Cloud Computing</p> <p>Create web form to collect and collate data (usually done for registrations etc) using Google cloud service</p>	Internet & Internet Browser	2 hours

Note:

1. IT lab Component shall carry no credit.
2. There shall be altogether 15 Lab sessions of 2 hours duration per batch of 20 Students.

Information Technology –I (Theory)

B.Com. SEMESTER I

GE 1

Unit wise Marks Distribution

Sem I	Marks Allotted	Sem II	Marks Allotted
Unit I	20-28	Unit I	20-28
Unit II	16-24	Unit II	16-24
Unit III	16-24	Unit III	16-24
Unit IV	16-24	Unit IV	16-24

Question Paper Pattern

Maximum Marks: 80			
Q. 1	Answer the following questions (Any Four/5)	4 * 2 = 08 Marks	4 questions –3 from Unit I & 1 from Unit IV
Q. 2	Answer the following questions (Any Four/5)	4 * 2 = 08 Marks	4 questions –2 each from every Unit II & Unit III
Q. 3	Answer the questions (Any 4/5)	4 * 4 = 16 Marks	4 questions –From unit I
Q. 4	Answer the questions (Any 4/5)	4 * 4 = 16 Marks	4 questions –From unit II
Q. 5	Answer the questions (Any 4/5)	4 * 4 = 16 Marks	4 questions –From unit III
Q. 6	Answer the questions (Any 4/5)	4 * 4 = 16 Marks	4 questions –From unit IV

COMMERCE ELECTIVES SEMESTER –I

**B.COM.
SEMESTER I
Banking I (GE 1)
(100 Marks- 60 Lectures)**

Objectives: To acquaint students with basics of banking and structure of banking business in India.

Unit I Introduction to Banking in India (25 Marks-15 Lectures)

Evolution of Banking, Origin of Modern Banking in India, Meaning and Definition of Banking, Structure of Commercial Banking in India- Scheduled and Non-scheduled Banks, Public Sector Banks, Private Banks, Foreign banks and Regional Rural Banks. Systems of Banking - Group and Chain Banking, Unit & Branch Banking, Investment Banking, Mixed Banking and Universal Banking. Central Banking –Reserve Bank of India, Origin and growth –Functions, Bank Nationalization in India.

Unit II Functions of Banks (30 Marks 18 Lectures)

Accepting Deposits-Importance of deposits, Classification & features of deposits-Demand deposits, (Current account deposits, Saving account deposits, Pigmy deposits and Call deposits) Term deposits, (Fixed deposits, Recurring deposits) and Hybrid deposits or Flexi-deposits. **Loans and Advances**-Importance of lending, Principles of lending and Credit Management, Different types of lending facilities in brief -Cash credit, Overdraft. Loans: (Demand loans, Medium term loan and Long term loans) Bills purchased and Bills discounted, project finance, Loan syndication and Bridge loan, Agency and miscellaneous services.

Unit III Types of Customers and their Accounts (25 Marks-15 Lectures)

Types of Individual Customers: Minor, Married Women, Illiterate persons, Hindu Undivided Family. Opening of deposits accounts, Need for identity proof and proof of residence, Know your customers (KYC) norms, Guidelines of the RBI, Introduction, Specimen Signature, Nomination, Pass book, Statement of accounts, Bank slips and documents, Demand draft, Cheque book and Closing of accounts, Non-Resident Accounts- Features of NRO, Foreign Currency Non-Resident (FCNR) account and Non-Resident (External) (NRE) accounts.

Unit- IV Retail Banking & Customer Relationship Management (20 marks 12 lectures)

Introduction to Retail Banking –objectives and importance, different retail products offered by banks. Pricing of Retail banking products, Customer Relationship Management in Banking: concept, objectives and importance. Principles of Customer Relationship and customer relationship building strategies.

Reference:

1. Indian Institute of Banking and Finance, Principles and Practices of Banking, (2nd Edition) Macmillan Publication India Limited, New Delhi.

2. Indian Institute of Banking and Finance, Basics of Banking (Know your Banking-I), Taxman Publication Pvt. Ltd. New Delhi.
3. Indian Institute of Banking and Finance, Banking Products and Services, Taxman Publication Pvt. Ltd. New Delhi.
4. B. S. Khubchandani, Practice and Law of Banking, Macmillan Publisher India Ltd. New Delhi.
5. Gordon and Natarajan, Banking Theory, Law and Practice, (21st revision edition) Himalaya Publishing House Ltd., Mumbai
6. Dr. P. K. Srivastava, Banking Theory and Practice, Himalaya Publishing House Ltd. Mumbai.
7. P. N. Varshney, Banking Law and Practice, Sultan Chand and Sons, New Delhi.
8. D. Muraleedharan, Modern Banking Theory and Practice, PHI Learning Pvt. Ltd. New Delhi.
9. K. C. Shekhar and Lekshmy Shekhar, Banking Theory and Practice, Vikas Publishing House Pvt. Ltd. New Delhi.
10. O. P. Agarwal, Modern Banking In India, Himalaya Publishing House, New Delhi.
11. DR. K. M. Bhattacharya and O. P. Agarwal, Basic of Banking and Finance, Himalaya Publishing House Ltd. Mumbai.
12. H. L. Bedi and V. K. Hardikar, Practical Banking and Advances USB Publishers Distribution Ltd. New Delhi.

Journals:

1. RBI bulletins on Banking (Yearly)
2. The Indian Banker, Indian Bank's Association
3. The IUP Journal of Bank Management, IUP publications, Hyderabad
4. IIB Journal, Indian Institute of Banking & Finance.

Website

1. Reserve Bank of India www.rbi.org.in
2. Indian Institute of Banking and Finance www.iibf.org.in
3. Indian Banker, Indian www.iba.org.in Bank's Association

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SEMESTER I
Marketing Management (GE 1)
(100 Marks –60 Lectures)

Objective: To introduce the students to the basics of marketing management.

Unit I Introduction to Marketing

(25 Marks- 15 Lectures)

Concept of marketing and importance Product Planning & Decisions

Product planning –Meaning, new product development process, reasons for new product development and reasons for product failure. Product Life Cycle (PLC) - meaning, stages and implications.

Branding - concept and strategies, essentials of a good brand name.

Packaging –Meaning and essentials. Labeling –Meaning and importance.

Unit II Pricing

(25 Marks-15 Lectures)

Meaning, importance and factors influencing pricing. Major pricing methods –cost, demand, competition. Pricing policies - Skimming pricing, Penetration pricing, Geographical, Leader pricing, Psychological pricing.

Unit III Promotion

(25 Marks-15 Lectures)

Advertising - Meaning, objectives, role and limitations of advertising.

Sales promotion - Meaning, importance of sales promotion, major tools of sale promotion. Personal selling –Meaning and steps. Public relations - Meaning and tools.

Unit IV Marketing Logistics

(25 Marks-15 Lectures)

Physical distribution –Meaning and elements. Channels of distribution –Meaning and types, factors influencing choice of channels. Distribution channel policies.

References:

- 1) Kotler, Philip. Armstrong Gary. *Principles of Marketing*. Prentice-Hall.
- 2) Gandhi, J.C. *Marketing a Managerial Introduction*. Tata McGraw Hill.
- 3) Kotler, Keller, Koshy & Jha. *Marketing Management - A South Asian Perspective*. Thirteenth International Ed. Pearson, Delhi.
- 4) Karunakaran, K. *Marketing Management - Text and cases in Indian context*. Himalaya Publishing House, Mumbai.
- 5) Banerjee, Mrityunjoy. *Essentials of Modern Marketing*. Oxford & IBH Publishing.
- 6) Ramaswamy, V.S., Namakumari, S. *Marketing Management Planning Implementation & Control*. MacMillan, India.
- 7) Stanton, William; Etzel Michael & Walker Bruce. *Fundamentals of Marketing*. McGraw Hill International.