The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
Reaccredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

PROJECT DETAILS

B & I (2023-24)

The South Indian Association's
The S. I. A. College of Higher Education
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P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421 203

Project Guidelines
(F.Y.BBI. Foundation Course 2023-24)

Date: 05/08/2023

Step No.1: Team formation

Dear students,

Kindly follow the steps given below

Step A: Register for FC project topic by entering your name and roll number in the available free slot in the sheet as per your choice on or before 10th August 2023, 4 pm. Kindly note that, the topic once registered will not be changed and teams will be formed as per your choice of the project topic.

Date: 12/08/2023

Step No.2: Allocation of Project topic related to the Foundation Course

Dear students, in Semester I you must submit a Foundation Course project of 25 marks, in which you need to prepare a questionnaire, conduct a survey, collect primary and secondary data, analyse it, give suggestions and write the conclusion.

Topics are being allocated related to the Foundation Course in which you have to conduct research and give suggestions.

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Date: 12/08/2023

Step No.3: Guidelines and preparation of project

Dear students,

1. Review the attached pdf file of FC project topics chosen by the students and find your team member as per the list.
2. Kindly note that, the team should be of five members only.
3. Discuss and identify one team leader from your team.
4. Mention the topic, members, contact number and roll number.

Date: 12/08/2023

Step No.4: Internal brainstorming and external brainstorming

Dear students,

1. Internal brainstorming: Explore your topic/study in detail and discuss it with your teammates.
2. Write content in your own words only.
3. Content must include an introduction, objectives, problems, suggestions, and conclusion.
4. External brainstorming: Each member of the team must have a conversation with 5 other people to know public awareness of your topic.
5. Start data collection after taking approval on the questionnaire.
6. Update your ideas and share them with me before 31/08/2023
7. Review updated project topics chosen by all students.

Date: 12/08/2023

Step No.5: Contents of the project

8. Dear students,
9. The contents of the project should be arranged as per the following
10. Title Page: Name of the topic, team members name, role no. and division, subject name, academic year, faculty name.
11. Certificate
12. Declaration
13. Index



14. Introduction
15. Body of the topic arranged with clear headings and subheadings.
16. Findings, suggestions and conclusion
17. Bibliography- Please note no search engine names. Ensure complete website address link, author name, page numbers.
18. Project report should be of minimum 20 pages.
19. Project report must fulfil the objectives of the study, learning, challenges faced by people, public awareness etc.
20. It must contain interviews of the experts.
21. It must contain interviews with experts.
22. Project report must fulfil your objectives of the study, learning, challenges faced by people, public awareness of your topic, suggestion, and conclusion.
23. The last deadline for submitting your project report is 30 September 2023 by 4 pm. after that, the project won't be accepted.

Presentation (PPT):

- A presentation for the same has to be made with total 8 slides covering all the content.
- Time duration of presentation 6 minutes for each group
- Question and answer 2 mins for each group
- Maximum 8 slides
- Title slide 1: College name, Class, Semester, FC project presentation.
- Title slide 2: Group number, title of project, Table of group members
- Introduction slide
- Survey
- Learnings and observations
- Suggestions and conclusion.

Project Report of F.Y.BBI – Foundation Course 2023-24

Project-based experiential learning was taught to F.Y.BBI students,

Project evaluation criteria was:

1) Basic minimum reading, through secondary research on the topic
2) Primary research i.e. public awareness of the topic, a survey from the public, environmentalists, experts, field visit, conducted the interview and noted the observations.

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3) Data analysis and understanding of the topic from experts.

   Detailed reports and presentations of 8 projects executed by the student group are available in the record.

4) Students were happy and have gained a lifetime learning and completed their project. Students prepared projects and made presentations.

Results and outcomes:

1) Students were allocated various topics, which led them to form various groups having common interests, so, they made new friends, interacted with each other, developed leadership qualities and experienced management principles. In addition, they came with inventive input on their respective project topics.
2) They realized the need for human concern and social issues related to society in which they live in daily routine life.
3) Students realized and gave a commitment, hereafter they would protect and conserve the quality of the environment.
4) Students learned project management, became more empathetic, and became problem solvers.
5) They made deep connections between ideas.

Record of F. Y. BBI students

No. of students who submitted their FC Projects	48
No. of students absent	7
Total number of students	41

Faculty

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Convenor

The South Indian Association's
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CERTIFICATE

This is to certify that group number __3__, has worked and duly completed their Project Work in Course **"Foundation Course"** for **First Year of Bachelor of Banking and Insurance** and their project is entitled, "_Urbanization and its socio economic and environmental impact_" under supervision of **Mrs. Megha Vighnesh** for the Academic year 2023

It is group's own work and facts reported by their personal findings and investigations.

Group Members	Roll number
Vignesh Nayak	BF23023
Sumit Gupta	BF23010
Ankit Lodh	BF23017
Aman Tiwari	BF23038
Pranjal Pathak	BF23047
Abhishek	BF23045

FACULTY
Mrs. Megha Vighnesh

COURSE COORDINATOR
Mrs. Renu Verma

Name of the topic:

Urbanization and its socio economic and environmental impact

Team Members Name	Roll No
Vignesh Nayak	BF223023
Sumit Gupta	BF23010
Ankit Lodh	BF23017
Aman Tiwari	BF23038
Pranjal Pathak	BF23047
Abhishek	BF23045

Division -

Subject name – FC

Academic year – 2023

Faculty name - Mrs. Megha Vighnesh



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1) Urbanization Introduction
2) Population Shift In Maharashtra
3) Social economic Introduction
4) Urbanization and its effects
5) Socio economic impact on urbanization
6) The relationship between urbanization and environment
7) Environmental effects of urbanization
8) Environmental impacts
9) Urban population living in "slums" in different countries

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Urbanization

Introduction:

Urbanization refers to the growth of towns and cities, often at the expense of rural areas, as people move to urban centres in search of jobs and what they hope will be a better life. In most countries the percentage of the total population living in urban areas is increasing. In a number of small countries, such as Guadeloupe, Monaco, and Bermuda, 100 percent of the population lives in urban centres. On the other extreme, several of Africa's poorest countries have an urban population of less than 10 percent of their total. Canada, with 79 percent of its population in urban centres, ranks 40th on the list of most urbanized countries in the world. It is predicted that by 2025 Canada will have 82 percent of its population in urban centres. Urbanization can have both positive and negative aspects

One of the advantages of living in a city is the market potential of the population; that is, there is a much greater variety of shopping opportunities than in rural areas. This may result in lower prices and longer shopping hours. Most cities have shopping malls and big box centres with many different stores that stay open long hours, and that often include entertainment, food, recreation, and cultural activities to attract consumers. Many stores are owned by national and international chains, making it difficult for small independent businesses to succeed.

Urban centres are able to provide a variety of services that small rural centres cannot. These might include a public transportation system, water and sewage services, a greater variety of educational and recreational facilities, and larger and more specialized healthcare facilities. On the negative side, cities may experience traffic jams, infrastructure breakdowns such as watermain breaks, lack of appropriate housing and jobs, and institutions that are so large that they become impersonal.



Urban centres also provide a great variety of accommodation for their citizens ranging from individually owned houses to high-density apartments and condominiums. Many new developments include open spaces for playgrounds, schools, and community centres. Many cities, however, also have areas where housing is poor and may even have a homeless population, often in downtown neighbourhoods. This may give rise to shelters for the homeless and soup kitchens for those down on their luck. Smaller communities are often able to provide more help because they are likely to know the individuals who need help and because there are fewer people in need.

The downtown areas of many large cities are facing problems such as old, rundown buildings, empty stores, and substandard housing for the inner-city population. This often leads to a variety of social problems, including vandalism, crime, unemployment, and poverty. Sometimes cities do not have the resources or political will to save heritage buildings or to improve life in their downtown areas. In other cases, downtown renewal programs are having some success, but this in turn may mean that some of the poorer population can no longer afford to live there. Dealing with the problems of the inner city remains a challenge for many urban centres in Canada and around the world.

Rapid growth of urban centres can lead to urban sprawl, where new subdivisions are developed around the outer edges of urban centres, often taking up valuable farmland. Many residents want larger houses, more space, and quieter and safer neighbourhoods, which they find in the new suburban developments far removed from the inner core of the city. This kind of growth requires the expansion of utilities and the road network, as well as the provision of services such as schools, recreation, health care, and retail business. The growth of suburbs also leads to increased reliance on automobiles for commuting to work, resulting in frequent traffic problems as well as air pollution through the heavy reliance of fossil fuels. In the case of many less-developed countries, cities are simply not able to handle the influx of residents, which may result in the growth of shantytowns and large suburban slum areas with a variety of associated problems

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Industrial and manufacturing industries are associated with most cities. The presence of such industries can provide cities with locally produced consumer products, employment opportunities, and extra tax revenues. On the other hand, the presence of industry and manufacturing can add to problems related to transportation and water and air quality in urban centres.

Many major urban centres have areas with a large number of residents of a particular ethnic or cultural group. Sometimes referred to as ethnic neighbourhoods, these places often reflect the cultures, foods, institutions, and entertainment of the people who live there. A number of Canadian cities, for example, have a "Chinatown," a "Little Italy," and other cultural-based communities that reflect our multicultural population. Historically, many Canadian immigrants who lived in these neighbourhoods were poorly treated and subject to racism and discrimination by the general population. Today, however, through Canada's official policy of multiculturalism, education, and many special community events, the presence of cultural groups is widely celebrated as part of our rich diversity.

Urbanization is a fact of life in most cities in Canada and around the world. Although urbanization is accompanied by many problems and challenges, many city governments are working hard at minimizing and resolving these problems and at making their cities pleasant and comfortable places to live.



Population Shift In Maharashtra

Maharashtra occupies the western and central part of the India and has a long coastline stretching nearly 720 kilometres along the Arabian Sea. The Sahyadri mountain ranges provide a physical backbone to the state on the west, while the Satpuda hills along the north and Bhamragad-Chiroli Gaikhuri ranges on the east serve as its natural borders.

Maharashtra has borne a long history of social reform while having stable governance right from the beginning. Evident from movements such as Jyotiba Phule's Satyashodak Samaj in 1873 to the political assertion of underprivileged caste groups through the Peasant and Workers Party, Maharashtra has created an environment of progressive change and development for itself.

Maharashtra is among the most economically developed states in the country along with being one of the largest. The state is also a primary financial centre and boasts of one of the country's largest industrial economies. Mumbai, considered the country's financial capital, is the state's political capital and houses almost all major financial institutions. India's major stock and commodity exchange markets and capital markets are located here.



Maharashtra has 35 districts, divided into six revenue divisions for administrative purposes including Konkan, Pune, Nashik, Aurangabad, Amravati and Nagpur. The state has a long tradition of highly powerful planning bodies at district and local levels. Local self governance institutions in rural areas include 33 Zilla Parishads, 355 Panchayat Samitis and 27993 Gram Panchayats. Urban areas in the state are governed by 23 Municipal Corporations, 222 Municipal Councils, 4 Nagar Panchayats and 7 Cantonment Boards.

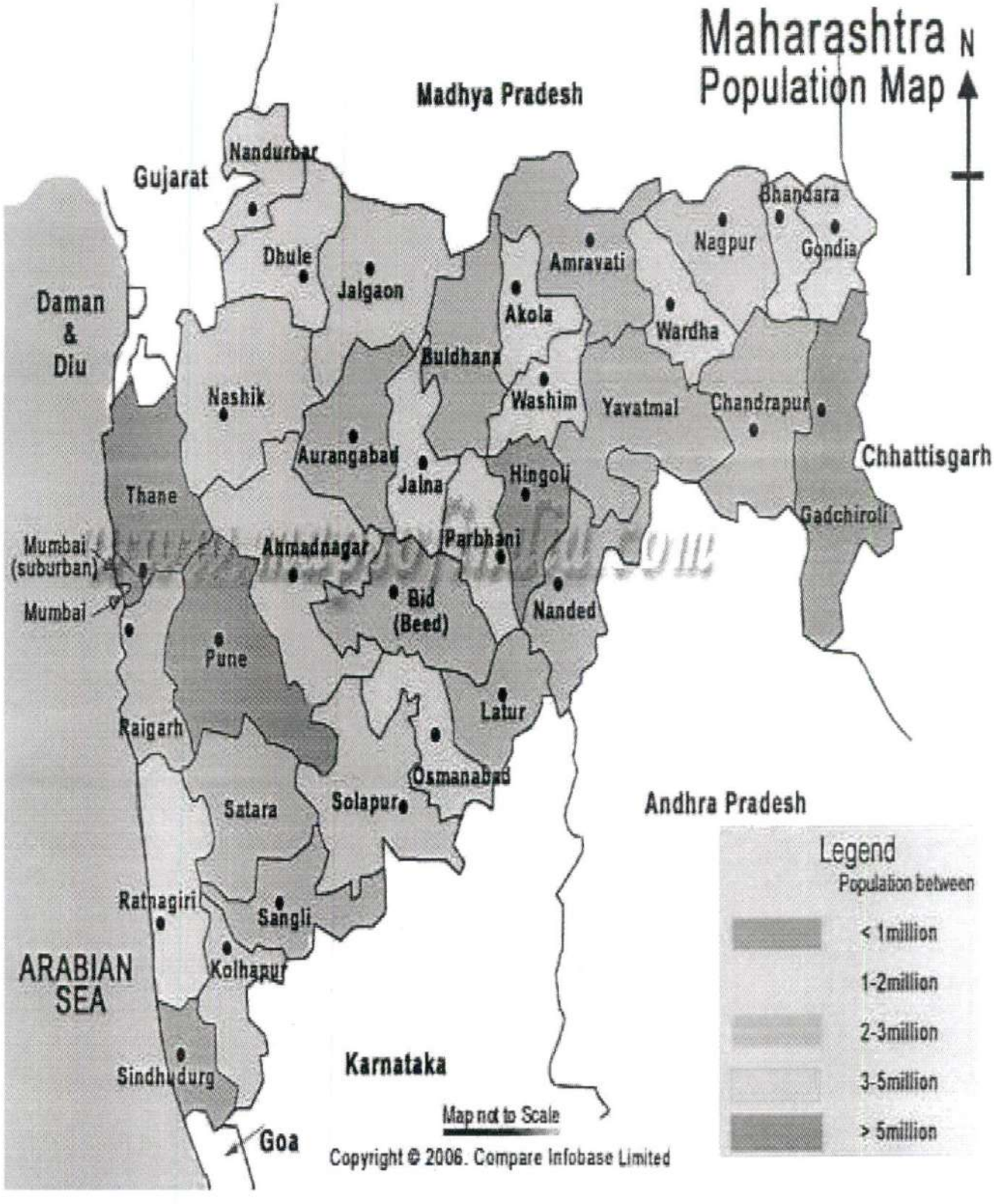
Maharashtra is the second largest state in India in terms of geographical area, spread over 3.08 lakh sq. km and in terms of population. The State's population, which is 9.29 per cent of the entire country's population, is 11.24 crore. While the national urban population average is 31 percentage, 45 per cent of Maharashtra's population lives in urban areas. The state's sex ratio at 925, is lesser than the national average of 940 (Census, 2011).

An inter-State comparison of key indicators across some major states reveals that Maharashtra's social attainments do not match its high income level

Maharashtra is the second most populous state in the country, after Uttar Pradesh (199.58 million)

Of 231 countries across the world, only 10 countries (China, India, United States of America, Indonesia, Brazil, Pakistan, Bangladesh, Nigeria, Russia and Japan) have a population that is larger than Maharashtra





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Social economic Introduction

The current global trend knows a massive expansion of urban areas, this growth being actually generated by the numerical population growth and migration. Urban development determines changes regarding the organization of places, economic and social changes but these effects exceed the territorial barriers and generate a broad impact.

Urbanization is seen as an effect of the current globalization phenomenon, with social aspects as well as the economic ones, representing the migration process of the population organizing in urban areas, areas considered to be true centers of progress that offer multiple options to residents. Cities are centers of changes, placed in a relationship of interdependence with demographic growth and economic growth.

Substantial expansion of urban areas is due population migration to these areas, the identification of new feature options that can ensure the raising of welfare levels of individuals and improve their conditions of life. Emphasis on the process of urbanization intensify pressure on resources, environment and its ecosystems.(Bradbury, A., (2009)"Understanding the evolution of community severance and its consequences on mobility and social cohesion" European Transport Conference)



Urbanization and its effects

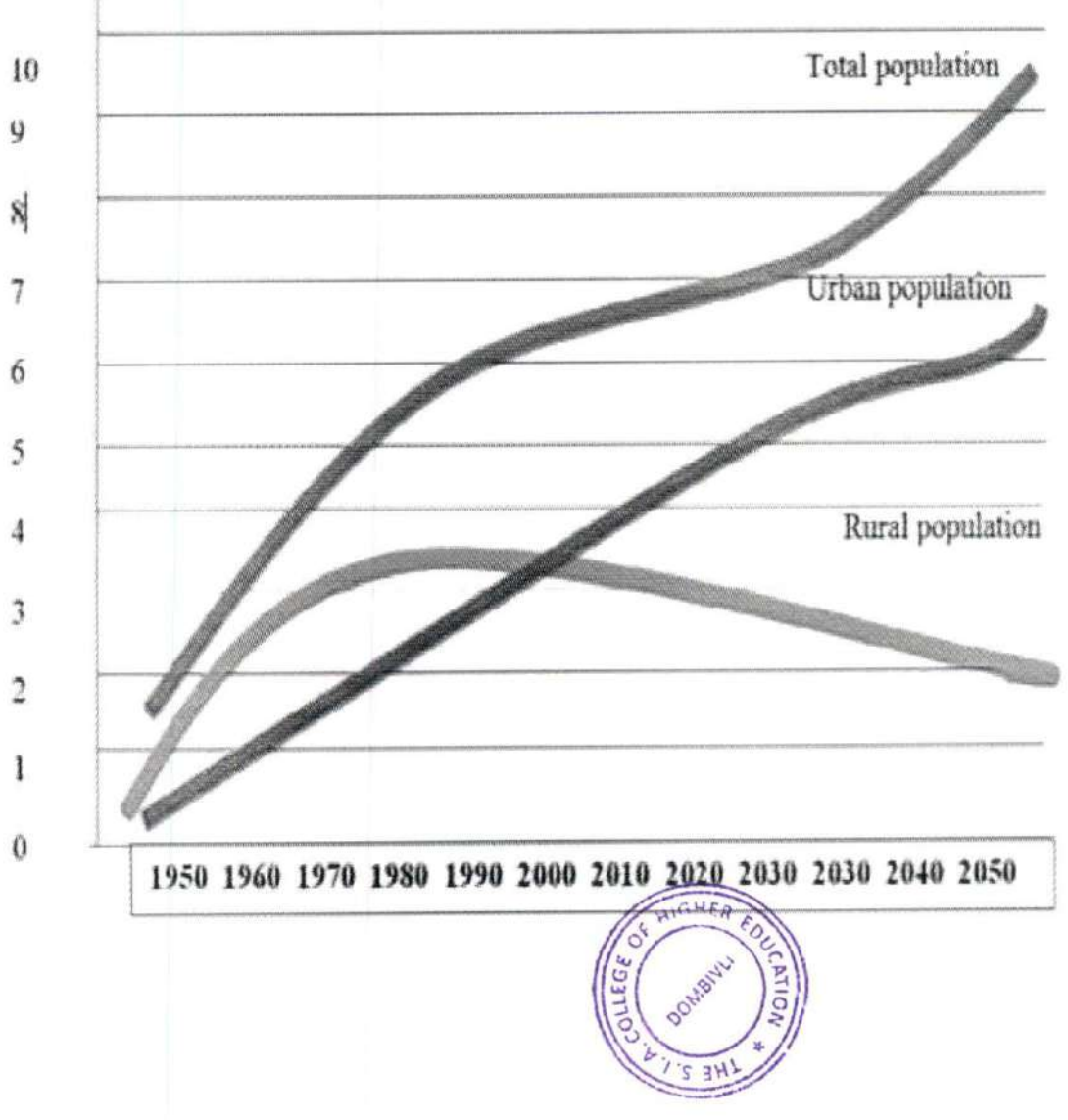
In this moment we are facing for the first time in the history of mankind a change in the numerical proportion of population, the share of global urban population overcomes the rural population as result of recent statistics realized by specialists

60% of the global population will live in urban areas until 2030, considering that the urban population in 1930 was 30% of the total global population

3.3 billion people live today in urban space

daily approximately 180,000 people move in urban areas

60 million people from undeveloped countries move annually into urban spaces



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Socio economic impact on urbanization

Positive Impact And Negative Impact

1) **Economic Growth:** Urban areas often serve as hubs for economic activity. Concentration of industries, businesses, and services in cities can lead to higher productivity and economic growth. Urbanization can create jobs and opportunities for people, attracting migrants from rural areas in search of employment.

2) Improved Living Standards: Urbanization is associated with improved living standards in terms of access to healthcare, education, and sanitation. Urban areas generally have better infrastructure and services, which can lead to an overall improvement in the quality of life for residents.

3) Education and Skill Development: Cities offer a wide range of educational and skill development opportunities. Access to better schools, universities, and vocational training centers can lead to a more skilled and educated workforce.

4) Income Disparities: While urbanization can create economic opportunities, it can also widen income disparities. High- paying jobs may be concentrated in urban areas, leading to income inequality between urban and rural populations. This can result in social tensions and disparities in access to basic services.

5) Migration and Social Change: Urbanization often involves rural-to- urban migration. This can lead to significant social changes as people adapt to urban lifestyles and values, potentially affecting traditional cultural practices and social structures.

6) Infrastructure Development:
Urbanization requires investments in infrastructure such as transportation, investments can stimulate economic growth but also pose challenges in housing, and utilities. These terms of funding and sustainability



7) Environmental Impact: Rapid urbanization can strain natural resources and lead to environmental issues such as pollution, deforestation, and increased energy consumption. Sustainable urban planning is crucial to mitigate these negative effects.

8) Healthcare and Disease: Urban areas may have better access to healthcare facilities, but they can also be hotspots for diseases due to population density. Adequate healthcare services and disease control measures are essential urban settings.

9) Social Integration and Diversity: Cities are often more diverse and cosmopolitan, leading to increased social interactions among people from different backgrounds. This diversity can foster cultural exchange and innovation but may also lead to social tensions if not managed well.

10) Housing Challenges: Rapid urbanization can lead to housing shortages and slum development. Affordable housing is a critical issue in many urban areas, and addressing it is essential for socio-economic stability.

In summary, urbanization can have both positive and negative socio-economic impacts. Proper urban planning and policies are essential to maximize the benefits of urbanization while addressing its challenges and ensuring equitable development.



The relationship between urbanization and environment

The relationship between urbanization and the environment is a multifaceted one, characterized by both positive and negative impacts. As the global population continues to migrate to urban centers, the effects on the environment become increasingly significant. On the positive side, urbanization can promote resource efficiency. In cities, infrastructure for water, energy, and waste management is often more developed, leading to more efficient use of these resources per capita. Moreover, urbanization fosters innovation in sustainable technologies and practices. Cities tend to be hubs of research and development, leading to advancements in eco-friendly solutions.

However, the rapid growth of cities also raises numerous environmental concerns. Increased industrial activity, transportation, and higher energy consumption can result in elevated levels of air and water pollution. Urban expansion frequently necessitates deforestation and the conversion of natural habitats into urban landscapes, leading to biodiversity loss. The prevalence of concrete and asphalt in cities creates heat islands, contributing to higher temperatures and greater energy demands for cooling. Cities consume substantial resources and generate significant waste, challenging local ecosystems and waste management systems.

One of the most critical concerns is the contribution of urban areas to climate change. Cities are responsible for a substantial portion of greenhouse gas emissions, primarily due to transportation, energy consumption, and industrial activities.



To navigate this complex relationship, sustainable urban planning and design are imperative. Incorporating green infrastructure, promoting public transportation, and adopting policies that prioritize resource efficiency and renewable energy sources are essential steps to mitigate the negative environmental consequences of urbanization. Achieving a harmonious balance between urban development and environmental preservation is crucial for a sustainable future.



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Environmental effects of urbanization

1. Habitat Destruction:

The expansion of cities often leads to the destruction of natural habitats, which can threaten local wildlife and biodiversity.

2. Air Pollution:

Increased traffic and industrial activity in urban areas can result in higher levels of air pollution, which can harm human health and the environment.

3. Water Pollution:

Urban runoff, which includes chemicals, oils, and other pollutants from streets and buildings, can contaminate waterways and harm aquatic ecosystems.

4. Heat Island Effect:

Urban areas tend to be warmer than surrounding rural areas due to the absorption and retention of heat by buildings and pavement. This can exacerbate heatwaves and increase energy consumption for cooling.

5. Deforestation:

To accommodate urban expansion, trees and green spaces are often removed, leading to deforestation and a reduction in urban greenery.



6. Waste Generation:

Cities produce large amounts of waste, including solid waste and wastewater. Proper waste management is crucial to prevent pollution and environmental degradation.

7. Resource Consumption:

Urban areas consume significant amounts of resources, including energy, water, and materials, which can strain local and regional ecosystems.

8. Transportation Emissions:

Increased reliance on cars and trucks for transportation in urban areas contributes to greenhouse gas emissions and climate change.

9. Infrastructure Impact:

The construction of roads, buildings, and other infrastructure can disrupt natural drainage patterns, leading to flooding and other environmental issues.

10. Positive Efforts:

On the positive side, some urban areas invest in sustainable practices such as green building designs, public transportation systems, and renewable energy sources to mitigate their environmental impact.

It's important to note that the extent of these environmental effects can vary widely depending on urban planning, policies, and practices implemented in a given city or region. Sustainable urban development strategies can help minimize the negative impacts of urbanization while maximizing the benefits.



Environmental impacts

Waste are a major problem in large cities.

Air pollution results from over- dependence on motorised transport and from burning of coal to supply energy.

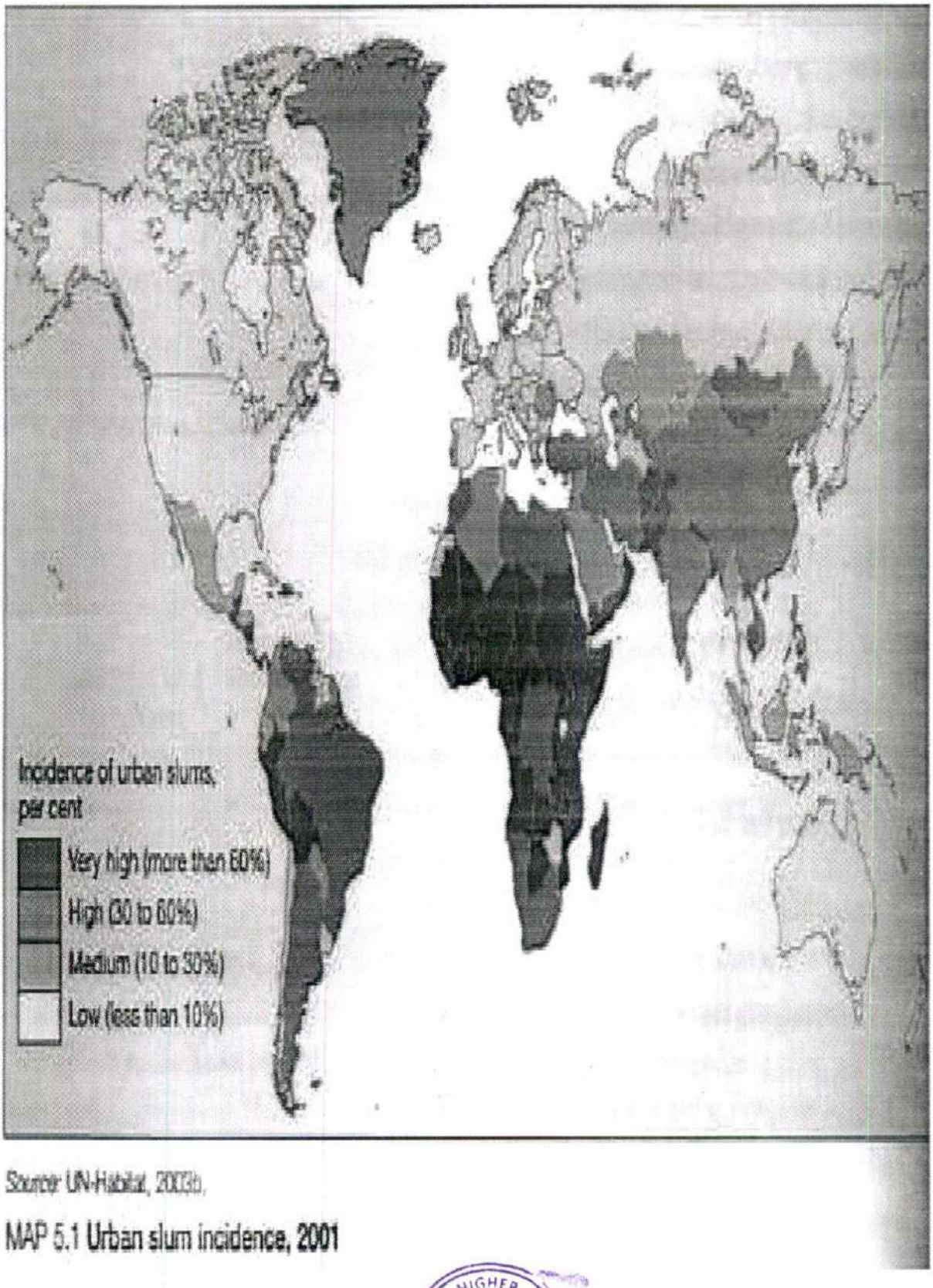
Water pollution results from poor sewage facilities and disposal of industrial heavy metals into waterways.

Vast quantities of solid waste are produced in industries.

Traffic congestion and noise pollution are major environmental impacts of large cities.



Urban population living in "slums" in different countries



Source: UN-Habitat, 2003b.

MAP 5.1 Urban slum incidence, 2001

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The percentage of urban populations living in "slums" varies widely among different countries.

In some developing nations, such as India and Nigeria,

it can be as high as 50% or more, while in more developed countries like Japan and Switzerland, the proportion is much lower, typically below 5%. Efforts are ongoing to improve living conditions in these informal settlements globally.



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Guidelines for Project
(Read all points below at least twice)

1. Make Group of 5 to work on the Project.
2. Project must be in the form of Word Document.
3. Formatting of Project Text
    a. Title page font size 14,
    b. Times New Roman,
    c. Margin 1 inch all 4 sides.
    d. Internal content font size 12
4. The contents of the Project should be arranged as per the following:
    - Title page-
        - Name of the topic,
        - Roll No. and Name of Team Members,
        - Academic year,
        - Faculty Name
    - Declaration (as per format provided)
    - Index (in tabular format)
    - Introduction
    - Objective of Study
    - Methodology used for data collection.
    - Data analysis
    - Findings & Conclusion
    - Bibliography - Please note don't mention search engine names. Ensure complete website address link, author name, page numbers.
5. **The Project file must be named with the Roll No. of student submitting the project.**
6. **Every student must submit the project individually.**
7. **Last Date of Submitting Project: 10th January 2024.**
8. **The Project file to be submitted in PDF format only with size of Max. 1mb.**
9. **Submit your Project by using the Google Form link provided in your WhatsApp Group.**
10. **Printed Copy of the Certificate filled with all the details must be submitted at the time of signing Project Submission Sheet.**
11. **Read all instruction provided in google form first and then fill it.**
12. **Link will stop accepting projects after 10th January 2024.**

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13. Please note that No Submission will be accepted after Last Date mentioned Above.

Declaration

We the undersigned solemnly declare that the report of the project work entitled < *Name of the project* > is based on our own work carried out during the course of our study.

We assert that the statements made and conclusions drawn are an outcome of the project work. We further declare that to the best of our knowledge and belief that the project report does not content any part of any work which has been submitted for the award of any other degree.

Name and signature of student



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Report of Project Submission for FYBBI- Foundation Course-II SEM - II - 2023-24

Students were given various topics related to the Globalization and its influence on Indian culture, Urbanization and Its Impact on Environment, Farmers suicides and agrarian distress, Crimes committed by youth- causes and effects, Urbanization and its Impact on Environment, Stress Management etc.

The FC-II project was taken in the form of a PDF file which students submitted online by using Google Form. It is done with the intention to promote digitization in education and at the same time it also saves the cost of paper and filing to be incurred by students.

Outcome:

1) Students were allocated various topics, which led them to form various groups having common interests, so, they made new friends, interacted with each other, developed leadership qualities and experienced management principles. In addition, they came with inventive input on their respective project topics.
2) They realized the need for human concern and social issues related to society in which they live in daily routine life.
3) Students realized and gave a commitment, hereafter they would protect and conserve the quality of the environment.
4) Students learned project management, became more empathetic, and became problem solvers.
5) They made deep connections between ideas.

Record of F. Y.BBI students

No. of students who submitted their FC Projects	48
No. of students absent	14
Total number of students	34

Faculty

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Convener

Foundation Course-II

Project Report

Stress Management

Submitted to

Department of Banking and Insurance

The South Indian Association's

The S.I.A. College of Higher Education, Dombivli (E)

By

Sr. No.	Name	Roll No.	Leader /Member
1	Chandan pandit	BF23026	Leader
2	Anurag mishra	BF23022	Member
3	Ajit pal	BF23024	Member
4	Deep jadhav	BF23012	Member
5	Omprakash pal	BF23025	Member
6	Dayashankar Mali	BF23019	Member

F.Y.BBI

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

January 2024

Declaration

We the undersigned solemnly declare that the report of the project work entitled "Stress Management" is based on our own work carried out during the course of our study.

We assert that the statements made and conclusions drawn are an outcome of the project work. We further declare that to the best of our knowledge and belief that the project report does not content any part of any work which has been submitted for the award of any other degree.

Name and signature of student

Index

Sr. No.	Particulars
1	Introduction
2	What is stress?
3	OBJECTIVE OF STUDY
4	Methodology used for data collection
5	Data analaysis on stress of peoples
6	Findings
7	Bibliography
8	Conclusion



1. INTRODUCTION

Rightfrom the time of birth till the last breath drawn, an individual is invariably exposed to various Stressful situations. The modern world which is said to be a world of achievement is also a world of Stress and has been called the Age of Anxiety & Stress . The word stress was originally used by selyle in 1956 to describe the pressure experienced by a person in response to life demands. These demands are referred to as stressors . Stress can be positive or negative Stress is a fact of life, wherever you are and whatever you are doing. You cannot avoid of perception: A positive stressor for one person can be a negative stressor for another.stress stress, but you can learn to manage it so it doesn't manage you. physical andChanges in our lives—such as going to college, getting married, changing jobs,psychological responses or illness—are frequent sources of stress. Keep in mind that changes that cause stress to the pressures of dailyPersonal Development Track Can also benefit you. Moving away from home to attend college, for example, creates life personal-development opportunities—new challenges, friends, and living arrangements. That is why it's important to know yourself and carefully consider the causes of stress. Learning to do this takes time, and although you cannot avoid stress,the good news is that you can minimize the harmful effects of stress, such as depression or hypertension. The key is to develop an awareness of how you interpret,and react to, circumstances. Stress is the way human beings react both physically and mentally to changes, events, and situations in their lives. People experience stress in different ways and for different reasons.The reaction is based on your perception of an event or situation. If you view a situation negatively, you will likely feel distressed—overwhelmed, oppressed, or out of control. Distressis the more familiar form of stress. The other form, eustress, results from a "positive" view of an event or situation, which is why it is also called "good stress."Eustress helps you rise to a challenge and can be an antidote to boredom because it engages focused energy. That energy can easily turn to distress, however, if something causes you to view the situation as unmanageable or out of control. Many people regard public speaking or airplane flights as very stressful—causing physical reactions such as an increased heart rate and a loss of appetite—while others look forward to the event. It's often a question of perception: A positive stressor for one person can be a negative stressor for another.

WHAT IS STRESS?

Stress can be defined as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives. Everyone experiences stress to some degree.It can come from any event or thought that makes you feel frustrated, angry, or nervous. Stress is your body's reaction to a challenge or demand.

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2. OBJECTIVE OF STUDY

The objective of this stress management study is to analyze and provide practical insights into effective strategies for individuals to cope with and mitigate stress. By examining different approaches, identifying key stressors, and exploring psychological and lifestyle interventions, the study aims to contribute valuable knowledge for enhancing overall well-being and fostering resilience in the face of stressors.The main objective of stress management is to reduce or eliminate the negative effects of stress on a person's physical, emotional, and mental well-being. This includes improving one's ability to cope with stress, enhancing overall health and productivity, and improving relationships with others.

The following are some specific objectives of stress management:

Identify sources of stress: The first objective is to identify the sources of stress in an individual's life, whether they are external or internal factors.
Reduce stress levels: The second objective is to reduce stress levels through various techniques such as relaxation exercises, meditation, physical exercise, time management, and other stress reduction techniques.
Enhance coping skills: The third objective is to develop effective coping skills to manage and deal with stress when it arises. This can include problem-solving skills, positive thinking, and reframing negative thoughts.
Improve overall health: The fourth objective is to improve overall physical, emotional, and mental health by reducing stress levels, which can lead to improved sleep quality, better immune system functioning, and reduced risk of developing stress-related illnesses.
Increase productivity: The fifth objective is to increase productivity and performance by reducing stress levels and improving focus, concentration, and decision-making abilities.
In summary, the objectives of stress management are to reduce stress levels, enhance coping skills, improve overall health, increase productivity, and improve quality of life.

3.Methodology used for data collection:-

The section details the research methodology used to achieve the aim and objectives of the research on stress management at workplaces. Research methodology can be best described as the sum of the research approach, methods and procedures used by the researcher to execute the research study (Anderson, 2009). It comprises of collection of data, evaluation and scrutiny and deriving conclusions to attain the research objectives in the best possible way. A methodological approach ensures that the research takes a non-biased structure and is conclusive in nature. It also covers different aspects of the research, comprising of philosophy, approach, quantitative and qualitative handling of the data collected thereby and the corresponding research.



Therefore, the researcher uses it as the framework for the research methodology. Based on this framework, in order to make sure that the findings are accurate, a deductive approach is carried out. This implies the existing theories are utilized to help deduce solutions to the current problems or the research gaps identified in the literature review. Therefore, the focus of the research is not about proposing or forming new theories, but to extract the required solutions by either extending the current knowledge corpus to meet the objectives of the research or by refining the same through re- structuring the existing details to make it more suitable for the current research aim. In order to achieve this, a deductive approach will lead to more accurate findings than presenting new theories (Anderson, 2009). One of the primary reasons to rely on the existing findings or literature work on stress management so far is that there has been extensive research done clinically on this topic.

This research aims to establish the connection with the stress induced through the workplace. So, it is required to set the right perspective for the existing knowledge base. This approach focuses entirely on utilizing the available bank of knowledge to come up with conclusively .

4.Data analaysis on stress of peoples :-

Since last year, job losses, pay cuts and mental health issues have become more common. With the economy in a state of flux, many people are worried about their future prospects. People are unable to deal with or find ways to tackle the situation. This has led to a lot of anxiety and stress. The survey also indicates that the percentage of women stressing has increased from 25 per cent in 2022. One of the reasons attributed to women is pressure to balance family, work and health issues.

Mumbai: Indians are stressed due to the ongoing layoffs from various corporations today. According to the GOQii India Fit Report 22-23's Stress & Mental Health Study conducted among 10,000+ Indians, the current workplace environment and financial instability have become the top two major factors affecting stress levels among Indians. The survey, which is part of the India Fit Report 22-23 titled Game-Changing Health & Wellbeing Revolution in India indicates that a staggering 24 per cent Indians are struggling with stress.

The survey was conducted to understand how Indians are coping post-COVID and if stress levels have increased or decreased. 26 per cent Indians are stressed due to their current work situation and 17 per cent due to financial instability. 14 per cent are stressed due to relationship troubles. The current work environment has become stressful with long working hours, lack of job security, low wages, and growing competition.



5.Findings and conclusion :-

Stress is a major concern for individuals and organizations. Exhaustion is the outcome of prolonged stress. Individuals and organizations can take many approaches to lessening the negative health and work outcomes associated with being overstressed. Emotions play a role in organizational life. Understanding these emotions helps individuals to manage them. Emotional labor can be taxing on individuals, while emotional intelligence may help individuals cope with the emotional demands of their jobs.

Stress is an unavoidable part of life, but that doesn't mean you should ignore it. Too much untreated stress can cause potentially serious physical and mental health problems. Try relieving and managing stress using a few simple strategies. But if you feel overwhelmed, talk to your doctor.

One of the important components of our overall wellness is also being financially secured. Healthcare emergencies can happen any time, but a good health insurance policy can protect you from such uncertain situations. To know more about Wellness and other health related tips, visit the Wellness Corner.

Source: Healthline, Mayoclinie.

Disclaimer: This blog provides general information and discussions about health and related subjects. The information and other content provided in this blog, website or in any linked materials are not intended and should not be considered, or used as a substitute for, medical advice, diagnosis or treatment. Kindly contact your Doctor before starting a new medicine or health regime.



6.Bibliography: -

Stress Management Techniques
Stress management techniques are essential to limiting or reducing the negative physical and mental impacts associated with stress. Each person perceives stress differently and the stress management techniques that work for one person may not work as well for others. They also manage stress differently. A person must explore various techniques to find what works best for them and their stress levels. Listed below are various techniques that can be practiced to effectively deal with stress.
Benefits of Stress Management
There are many positive benefits of stress management that can improve a person's physical and mental well-being. Benefits include, but are not limited to:

Reduction in blood pressure
Reduction in digestive issues
Improved sleep
Improved libido
Clear cognition
Good mental healthy .

Benefits of Stress Management
It has already been said that stress causes mental and physical strain, tension and even illness. It can affect all areas of our lives. Some examples of health problems stress can cause include:.



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Guidelines for FC Project semester III AY 2023-24

1. Group of 3 to 4 to work on the Project.
2. Assignment should be in word document.
3. Title page font size 14, Times New Roman, Margin 1 inch all 4 sides. Internal content font size 12
4. The contents of the assignment should be arranged as per the following:
    - Title page- Name of the topic, team members name and roll no, subject name, academic year, faculty name.
    - Declaration
    - Index
    - Introduction
    - Body of the topic arranged with clear headings and subheadings.
    - Findings & conclusion
    - Bibliography- Please note no search engine names. Ensure complete website address link, author name, page numbers.
5. A presentation for the same must be made with total 8 slides covering all the content.
6. No copy pasting from websites, formatting to be done. All members should compulsorily present the same.
7. The project ppt and the PDF document to be mailed to renu.verma@thesiacolleg.com before 7th August of 2023.
8. Presentations for the same to be done between 21st August to 26th August 2023.
9. No extension whatsoever will not be entertained.

It is advisable while submitting the list select the topic and mention the same to avoid duplication.

All the Best. Happy Learning.....

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CERTIFICATE

This is to certify that Ms/Mr Beena Jayprakash pandey, Roll no BF-21026 has worked and duly completed her/his Project Work in Course **"An Overview of Banking Sector "** for Second Year of Bachelor of Commerce in Banking and Insurance and her/his project is entitled, "A Study of awareness of home loan by bank among working women" under my supervision.

I further certify that the entire project work has been done by the learner under the guidance of Mrs. Renu Verma.

It is her/ his own work and facts reported by her/his personal findings and investigations.

Submission Date:

FACULTY
Mrs. Renu Verma

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

COURSE COORDINATOR
Mrs. Renu Verma

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CERTIFICATE

This is to certify that Ms/Mr Nirad Suhas Warwatkar, Roll no BF21049 has worked and duly completed her/his Project Work in Course **"An Overview of Banking Sector "** for Second Year of Bachelor of Commerce in Banking and Insurance and her/his project is entitled," Study of the Peoples Perception towards gold loan in Kalyan. " under my supervision.

I further certify that the entire project work has been done by the learner under the guidance of Mrs. Renu Verma.

It is her/ his own work and facts reported by her/his personal findings and investigations.

Submission Date:

FACULTY
Mrs. Renu Verma

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

COURSE COORDINATOR
Mrs. Renu Verma

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Near Balaji Mandir, Dombivli (East), 421203

CERTIFICATE

This is to certify that Ms/Mr Akanksha Bhimrao Vavare, Roll no BF21069 has worked and duly completed her/his Project Work in Course **"An Overview of Banking Sector "** for Second Year of Bachelor of Commerce in Banking and Insurance and her/his project is entitled,"A Study on Awaness of Digital Banking among people in Dombivali" under my supervision.

I further certify that the entire project work has been done by the learner under the guidance of Mrs. Renu Verma.

It is her/ his own work and facts reported by her/his personal findings and investigations.

Submission Date:

FACULTY
Mrs. Renu Verma

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

COURSE COORDINATOR
Mrs. Renu Verma

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Academic year 2023-24

Project Report

Subject: An Overview of Banking Sector

Class SYBI **Semester: III**

Students were allotted different Project Topics such as Technology in Banking, Role of CRM in banks, Rural Banking schemes, PMJDY, Empowering women through SHG, Study of Mobile banking and many such topics were undertaken by the students for Project.

Methodology used by the students: Students used both Primary and secondary method of Data collection. Primary data was collected by the students by using Google form through Structured Questionnaire.

After completion of project, students submitted the Physical copy of the project. Viva and Presentation was duly conducted on 7th August 2023

Submission Record of SYBI students:

Number of students who submitted their FC projects	**62**
No. of students Absent	**03**
Total No. of Students	**59**

Faculty

Convenor

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Academic year 2023-24

Guidelines for Project Submission

Subject: An Overview of Insurance Sector

Class SYBI **Semester: IV**

1. Group of 3 to work on the Project
2. Project should be in word document
3. Title page font size 14, Times New Roman, Margin 1 inch all 4 sides. Internal content font size 12
4. The contents of the assignment should be arranged as per the following:
    - Title page- Name of the topic, team members name and roll no, subject name, academic year, faculty name
    - Declaration
    - Index
    - Introduction
    - Body of the topic arranged with clear headings and subheadings
    - Findings & conclusion
    - Bibliography- Please note no search engine names. Ensure complete website address link, author name, page numbers
5. A presentation for the same must be made with total 8 slides covering all the content
6. No copy pasting from websites, formatting to be done. All members should compulsorily present the same
7. The project ppt and the word document to be mailed to Renu.verma@thesiacollege.com before 15th January of 2024.
8. Presentations for the same to be done between 1st February 2023 to 1st February 2023.
9. Group should be formed by tomorrow and the list to be sent by CR before 9 Pm
10. Upon submission of the group list group numbers will be allotted to each of the group and presentation will be taken in that order.
11. No extension whatsoever will not be entertained.

Topics:

Any topic in reference to the Insurance sector can be selected by the students.

It is advisable while submitting the group list select the topic and mention the same to avoid duplication

All the Best. Happy Learning...

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Academic year 2023-24

Project Report

Subject: An Overview of Insurance Sector

Class SYBI **Semester: IV**

Students were allotted different Project Topics such as Study of Awareness among the people of Dombivli with respect to Vehicle Insurance, Impact of Poor claim settlement on the demand of Insurance, Study of effect of consumer behaviour on the demand for Life insurance product, Study of Impact of Digitalization on Insurance sector, A study of Children Policy in Insurance and Its Future Prospects with respect to Dombivli area.

Methodology used by the students: Students used both Primary and secondary method of Data collection. Primary data was collected by the students by using Google form through Structured Questionnaire.

After completion of project, students submitted the Physical copy of the project. Viva and Presentation was duly conducted on 28th January 2023

Submission Record of SYBI students:

Number of students who submitted their FC projects	**62**
No. of students Absent	**02**
Total No. of Students	**60**

Faculty

Convenor

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CERTIFICATE

This is to certify that Ms/Mr Akanksha Bhimrao Vavare , Roll no BF21069 has worked and duly completed her/his Project Work in Course **"An Overview of Insurance Sector "** for Second Year of Bachelor of Commerce in Banking and Insurance and her/his project is entitled," A study on Customer Relationship management in Life-insurance among people in Kalyan" under my supervision.

I further certify that the entire project work has been done by the learner under the guidance of Mrs. Renu Verma.

It is her/ his own work and facts reported by her/his personal findings and investigations.

Submission Date: 15-02-2024

FACULTY

Mrs. Renu Verma

COURSE COORDINATOR

Mrs. Renu Verma

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Near Balaji Mandir, Dombivli (East), 421203

CERTIFICATE

This is to certify that Ms/Mr Aasini Soundarajan, Roll no BF22002 has worked and duly completed her/his Project Work in Course **"An Overview of Insurance Sector "** for Second Year of Bachelor of Commerce in Banking and Insurance and her/his project is entitled,"A study on awareness of claim process in insurance among the people of Dombivli" under my supervision.

I further certify that the entire project work has been done by the learner under the guidance of Mrs. Renu Verma.

It is her/ his own work and facts reported by her/his personal findings and investigations.

Submission Date: 15/2/2024

FACULTY
Mrs. Renu Verma

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Mrs. Renu Verma

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Dombivli (East), 421203

CERTIFICATE

This is to certify that Ms/Mr SANKETH SURENDRA ANCHAN.
Roll no BF22003 has worked and duly completed her/his Project Work in Course **"An Overview of Insurance Sector "** for Second Year of Bachelor of Commerce in Banking and Insurance and her/his project is entitled," A study of why Life Insurance ~~policy~~ is considered more important after covid" in Dombivli under my supervision.

I further certify that the entire project work has been done by the learner under the guidance of Mrs. Renu Verma.

It is her/ his own work and facts reported by her/his personal findings and investigations.

Submission Date: 5/9/24

FACULTY
Mrs. Renu Verma

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COURSE COORDINATOR
Mrs. Renu Verma

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Notice

Date :4/4/2024

Name of the Dept: Department of Banking and Insurance

This is to hereby inform to all TYBI students that their viva is scheduled on 6th April 2024. Kindly be present for the same at 7.20am .

Mrs. Renu Verma
Convener
(Department of Banking and Insurance)

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Dr. Padmaja Arvind
Principal

PRINCIPAL
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DOMBIVLI (E)

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Tel. : 0251 2449891 / 92

Ref. No : SIAC/835/23-24

Date : 05/04/2024

To,
Prof. Vrunda Rajesh Yadwad,
Manjunatha College of Commerce,
Khambalpada,Thakurli (East)

Dear Madam

On behalf of Department of Banking and Insurance, we are very much thankful for accepting our invitation as external examiner of viva voce for TY B&I Semester VI,2023-24

We hope you will continue the same co-operation in future.

Thanking you,

Regards.

Renu Verma
Convener
Department of B&I

Dr Padmaja Arvind
Principal

PRINCIPAL
The S.I.A College of Higher Education
DOMBIVLI (E)

Received

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/829/23-24

Date : 02/04/2024

To,
Prof Vrunda Rajesh Yadwad,
Manjunatha College of Commerce,
Khambalpada,Thakurli (East)

Dear Madam,

We are pleased to inform you that you have been appointed as External Examiner for Project Assessment and Viva Voce at B&I. (with Credits)-Regular-C75-25-T.Y.B&I.-Sem-VI for April, 2023.

The College has arranged Viva on 06/04/2024 at 7.15 am

Kindly accept the invitation and acknowledge.

Yours truly,

Renu Verma
Convener
Department of B&I

Dr Padmaja Arvind
Principal
PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

Received

The South Indian Association's

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/830/23-24

Date : 02/04/2024

To,
Prof Vijay S.Joshi,
Manjunatha College of Commerce,
Khambalpada,Thakurli (East)

Dear Sir,

We are pleased to inform you that you have been appointed as External Examiner for Project Assessment and Viva Voce for Banking and Insurance (with Credits)-Regular-C75-25-T.Y.B&I.

Sem-VI for April, 2024.

The College has arranged Viva on 06/04/2024 at 7.15 am.

Kindly accept the invitation and acknowledge.

Yours truly,

Renu Verma
Convener
Department of B&I

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Padmaja
Dr Padmaja Arvind
Principal
PRINCIPAL
The S.I.A. College of Higher Education

Vijay
06-04-2024

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Tel. : 0251 2449891 / 92

Ref. No : SIAC/835/23-24

Date : 05/04/2024

To,
Prof Vijay S.Joshi,
Manjunatha College of Commerce,
Khambalpada,Thakurli (East)

Dear Sir,

On behalf of Department of Banking and Insurance, we are very much thankful for accepting our invitation as external examiner of viva voce for TY B&I Semester VI,2023-24

We hope you will continue the same co-operation in future.

Thanking you,

Regards.

Renu Verma
Convener
Department of B&I

Dr Padmaja Arvind
Principal
PRINCIPAL
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06-04-24

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PROJECT DETAILS

BMS (2023-24)

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Project guidelines of FYBMS-A Foundation Course-I 2023-24

Project no 1: Know your cultural past - 24/7/2023

Dear students,

1. Talk to your grandparents about their day to day culture as they were growing up, know thy cultural history, food history, economic history, social history, fashion history, linguistics history.
2. Find the family tree of your family and places and professions of various people in the family tree and location/geographical residence.
3. Repeat exercise 1 and 2 for neighbors.
4. Compare village/rural life and urban living through interviews and actual visits.
5. You have to write handwritten notes in your own words.
6. On the top of page write point no/question, sub headings and then elaborate. Minimum 10 pages assignment. Enquire deeply from your grandparents to get thorough knowledge.
7. Scan the notes clearly in pdf form and upload on the given link on or before by 6 pm, Thursday 3rd August, 2023
8. After scanning, rename the file as Roll no-Class-Div-Project1-Your Name and then upload.
   Eg. MF23001-FYBMS-A-Project1-Shilpa Malani
9. FYBMS-A- https://forms.gle/cLz9humGvLoX1FT29
10. Narrate a story in the class describing your experience.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.

- Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app) rename the file as mentioned above in point no 8 and upload the assignment as a single pdf document in google form.
- Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

Project #2 Local governance & creation of civic power in your neighborhood
17/08/2023

Dear students,

Let us do an activity to get an exposure to local governance around our place of residence, through finding answers to the following questions:

1. How many houses are there in your ward?
2. What are the amenities (Public amenities) available to your ward?
3. What are the challenges faced by the residents of your ward?
4. What according to you/resident can be the solutions to above?
5. What are the challenges that are faced by you (individual)?
6. Make a visit and talk to at least 10 different neighbors on common civic problems to get and generate answers to above questions. Brainstorm with your neighbors and write notes on how citizen groups can address local problems.
7. Along with your neighbors, plan and schedule a visit to your ward member's office. Share with him/her the situation of your ward, based on the above responses. Attempt to brainstorm the solution to your ward's situations. Request him/her in a very polite manner and with due respect and present the compilation of responses to questions 1-5.
8. On your hand-written report, mention the name of the ward member, address of your ward (locality) and get the signature and stamp of having the meeting done with your ward member.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.
- Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

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- Write the answers on foolscap paper in a very clean and readable handwriting. Scan your hand-written assignment pages (you can use mobile applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app)
- Scan the notes in pdf form and upload your project on the given link on or before 6 pm, Saturday, 26th August 2023.
- After scanning, rename the file as Roll no-Class-Div-Project2-Your-Name and then upload. Eg. MF22001-FYBMS-A-Project2-Rajesh-Patnaik
- Link to upload the report: https://forms.gle/26fNKfMRdxRabfhB8
- Narrate a story in the class describing your experience.

Project 3: Visit to Astitva School, Dombivli - 24/08/2023

Dear students,

In view of creating social awareness among students, a visit to Astitva- A special school in Dombivli has been organized on Tuesday 05/09/2023. All the students are informed to be present for the same. Prior to the visit read about Cerebral Palsy and Autism. Also explore the website of Astitva school through the below given link:

https://www.astitvaschool.co.in/

https://www.astitvaschool.co.in/Deaf-and-Mute/Comprehensive-Methodology

1. It is necessary to know in advance about where we are going to visit. So that you all can observe very carefully and ask questions during the visit.
2. After the visit students have to write an experiential sharing report of minimum 2 pages. Elaborate your report as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.
3. Scan the notes clearly in pdf form and upload on the given link on or before 6 pm, Friday, 22nd September 2023.
4. After scanning, rename the file as Roll no-Class-Div-Project3-Your Name and then upload.
   Eg. MF23001-FYBMS-A-Project3-Suman Nair
5. FYBMS-A-https://forms.gle/LxzvQX1gYCGM1UwLA
6. Narrate a story in the class describing your experience.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.

- Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app) rename the file as mentioned above and upload the assignment as a single pdf document in google form.
- Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

Project 4: Presentation on Rural & Urban Local self-government 9/9/2023

Dear students,

1. Create a group of 6 students considering your topic to be presented. Select a team leader.
2. **Girls** of the class would work on Rural Local self-government and **boys** would work on Urban Local self-government.
3. Students must take real time examples of their given topic and prepare PPT to present on the same topic. Include Web-diagrams, Tree-diagrams, and Images wherever possible in your PPT .Text copied from the internet will not be accepted or tolerated.
4. Time allotted for the presentation is 15 minutes/group.
5. Each team has to give a presentation in the classroom, whereby each member has to present a part. Dress code is formal.
7. On the title page of the presentation, mention details of your team members i.e Name, class, roll no, team leader/member, and title of the project.
8. Team leader has to upload the presentation on the following link by 24th September 2023 by 6pm.
   https://classroom.google.com/c/NjIyMjU5NjU2OTIw?cjc=4jqzaqa

Guidelines towards final submission of FC-I project reports - 23/09/2023

Dear students,

1. You have to submit the hand-written hard copy and a digital scan copy of your FC project reports along with the certificate (template given).
2. Sequence of submission should have the certificate page on the top followed by projects 1, 2 & 3 in sequence. Project 4 has to be uploaded on google classroom by team leader only.

3. While submitting the soft copy of the report please make sure you scan & merge the certificate along with all the four projects in a single pdf document file and upload the same in the following given link.
4. Link for upload report pdf file:
   FYBMS-A-https://forms.gle/Raa2gbromRKcApq86
5. After scanning your project, rename the file in the following order:
6. Roll No-Class-Div-Full Name-Sep23.
7. Eg MF23001-FYBMS-A-Suman-Patil-Sep23
8. Deadline for uploading and submitting the form: Thursday, 28th September, 2023 by 7 pm.
9. Hard copy report submission on 30/09/2023.



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Near Balaji Mandir, Dombivli (East), 421203.

Date: 03/10/2023

Project report of FYBMS Foundation Course-I 2023-24

Project #1: Know your cultural past

In this activity, students had conversations with their grandparents, parents and explored their cultural, food, economic, social, fashion (clothing), and linguistics history. They made their family tree along with their occupation and location to get a clear idea about their culture from past till present and the same exercise was repeated with their neighbors also & students explored their cultural history also.

Outcome:

Cultural history:

Students heard and learnt from their grandparents and parents about their culture, traditions, rituals and norms and also about their upbringing. Head of the family was male and he was a strict person to look after the family, to maintain discipline in the joint family & to inculcate moral values in the family members & all the family members were supposed to obey the head of the family. Every culture has their own respective festive celebrations like Gudi Padwa, Shimga in Maharashtrians, Pongal in South India, Navratri in Gujarat & West Bengal, Chath puja in Uttar Pradesh. They also realized that there were some rigid norms of customs & traditions which have now become flexible because of education and modernisation.

Food history:

Students learnt that earlier people used to eat home made, healthy & nutritious food due

to which they had a long life. Living, cooking was very simple. Fish is the staple food in Konkan. People used to cook food by burning wood. Water was available at a distance of 10 kms. But now people are fond of eating junk & fast food which is very dangerous to our health & leading to more diseases & short life span. Though water is available for 2-3 hours, we complain that there is a shortage.

Economic history:

Earlier people were engaged in agriculture, sheer hard work, pay scale was low but people were satisfied. Grandparents struggled in agriculture. Now the pay scale is high but life is fast & mechanical which has created restlessness & stress among this young generation.

Social history:

Earlier there was a joint family concept of caring, sharing, helping,cooperating, obedience, and giving respect to elders. People were happy by playing outdoor games. Now due to migration in cities there is scarcity of accommodation. So nuclear families concepts have emerged and moral values are decreasing.

Fashion history:

Students learnt that people used to wear very simple and traditional clothes. Earlier people used to wear dhoti, kurta, lungi, shirt & sarees. Now people wear jeans, shorts, copying the western culture.

Linguistics history:

Students learnt that their parents and grandparents communicated in their respective mother tongue and regional languages only. But now because of education, modernization and migration to urban areas, youth are giving more importance to English and are keen to learn foreign languages.

A COLLEGE OF HIGHER EDUCATION

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Project #2 Local governance & creation of civic power in your neighborhood

In local governance project:

i) Students took efforts and observed the public amenities available in their ward, which earlier they used to ignore,

ii) Challenges faced by them (students) and their residents.

iii) Surveyed neighbors to discover problems and solutions.

iv) Students went to meet their local ward member and came to know about the number of houses in their ward.

In civic power project:

i) Students had a gathering with neighbors on common civic problems,

ii) Brainstorming with neighbors on how citizen groups can address local problems.

iii) In this step students went along with their parents, neighbors, and elders to meet their ward member and to discuss the problems and work out the solution.

iv) Students narrated a story in the classroom, describing their attempts.

Kindly glance through the project reports, of students who were very happy and gained lifetime learnings.

https://drive.google.com/drive/folders/13rTxxrZ4vtLDjGhnCFbB0M7G7APLn7cNz

heBaMDodY2v1dhqVBijae_q5C5JBEL1ZPv8qUzn?usp=drive_link

We achieved following outcomes:

1 Students realized what is citizenship

2 They gained wonderful experience

2 Students became alert and aware about their area

3 Made friendship with neighbors and citizens

4 Their confidence increased

5 Sociological learning



Project #3: Field visit to Astitva School for differently abled

The field visit to Astitva School differently abled was organized by The South Indian Association College of Higher Education, Dombivli on September 5th 2023. The main purpose of this visit was to create awareness about Cerebral Palsy and Autism among the students.

Before the visit students were asked to explore the website of Astitva School from which they came to know that this organization was set up on 6th September 1981 and completed 41 years of successful establishment. It deals with two categories deaf, mute and mentally retarded.

During the visit students observed that teachers use comprehensive methodology (sign language), speech therapy and interaction skills in their daily class schedule, which helps students to develop their physical, mental and emotional aspects of their personality, enabling them to independently live in the society. Teachers take a lot of effort and use charts, photos and drawings to make the concepts clear for students and have patience to teach children and wait for them to learn. Children in the school learn English, Maths and other subjects and after completing their graduation they have 3% reservation in working places. There were a total of 350 students in school and they were between the ages of 3 years to 21 years. The classes conducted were from 1st std to 10th std and the timings were from 10.00 am to 4.00 pm.

In each class, there were only 6-8 students and they sat around the teacher so that they could concentrate on what the teacher was teaching. The syllabus includes self-dependence, etiquettes, conversation, everyday activities etc. Children socialize, learn, have fun, play and experience an open environment without feeling embarrassed of their limitations.

The teacher of Astitva school shared with us that children enjoyed a lot with their classmates. They talked, laughed and expressed thoughts, views with their classmates. All students' listening capacity is different and early intervention is necessary. There

COLLEGE OF HIGHER EDUCATION DOMBIVLI

were many therapies applied on students.

In school, children took part in various sports, games and extracurricular activities which made them feel happy. They were well-mannered and well-behaved. They enjoyed playing with smiley balls and hula hoops. As non verbal communication was only the mode to communicate and connect with the special children. Children were very happy and enthusiastic to meet young college students. They shared their art work with students. It was heartening to note that students were encouraged to study new things. Their teachers were very supportive. Everyone cheered the students and clicked some pictures with them.

SIA college students replaced their sympathy by love towards the retarded and disabled fellow beings. They observed that the specially abled children are so sharp and keen to learn new things. They were thankful to nature and parents for having everything in life and felt not to be ever complaining hereafter. Students also collected contributions among themselves and donated sports equipment worth Rs 6000 at Astitva school.

Project 4: Presentation on Rural & Urban Local self-government

In this assignment Female students were allocated a rural local self-government topic , whereas male students worked on urban local self-government which led them to form various groups. So, they made new friends, interacted with each other, developed leadership qualities and experienced management principles. Students learnt communication skills to discuss within groups, teamwork, brainstorm, deeper understanding of concepts from each other and present their ideas effectively through examples.

Record of FYBMS Div-A students

No. of students who submitted their FC Projects	82
No. of students absent	01
Total no. of students	83

Faculty

THE S.I.A. COLLEGE OF HIGHER EDUCATION * DOMBIVLI

Convenor

The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
Accredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

Notice

Date: 1/09/2023

In view of creating social awareness among students, a visit to 'Astitva- a special school', Dombivli (E), Tal. Kalyan, Dist. Thane, PIN 421 203 is organized for the students of F.Y.B. Com, F.Y.B.M.S. and F.Y.B.B.I. on Tuesday, 5th of September 2023 at 11.00 a.m. Students are informed to join the same.

Hema
Convener

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)
Principal

The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
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P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

SIAC/235/23-24

Date: 21/08/2023

To.

The Secretary,
Astitva.
Non-Governmental Organization
SA, MIDC, Dombivli (E)
Tal. Kalyan, Dist. Thane, M.S.
PIN 421 203.

Sub.: Permission for visit to 'Astitva Special School' Dombivli (E)

Respected Sir/Madam,

In view of making students aware of various social issues, we are planning to organize a visit of first-year B. Com, BMS & BBI students (In the first 2 batches, each of 140 students and 3rd batch of 50 students) to the Astitva Special School, Dombivli (E) run by your organization. You are requested to kindly grant permission for the same so that, students can visit the school on three working days between 5th September to 7th September 2023 (One batch per day) between 11.00 am to 1.00 pm.

Thanking you in anticipation.

Yours Sincerely

Padmaja

Dr. Padmaja Arvind
Principal
The S.I.A. College of Higher Education
DOMBIVLI (E)

Recd
A+Sawant
21/8/23

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

PRINCIPAL

The South Indian Association's

Tel. : 0251 2449891 / 92

The S.I.A. College of Higher Education

Reaccredited B⁺ by NAAC
(Affiliated to University of Mumbai)

P-88, MIDC Residential Area, Dombivli Gymkhana Road, Near Balaji Mandir, Dombivli (East), 421 203.
Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : Sec/Bon/23-24 Date : 9/9/23

To.
The Secretary,
Astitva Special School.
Non-Governmental Organization
8-A, MIDC, Dombivli (E)
Tal. Kalyan. Dist. Thane. M.S.
PIN 421 203.

Respected Madam,

I would like to thank you for the opportunity you have given our students to visit your Astitva Special School at Dombivli (E) on 05/09/2023. This opportunity expanded the social awareness of our students. We would extend thanks to your faculty members and supporting staff for providing detailed information about the school and answering the queries raised by our students during the visit.

Once again thank you for your support and guidance. Wish you all the best for the great work you are involved in. We look forward to more associations with you in the future.

Yours Sincerely

(Dr.Padmaja Arvind)
Principal

ASTITVA
PLOT NO.8,

9/9/23

The South Indian Association's
The S.I.A. College of Higher Education
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Project guidelines of FYBMS-B Foundation Course-I 2023-24

Below project guidelines are for FYBMS-B Div

Project no 1: Know your cultural past - 24/7/2023

Dear students,

1. Talk to your grandparents about their day to day culture as they were growing up, know thy cultural history, food history, economic history, social history, fashion history, linguistics history.
2. Find the family tree of your family and places and professions of various people in the family tree and location/geographical residence.
3. Repeat exercise 1 and 2 for neighbors.
4. Compare village/rural life and urban living through interviews and actual visits.
5. You have to write handwritten notes in your own words.
6. On the top of page write point no/question, sub headings and then elaborate. Minimum 10 pages assignment. Enquire deeply from your grandparents to get thorough knowledge.
7. Scan the notes clearly in pdf form and upload on the given link on or before by 6 pm, Thursday 3rd August, 2023
8. After scanning, rename the file as Roll no-Class-Div-Project1-Your Name and then upload.
   Eg. MF23001-FYBMS-A-Project1-Shilpa Malani
9. Narrate a story in the class describing your experience.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.
- Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app,

Notebloc Scanner app or Kaagaz Scanner app) rename the file as mentioned above in point no 8 and upload the assignment as a single pdf document in google form.

- Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

Project 2: Presentation on Rural & Urban Local self-government 13/08/2023

- Create a group of 6 students considering your topic to be presented.
- Girls of the class would work on Rural Local self-government and boys would work on Urban Local self-government.
- Students must take real time examples of their given topic and prepare PPT to present on the same topic.
- PPT prepared has to be presented to respective teacher in your scheduled lecture.
- All members of the group should remain present during the presentation.
- Dress code for PPT presentations should be formals.
- Time allotted for presentation is 15 minutes.
- Include Web-diagrams, Tree-diagrams, and Images wherever possible in your PPT
- Link to submit your PPT presentation should be provided by their respective teachers.

Project 3: Field visit to Astitva School for differently abled – 11/09/2023

Dear students,

In view of creating social awareness among students, a visit to Astitva- A special school in Dombivli has been organized on Tuesday 05/09/2023. All the students are informed to be present for the same. Prior to the visit read about Cerebral Palsy and Autism. Also explore the website of Astitva school through the below given link: https://www.astitvaschool.co.in/ https://www.astitvaschool.co.in/Deaf-and-Mute/Comprehensive-Methodology

1. It is necessary to know in advance about where we are going to visit. So that you all can observe very carefully and ask questions during the visit.

2. After the visit students have to write an experiential sharing report of minimum 2 pages. Elaborate your report as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

3. Narrate a story in the class describing your experience.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.

- Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages

- Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

Project 4: Local governance & creation of civic power in your neighborhood
26/09/2023

Dear students,

Let us do an activity to get an exposure to local governance around our place of residence, through finding answers to the following questions:

1. How many houses are there in your ward?
2. What are the amenities (Public amenities) available to your ward?
3. What are the challenges faced by the residents of your ward?
4. What according to you/resident can be the solutions to above?
5. What are the challenges that are faced by you (individual)?
6. Make a visit and talk to at least 10 different neighbors on common civic problems to get and generate answers to above questions. Brainstorm with your neighbors and write notes on how citizen groups can address local problems.
7. Along with your neighbors, plan and schedule a visit to your ward member's office. Share with him/her the situation of your ward, based on the above responses. Attempt to brainstorm the solution to your ward's situations. Request him/her in a very polite manner and with due respect and present the compilation of responses to questions 1-5.
8. On your hand-written report, mention the name of the ward member, address of your ward (locality) and get the signature and stamp of having the meeting done with your ward member.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.

- Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.
- Write the answers on foolscap paper in a very clean and readable handwriting. Scan your hand-written assignment pages (you can use mobile applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app)
- Scan the notes in pdf form and upload your project on the link given by the teacher.
- After scanning, rename the file as Roll no-Class-Div-Project2-Your-Name and then upload. Eg. MF22001-FYBMS-A-Project2-Rajesh-Patnaik
- Narrate a story in the class describing your experience.

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Date: 03/10/2023

Project report of FYBMS Foundation Course-I 2023-24

Project #1: Know your cultural past

In this activity, students had conversations with their grandparents, parents and explored their cultural, food, economic, social, fashion (clothing), and linguistics history. They made their family tree along with their occupation and location to get a clear idea about their culture from past till present and the same exercise was repeated with their neighbors also & students explored their cultural history also.

Outcome:

Cultural history:

Students heard and learnt from their grandparents and parents about their culture, traditions, rituals and norms and also about their upbringing. Head of the family was male and he was a strict person to look after the family, to maintain discipline in the joint family & to inculcate moral values in the family members & all the family members were supposed to obey the head of the family. Every culture has their own respective festive celebrations like Gudi Padwa, Shimga in Maharashtrians, Pongal in South India, Navratri in Gujarat & West Bengal, Chath puja in Uttar Pradesh. They also realized that there were some rigid norms of customs & traditions which have now become flexible because of education and modernisation.

Food-history:

Students learnt that earlier people used to eat home made, healthy & nutritious food due to which they had a long life. Living, cooking was very simple. Fish is the staple food in

Konkan. People used to cook food by burning wood. Water was available at a distance of 10 kms. But now people are fond of eating junk & fast food which is very dangerous to our health & leading to more diseases & short life span. Though water is available for 2-3 hours, we complain that there is a shortage.

Economic-history:

Earlier people were engaged in agriculture, sheer hard work, pay scale was low but people were satisfied. Grandparents struggled in agriculture. Now the pay scale is high but life is fast & mechanical which has created restlessness & stress among this young generation.

Social-history:

Earlier there was a joint family concept of caring, sharing, helping,cooperating, obedience, and giving respect to elders. People were happy by playing outdoor games. Now due to migration in cities there is scarcity of accommodation. So nuclear families concepts have emerged and moral values are decreasing.

Fashion-history:

Students learnt that people used to wear very simple and traditional clothes. Earlier people used to wear dhoti, kurta, lungi, shirt & sarees. Now people wear jeans, shorts, copying the western culture.

Linguistics-history:

Students learnt that their parents and grandparents communicated in their respective mother tongue and regional languages only. But now because of education, modernization and migration to urban areas, youth are giving more importance to English and are keen to learn foreign languages.

Project #2 Local governance & creation of civic power in your neighborhood

In local governance project:

i) Students took efforts and observed the public amenities available in their ward, which earlier they used to ignore,

ii) Challenges faced by them (students) and their residents.

iii) Surveyed neighbors to discover problems and solutions.

iv) Students went to meet their local ward member and came to know about the number of houses in their ward.

In civic power project:

i) Students had a gathering with neighbors on common civic problems,

ii) Brainstorming with neighbors on how citizen groups can address local problems.

iii) In this step students went along with their parents, neighbors, and elders to meet their ward member and to discuss the problems and work out the solution.

iv) Students narrated a story in the classroom, describing their attempts.

Kindly glance through the project reports, of students who were very happy and gained lifetime learnings.

https://drive.google.com/drive/folders/13rTxxrZ4vtLDjGhnCFbB0M7G7APLn7cNzheBaMDodY2v1dhqVBijae_q5C5JBEL1ZPy8qUzn?usp=drive_link

We achieved following outcomes:

1 Students realized what is citizenship

2 They gained wonderful experience

2 Students became alert and aware about their area

3 Made friendship with neighbors and citizens

4 Their confidence increased

5 Sociological learning

Project #3: Field visit to Astitva School for differently abled

The field visit to Astitva School differently abled was organized by The South Indian Association College of Higher Education, Dombivli on September 5th 2023. The main

purpose of this visit was to create awareness about Cerebral Palsy and Autism among the students.

Before the visit students were asked to explore the website of Astitva School from which they came to know that this organization was set up on 6th September 1981 and completed 41 years of successful establishment. It deals with two categories deaf, mute and mentally retarded.

During the visit students observed that teachers use comprehensive methodology (sign language), speech therapy and interaction skills in their daily class schedule, which helps students to develop their physical, mental and emotional aspects of their personality, enabling them to independently live in the society. Teachers take a lot of effort and use charts, photos and drawings to make the concepts clear for students and have patience to teach children and wait for them to learn. Children in the school learn English, Maths and other subjects and after completing their graduation they have 3% reservation in working places. There were a total of 350 students in school and they were between the ages of 3 years to 21 years. The classes conducted were from 1st std to 10th std and the timings were from 10.00 am to 4.00 pm.

In each class, there were only 6-8 students and they sat around the teacher so that they could concentrate on what the teacher was teaching. The syllabus includes self-dependence, etiquettes, conversation, everyday activities etc. Children socialize, learn, have fun, play and experience an open environment without feeling embarrassed of their limitations.

The teacher of Astitva school shared with us that children enjoyed a lot with their classmates. They talked, laughed and expressed thoughts, views with their classmates. All students' listening capacity is different and early intervention is necessary. There were many therapies applied on students.
In school, children took part in various sports, games and extracurricular activities which made them feel happy. They were well-mannered and well-behaved. They enjoyed playing with smiley balls and hula hoops. As non verbal communication was only the mode to

communicate and connect with the special children. Children were very happy and enthusiastic to meet young college students. They shared their art work with students. It was heartening to note that students were encouraged to study new things. Their teachers were very supportive. Everyone cheered the students and clicked some pictures with them. SIA college students replaced their sympathy by love towards the retarded and disabled fellow beings. They observed that the specially abled children are so sharp and keen to learn new things. They were thankful to nature and parents for having everything in life and felt not to be ever complaining hereafter. Students also collected contributions among themselves and donated sports equipment worth Rs 6000 at Astitva school.

Project 4: Presentation on Rural & Urban Local self-government

In this assignment Female students were allocated a rural local self-government topic , whereas male students worked on urban local self-government which led them to form various groups. So, they made new friends, interacted with each other, developed leadership qualities and experienced management principles. Students learnt communication skills to discuss within groups, teamwork, brainstorm, deeper understanding of concepts from each other and present their ideas effectively through examples.

Record of FYBMS Div-A students

No. of students who submitted their FC Projects	93
No. of students absent	01
Total no. of students	94

Faculty

Convenor

The South Indian Association's

The S.I.A. College of Higher Education

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P-88, MIDC Residential Area Dombivli Gymkhana Road,

Near Balaji Mandir, Dombivli (East), 421203

CERTIFICATE

This is to certify that Trupti Santosh Patade., roll no. MF23084 has worked and duly completed their project work in 'Foundation Course-I' towards the First Year of Management studies for the academic year 2023-2024. The projects are titled as follows:

- **Know your cultural past**
- **Local governance & creation of civic power in neighbourhood**
- **Field visit to Astitva - School for specially abled children**
- **Presentation on Rural & Urban Local self-government**

We further certify that the entire project work has been done by the learner under the guidance of Megha Vighnesh.

It is their own work and facts reported by their personal findings and investigations.

Date of submission: 12.10.2023

V Booma

Course Coordinator
Mrs. Booma Halpeth

Faculty
Megha Vighnesh

Name - Trupti Santosh
Patade.

Class - FYBMS

Div - B

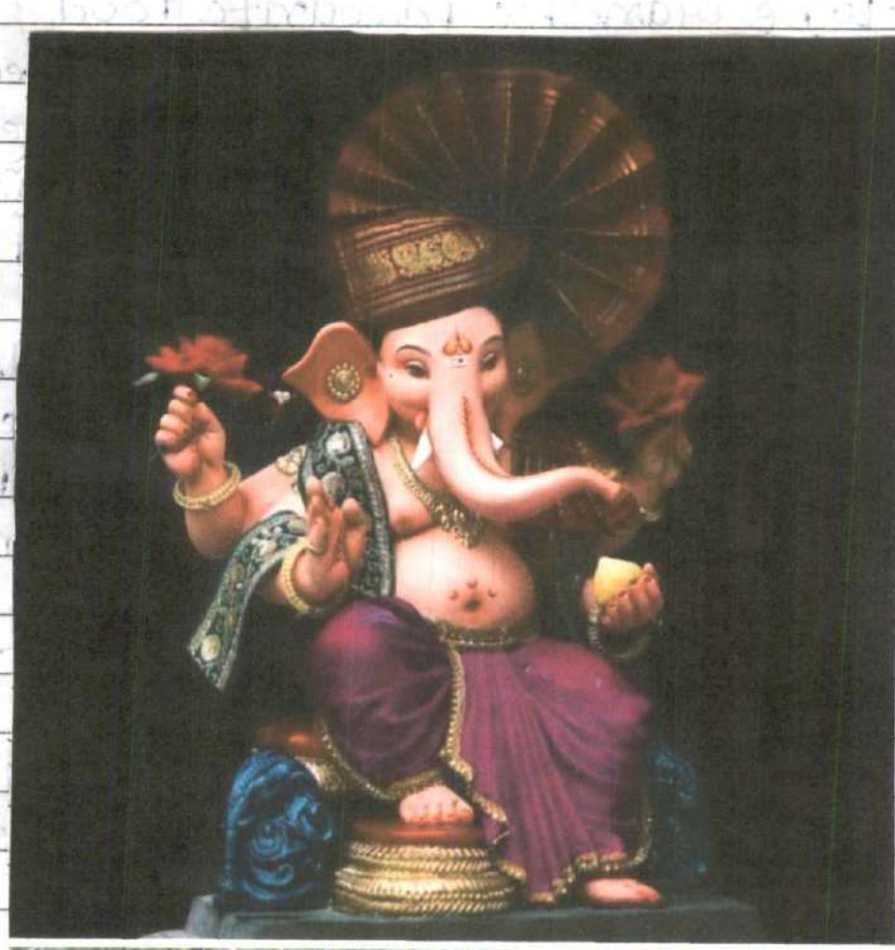
RollNo - MF23084

Contact Number - 8850518811

Email Id - Patadetrupti7@gmail.com

Project - 1

Cultural History.



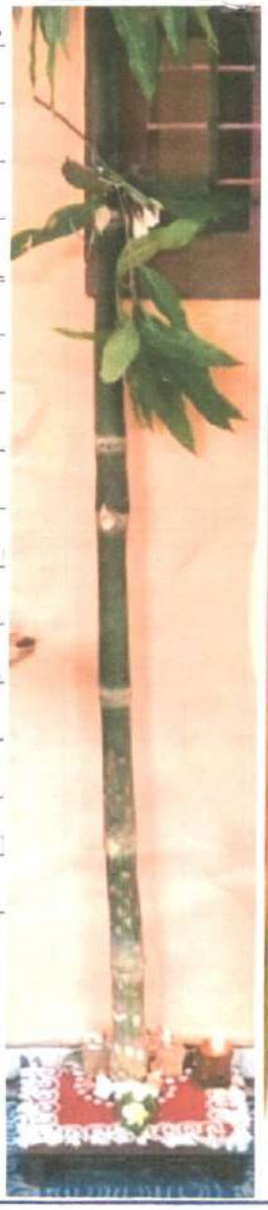


Ganesh festival.

Ganpati are the most popular festival celebrated in konkan. Family members who are settled in other states come back to Konkan to greet each other and celebrates the festivales. The most delectable offerings during Ganesh chaturthi modak, small rice or wheat flour dumpings stuffed coconut and jaggery. They are best when served with ghee. Lord Ganesh the parton deity of Maharashtra. God of wisdom. Ganesh is offered 21 modak (sweet dumpling) considered to be Ganesha

to be Ganesh's favourite food.

Ganesh Chaturthi also called Vinayaka chaturthi in Hinduism 10 days festival marking the birth of the elephant-headed deity Ganesha the god of prosperity and wisdom. It begins on fourth day (chaturthi) of the month of Bhadrapada (August - September) the sixth month of the Hindu calendar. At the conclusion of the festival, the idols are carried to local rivers in huge processions accompanied by drumbeats, devotional singing, and dancing. There are They are imp immersed a ritual symbolizing Ganesha's homeward journey to Mount Kailas the abode of his parents Shiva and Parvati.

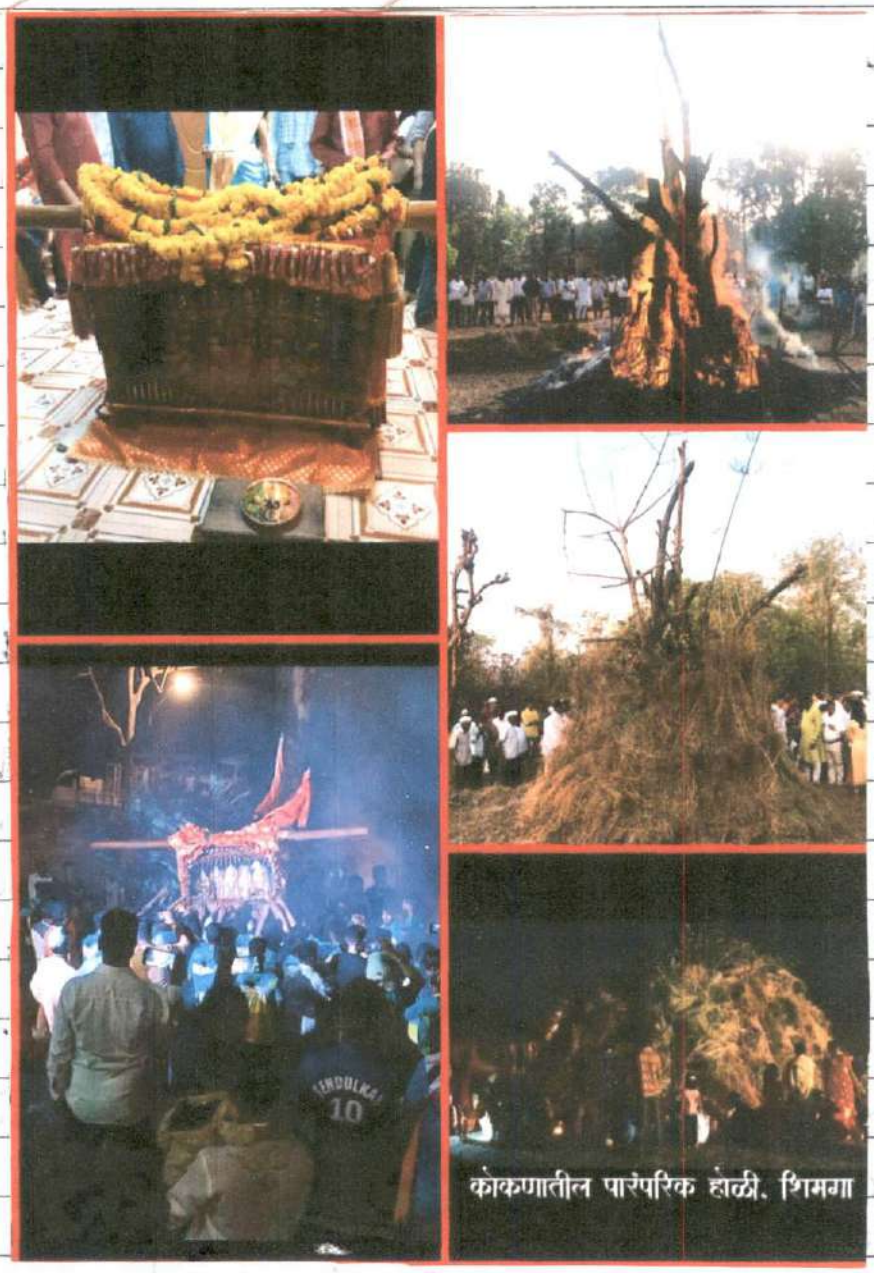




Gudhipadwa :-

Gudhipadwa popularly known as Samvatsara padvo means the first day of new years in Maharashtra in simple words in Marathi New New year has got its name from two wards -'gudi' which means a flag or emblem of hindu lord Brahma and padwa means the first of the phase of the moon. The Festival marks the beginning of the harvest season. In Maharashtra people celebrate Gudi padwa with much fervour and enthusiasm. According to hindu mythology, it is belived that Lord Brahma created the universe on the day of Gudipadwa and introduced day week, months and years. Some also consider it a day when king Shalivahana celebrated his victory and people hoisted the flag on his return to paithan. Basically Gudi is said to be symbol of victory over evil.

Gudi is made by tying a pieces of fresh cloth around a bamboo stick of about 5 feet long And Marathis place neem leaves along with sugar candy garland on it. the stick is the placed in silver or bronze pot. on this day people wake up early in the morning and decorate their homes with beautiful rangoli designs and Gudi. Marathis worship Gudi to mark their new year & later enjoy puran poli to Shrikhand with family and friends.



Shimga (Holi)

Holi are the most popular festival's celebrates in konkan. Holi also is know as "Shimga" in konkan is one of the best most enjoyed festivales in konkan region. family member who are settled in other states come back to konkan to greet each other and celebrate the festival.

During this time everyone in konkan renovates their houses - everyone belives that in holi festival god visits there houses and

shower blessings on them. Holi is celebrated in between the month of March and May. The villagers ride the god and goddess in a palkhi which is handled on the shoulder of people. people dance and sing traddition songs. on the eve of shimga the entire neighbourhood gathers at one place and a massive bonfire is lit. people exchange warm greetings and wish each other a happy holi. This activity is termed as "holika Dahan" in the native tongue and the flames of the fire symbolise the victory of good over evil. The celebrating of holi are incomplete without indulging in mouth-watering sweets and delicacies. In Maharashtra puran-poli is the famous dish that is prepared in every household on the occasion of Holi. people also treat themselves to tumblers of freshly extracted sugarcane juice and slices of watermelon which are particularly enjoyed by the children.

Food History :










Konkani food.

All the five districts except in konkan region namely palghar, Tar Thane, Raigad, Ratnagiri and sindhudurga have their unique flavours in seafood.

one of the most important ingredients which make konkani food special is ~~com~~ coconut. Fresh or dried coconut is used virtually in every ~~reee~~ recipe. Tamarind or Garcinia indica colloquially know as kokam is another such ingredient without which is also used in some

recipes. The staple food in konkan is rice ~~in the form~~ of and hence, mainly it is consumed in the form of rice or rice bread (Bhakri). There is a lot of variation is how fishes are consumed in two forms, one in the form of fish curry and the other in dry preparations of fish. spice pest is mainly made with coconut as the base or with coconut milk. In the unavailablity of Fresh fish or seafood. dry fish is used It is mainly during the rainy season. Fresh fishes are not available. Solkadhi is an integrated an unavoidable part of food in South. and centre konkan. It a perfect mixture of coconut milk and kokum with some pacific spices added to it. Solkadhi is consumed as an appetizer.

The exact origin can not be traced to these receipes in konkan. These are traditional recipes the evolved over time.





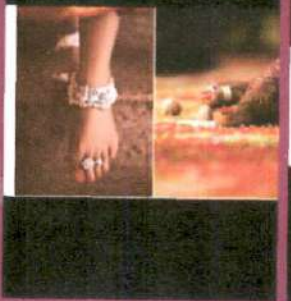




















Fashion History

Men

Dhotar :- As previously described this is the lower garment. A dhoti is from four to six feet long white or colour strip of cotton. The Traditional attire is mainly worn by men in villages. It is held in place by a style of wrapping and sometimes with the help of a belt: ornamental and embroidered or a flat and simple one, around the waist. It's called Dhotar in Marathi. These are the dressing of the konkani people of Maharashtra.

Uparne :- A types of scarf that is worn over the shoulder. It is woven from silk or cotton and features traditional small border designs along the side.

kurta/Shirt :- Maharashtrian men usually wear cotton tops or kurtas above their dhoti. the top are made up cotton so as to able garment to absorb sweat since Maharashtra has a warm to a hot environment. This tops are thin and loose generally in colure.

Footwear :- The men usually wore simple but sturdy footwear. There footwear are open sandals making it comfortable for them to wear. The sandals are strong and are made up leather.

Women

Nine yard sari

The traditional costume for women is a Nine yard sari called Lugade. which is wrapped

around the body in a very traddetional way and unique to Maharashtra and not seen in other norther states.

Thushi :- A 22-carat gold choker style neckpiece thushi is a part of bridal jewellery that originated in Kolhapur. It comes with gold beads and comes with an adjustable dori. The jowar gold seeds in it indicate that the bride's new home will always be blessed with food.

Mangalsutra :- An absolute essential in the bridal jewelry box, the mangalsutra is a sacred necklace crafted out of black and gold beads with an intracte locket made of gold or studded with gems.

Nath :-
(also known as nose ring in english) is a nose ornament that is adorned by Maharashtrian women at weddings, festival, occasions, religious ceremonies and family function. Maharashtrian Nath comes in a variety of designs and style.

Kaan :-
An ornate ear cuff typically made from gold and adorned with kundan or colourful enamel piee pieces, the c kaan is striking piece of jewellery donned by Maharastrian women during festivals too.

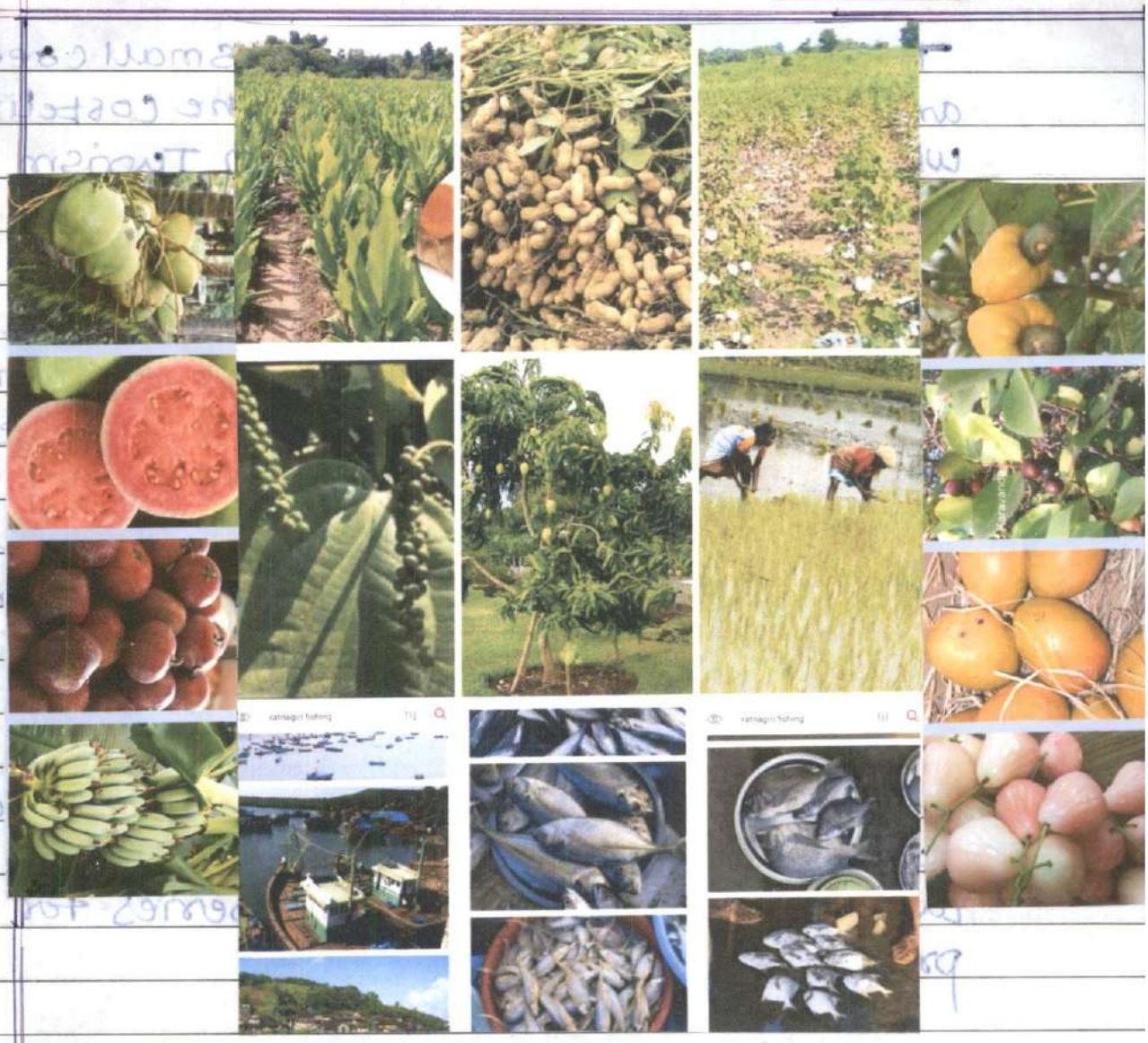
Linguistics History.

Konkani ~~lang~~ was spoken in Goa and konkan though it belongs to the indo-Aryan group konkani was influenced by the language of the Dravidian family. A brach of the Kadambas who ruled Goa for a long period that their roots in karnatdka. at the time of the 2011 census of India 88.18% of the population in the district spoke Marathi, ~~7.36%~~ 1.43% Hindi and 0.97% konkani as their first language most people speak distinct ~~est~~ coastal dialects of Marathi. Heritage konkanis of Kerala of belong to different castes namely Gaud Saraswat, Brahmins, Saraswat non-brahmins konkan Sonars, Vaishya vaniyar and Kudumbi. In Karnataka, Maharashtra and Nagar Haveli and daman and diu is it considered as ~~nor~~ minority language and the first konkani inscription dated in 1187 A.D. The konkan word originates from Kukkana tribe who were the original people of the land konkani originated from. According to some Hindu myths, parashuramа his arrow into a sea a ordered the sea god to recede up to point where his arrow landed. The pieces of land thus recuperated come to be known as konkan (piece of earth or corner of earth) This has been mentioned in ~~saye~~ Sahyadrikanda of the skanda puran. konkan is synoonymous with konkani but is today divided into three states :- Maharashtra (konkan region), Goa and Karnataka (North canara)

Social History.

Ratnagiri is the birthplace of Lokmanya Tilk as well as the workplace of swtantryaveer Savarkar and Ratnagiri is known as the land of Vardamuni parshuram In the middle Ages many europen travelers and regiligious preachers visited the coast of konkan. The ancient konkan was ruled by Maurya, Satvahan, Trakootak, chalukya Rashtrakut, shilahar, Kadamba and yadav dynasties. During the satavahana the caves of panhalakaji were the centre of the study and spread of Buddhism. It is also mentioned at many places that there was sea trade between ratnagiri and overseas. Ratnagiri is the land of three Bharatrath such as Dr. Babasaheb Ambedkar, P.V. kane and Maharshi Dhondo keshav karve Apart from this king Thiba of Bramhadesh was imprisoned in the Ratnagiri district by the then british government citizens of Myanmar and high officials visit time to Thiba place and thiba king Tomb in Ratnagiri city Ratnagiri district has become weiknown due to freedom fighter vinayak Damodar Saverkar, who had been captured in ratnagiri by the british government.

Economic History



Ratnagiri is one of the industrially backward district of Konkan region of Maharashtra. A large numbers of it's population is enga-ged in agricultural activities. Industriaization in district is yet to be progressed to a satisfactory level. This report in particular point out the resources of Ratangiri district which have great potential for setting up of industries.

All the rivers in the district originate from the Sahayadri ranges and flod from east to west and merge in arabian sea. The river savitri flows on the northern periphery forming a natural boundry between ratnagiri and raigad district.

The district has numerous small creek and back waters all along the costeline which can be developed from Tourism point of view.

In total population of fishermen in the district is estimated at 70,000 out of which about 14000 are active fishermen. The fishermen blong to Bhoi, Koli, Kharvi, communities. fisheries is an economic activity that involes harvesting fish or any aquatic organism from the wild capture fisheries or raising them in confinement (culture fisheries/ Aquaculture. It may be Traditional/small scale fisheries (ssf) for substance or large scale/commercial fisheries for profit.

The king of mangoes, Alphonso better known as 'Hapus' in Maharashtra in Konkan is in demand in domestic and international market not only taste but also for plesant fragrance and vibrant colour. It has long been on of the world's most popular fruit and is exported to various contries including japan, Korea, and Europe New market such as USA and Australia have recently opened up.

The main crop of ~~konkan~~ grown in konkan are and state are rice, jawar bajara, wheat, tur, mung, urad, gram and othe puses. Cashew Nut, Jackfruit, coconut, kokum, is important is an speciality of this district.

Family Tree (MY)

Ratnu Patade - grandfather
Savitri Patade - grandmother

Mother & Father

Santosh Patade
(Sarita Patade
(Wife)

Sumati Ghanekar
Ramchandra Ghanekar
(Husband)

Santosh Patade-carpenter
Sarita Patade-housewife
Place - Ratnagiri

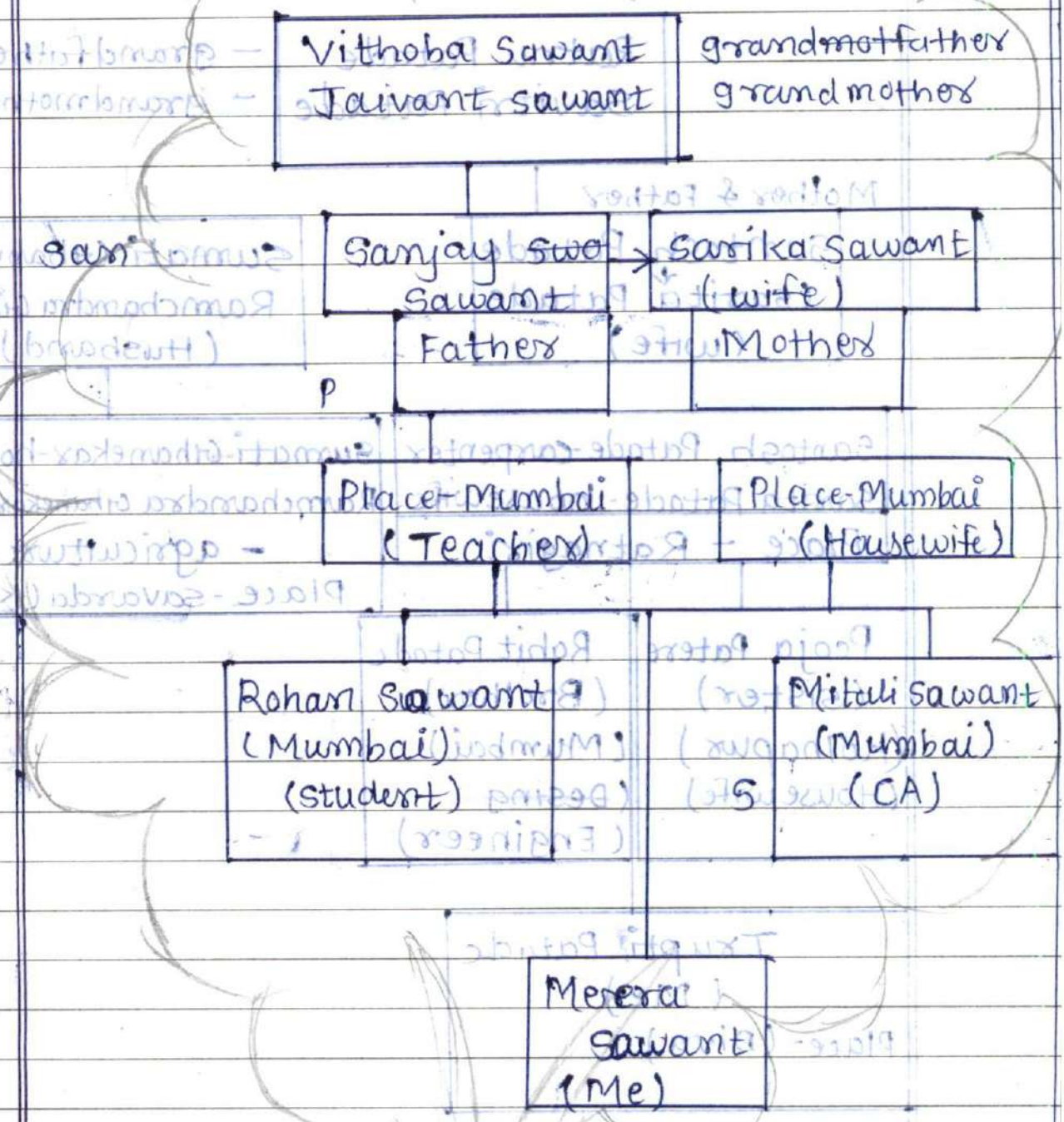
Sumati Ghanekar-housewife
Ramchandra Ghanekar-agriculture
- agriculture
Place - Savarda (Konkan)

Pooja Patere
(Sister)
(Kolhapur)
(Housewife)

Rohit Patade
(Brother)
(Mumbai)
(Desing
(Engineer)

Trupti Patade
(Me)
Place- (Diva)

Family Tree (Buddism)



In india (0.70 % of the total population.)



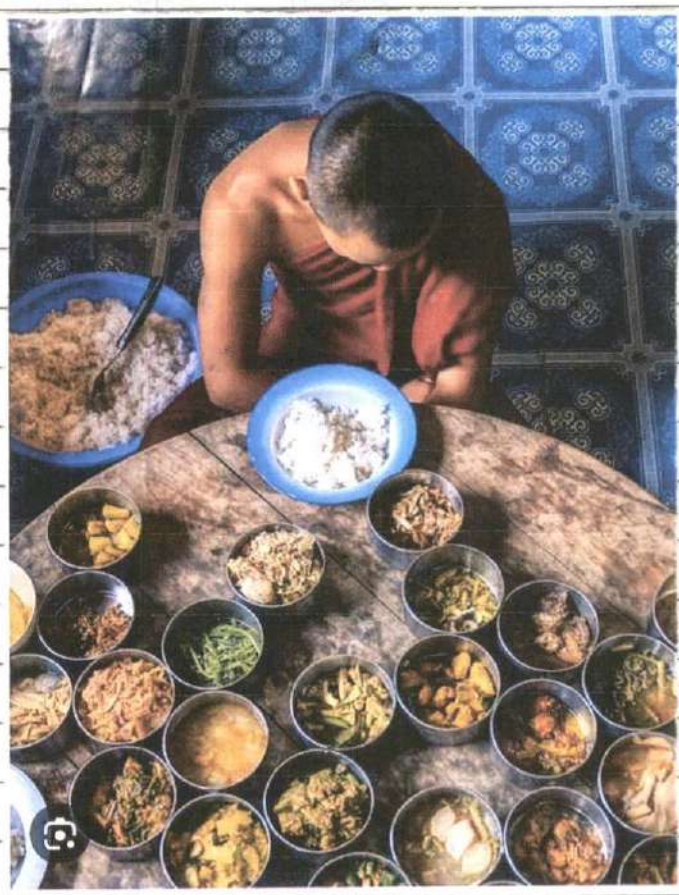
Q. Food History of Buddhism

Buddhist cuisine is an Asian cuisine that is followed by monks and many belivers from areas historically influenced by Mahayana Buddhism. It is vegetarian or vegan, and it is based on the Dharmic concept of ahimsa (non-violence). Vegetarianism is common in other Dharmic Faiths such as Hinduism, jainism and sikhism as well as east Asian religions like Taoism. While monks nuns and a minority of belivers are vegetarian year-round many belivers follow the Buddhist vegetarian diet for celebrations.

Q. Let's know about social History of Buddhism.

During the reign of the Mauryan emperor Asko Ashoka the Great. The buddhist community split into two branches:- The Maha -Sa maghika and the Sthaviravada each of which spread throughout India and split into numerous sub-sects. In modern times two major branches of Buddhism exist. The Theravada and east Asia. The Buddhist tradition of Vajrayana is sometimes classified as a part of Mahayana Buddhism but some scholars consider in to be different branches. altogether.

The practice of buddhism lost influence in india around the 7th century CE. The last large state to the Gupta buddism empire. The support buddhism - The pala empire. - fell in the 21st century By the end of the 12th century Buddhism had largely disappeared from india with the expection of the Himalayan region and isolated remants in part of south india. However, since the 19th century modern revivals of Buddhism have included the Maha Bodhi society. the vipassana movement and the Dalit Buddhist movement spearheaded by B.R. Ambedkar. There has also been a growth in tibetan Buddhism with the arrival of the Tibetan dispora and the tibetan government in exile in india following the chinese annexation of Tibet in 1950. According to the 2011 cencus There are 8.4 million Buddhism



Fashion History.

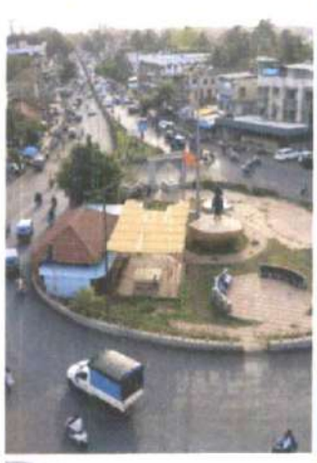
Buddhist wedding wedding dress code for bride and groom does not clictate specificly The bride wears a dress known as Bhaka. It is made of brocade and is similar to a full length sarong. She pairs it width a long sleeved blouse known as Hanju. with this she also wears a special jacket and a soraf. There is no strict color code for the dresses although black is generally avoicled as it is considered inauspicious.

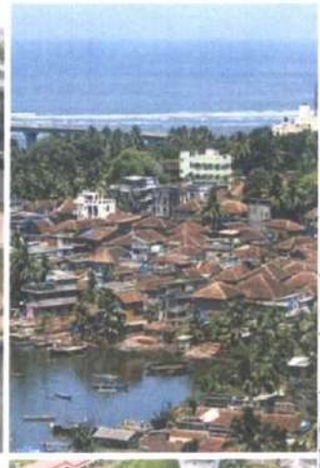
The Groom also wears a Bhaka, but in case of groom. It reaches just above the ankles it is worn with a waistcoat known as Lajha. He is also to wear a cap made of matching brocade and a sash around the waist.



4,5 compare Village/~~rito~~ rural life and urban living through interviews and actual visits. You have to write notes in your own words.

Urban life









Village/ rural life

: Village life reflect the rural lifestyle and city life shows the urban lifestyle. life in both rural and urban areas has its own plus point and problem. India is a predominatly rural contry are "The real India lives in villages". Though India is mainly a land of villages. There are many cities as well in the country. - Life in these big cities as well is quite different from life in a village. ~~let~~ us In big cities there are good arrangement for eduation. The big college even universities are available. There are also very large number of school both government and private in big cities. This arrangement do not exist in small town and villages.

cities also provide sufficient medical facilities. Almost in very city there are good hospitals in which the poor get free medicines and treatment. Many qulified doctors are also there to serve the sick and the suffering. Indeed lack of such medical arrangement is the main drawback of village.

cities also provided many apportunities for amusement and recreation. In every city there are a numbers of cinema houses and multiplex where we can enjoy with family Also a numbers of restaurants and hotels are available for better food of variety. There are also many parks and gardans where we can enjoy the best natural beauty. Villages are always lacking such facilities.

life city is extremely unhealthy due to air pollution water pollution and noise pollution. The people are not the getting fresh air to breath or the clear sky to enjoy the sunshine. Also food in the cities in dirty unhe and aduterated the village are very away from such drawbacks.

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Class - FYBMS

Div - B

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Project No - 4

श्री.शैलेश मनोहर पाटील
नगरसेवक प्रभाग क्र. ६५(अ)
ठाणे महानगर पालिका (ठाणे)

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Date :

Project 4- Local governance & creation of civic power in your neighborhood.

1) How many houses are there in your ward?
Ans: we have 50 to 100 houses in your ward.
Buildings

2) what are the amenities (public amenities) available to your ward?
Ans: we have multiple amenities are available our ward for
- Bank and Post office
- General and specialized shops and market.
- Clinic and other medical facilities
- local buses and railway station.
- play school and school, colleage
- Hotels and public area.
- Roads with easy access to highway.
- Shopping centers.

3. What are the challenges faced by the residents of your ward?
Ans • Solid waste managements and cleanlines :-
The solid waste managements in the city needs to improved without any delay.

- Traffic :-
Due to traffic the people get affected of high blood pressure, gaining weights etc.
- water :- The residents of diva claim that they have not received enough water for 12 years. In diva, There are no internal water pipelines here. There is just a main

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supply line that comes from MIDC through palava and other gated communities.

4. what according to you/resident can be the solution to above?

Ans Solid waste managements :-

The ~~water~~ waste we produce reuse items as much as possible ; recycle and re used and compost organic waste resides.

Recycling not only saves energy but also prevent the material from going to landfills and incineration. and provide raw material for product.

Traffic :-

promote carpooling and ride-sharing smart cities are promoting ride-sharing to help reduce traffic. carspending and ride-sharing one two more sustainable transportation option that can help to reduce traffic congestion. carpooling is when to or more people share ride in a single vehicle.

Cities government have to focus on Investing in road expansions and overpass construction project. The public transport service have to be improved the car depending carpooling has to be encouraged by the organisation and society

water :- ~~Chief~~ Nagerseval says
chief Minister eknath shinde held an urgent meeting and gave an order to supply 6.50 million liters of water to diva city in order to ensure adequate water supply according to the growing population of diva area. The administration has started providing increased water supply to Divya through the maharashtra industrial Development corporation by taking necessary action. As a result there will be abundant water supply to diva residents there an atmosphere of satisfaction among the diva residents he said chief Minister eknath shinde Thank You.

5. what are the challenges that are faced by you (individual)?
for eg :-

- street light -
  1) without street light many people affraid to darkness place for nigative energies.
  2) especialy women affraid because to thief for has gold jewelleries.
  3) these are always accidents because there are no light on the road.

- Gutter filling -
  Due to heavy rainfall in rainey season the gutter are full that cause clogging.

1) Custom - fit your gutters and downpots
2) insufficient size.
3) Incorrect gutter slope.
4) Blockage

5) proper installation
6) Inadequate down spots

6) Make a visit and talk atleast to different neighbours on common civic problems to get and generate answer to above questions. Brainstorm with your neighbors and write notes on how citizen group can address local problem

Ans we have visit to ward member she had understand our problem are facing in our locality she had ensure us that solution for overcome from these problem she had suggest that will dustin whenever needed and he also ensure that people do not garbage hese and thise by putting various types posters.

he told us that he definetely take the action against this things and they to solve the problems. He helped us to take and make the decision of our locality He will inform the him regarding the trash disposal and about cleanlines. and ha He promised us to things as soon as possible.

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7) Along with your neighors plan and schedule's a visit to your ward membr's office. share with him / her the situasion of your ward base on the above response.

Ans In our meeting with the ward members we were ~~brea~~ heartened by the empathetic Response and willingness to tackle the issues affecting our commodity the agreed to solve. the problem. faced by presidens He said that he will keep dustbin these is need and also he said he will they to fix lack of street light as soon as possible

He also talked about road condition and will try to repaire it. and also suggest us that being an resident it is also our responsiblity to not the throw garbage on Roddside and should Raise is awareness Among residents.

The ward members assurance to address these challenges and tries comittments to ch collaborating with us left a perform impression. we gradually appreciate the ward members for listening or problem patiently.

Address of ward :- Diva (east) near railway stataion.

Name of the ward :- Shailesh Mnohar patil

Stamp :-
Sign :-

श्री. शैलेश मनोहर पाटील
नगरसेवक प्रभाग क्र. ६५ (अ)
ठाणे महानगर पालिका (ठाणे)

The South Indian Association's

The S.I.A. College of Higher Education

Affiliated to University of Mumbai

Reaccredited B+ by NAAC

P-88, MIDC Residential Area Dombivli Gymkhana Road,

Near Balaji Mandir, Dombivli (East), 421203

CERTIFICATE

This is to certify that Mihir - Mangesh . Patil, roll no. MF23088 has worked and duly completed their project work in 'Foundation Course-I' towards the First Year of Management studies for the academic year 2023-2024. The projects are titled as follows:

- **Know your cultural past**
- **Local governance & creation of civic power in neighbourhood**
- **Field visit to Astitva - School for specially abled children**
- **Presentation on Rural & Urban Local self-government**

We further certify that the entire project work has been done by the learner under the guidance of Megha Vighnesh.

It is their own work and facts reported by their personal findings and investigations.

Date of submission: 12.10.2023

V Booma

Course Coordinator
Mrs. Booma Halpeth

Faculty
Megha Vighnesh

Page No.
Date

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SUB :- Foundation Course

KNOW YOUR CULTURAL PAST

Page No.
Date

INTRODUCTION: INDIAN CULTURE

India is name to over a billion people, accomodating incredible cultural diversity between languages, geographic religions, religious traditions and social statistactions.

Indian culture is among the world's oldest civilization in India began about 4500 years ago. many sources describe it as "Sa prathama Sanskrati vishwawara" - the first and supreme culture in the world according to the All world gayatri Pariwar (AWYP) organisation.

Languages: India has 28 states and seven territories according to the world Health organization. There is no official language in india. The consitution of India recognizes 23 official languages.

Religion: India is identifed as the birth place of Hinduism & Buddhism, the third and fourth largest religions. 84 percent of the population is identified as Hindu. About 13 percent of Indians are muslims making it one of the largest Islamic nations in the world.

Architecture And Art: The most well known example of Indian Architecture is the Taj mahal, built by mughal Emperor Shah Jahan to honor third wife mumtaz. We do also have Red fort and a lot more architecture which beautifies the India.


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CULTURE OF Aagri-koli

"As I ask to my grandparents about my culture and traditions as i am a part of Aagri-koli culture "Aagri-koli is a combination of farming & fishing culture people's. like you can see in the name also "Aagri referes to Agriculture and koli word refers to fishing culture.

Aagri's mainly worship deities such as Ganesha, Vishnu, Shiva, Lakshmi and Hanuman, as well as local deities such as Vithoba, khandoba, Bahiri, Bhavani, Mhasoba, Aai Ekvira, and chhtrapati shivaji Maharaj. We celebrate festivals such as Ganesh chaturthi, Holi, Diwali, Ekadasi, nagpanchmi and many more, As we also have festivals they were only celebrated in our culture only like Aagri Mahotsav, Seafood festival, Narali poornima and they are lot to celebrated. We are very obessed with our culture & tradition. from this only we are special. My grandparents also told me that "Aagri koli people are good with good people but they are also tell that we also dangerous to those who treated as worst behaviour.

We also prepare special sweets for such festivals & engage in vibrant dances.

* History: The early history of the Agri people is unclear. According to the local folklore, the Agri people were musicians at the court of the legendary king Ravana. Although Ravana is generally considered to be a maleficent figure, he also has the reputation of being a Sanskrit Scholar who was well-versed in the shastras."





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Date

* Food history :-

Our Food history vast and mouth-watering We have Veg & Non-veg variaties but have many dishes in Non-veg as you know the name Aagri-koli. Because of Fishing occupations we have various dishes in Non-veg.

Among Mumbai's original communities, the Aagris boast of a spice-rich cuisine, that may be finding takers at a new Lower parel eatery.

The pungent smell of fish and curry, like coastal evening breeze, greets us when we push the glass door you gets the fragences.

As we Sons of the soil, the Aagri's trace their history back to the original dishes more than 200+ dishes.

Dishes likes that you love it :-

① Narali Bhat :- Narali Bhat is preparation on the occasion of Narali poornima. Made with freshly grounded coconuts that are sweetened with Jaggery and cooked with Aromatic and flavorful rice.

② STUFFED POMFRET (Bharla Paplet) :- It's a sea-food dish. It's a famous dish of our culture. This dish is made from a fish which name paplet (pomfret). In that many flavorful spices & masala (Aagri-koli masala) which stuff inside fish and fry it. and serve them with gravey & onion.

③ KOLI CHICKEN CURRY :- We came across this recipe from koli cuisine is a "Rare gems-A non vegetrian dishes in Mahatrastra. It's made from chicken, spices & Masala. vegetable it make in gravy and serve them with Rice & Bhakri



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Date

* Economic history :-

The Agri community is mainly a community living in North konkan. More than 95% of the villages in panvel, uran and Thane talukas are Agri population. These three talukas have the highest Agri population. Whereas in kalyan, Bhiwandi, Pen, Alibag talukas, more than 80% of the villages are of Agri population. Also in Wada, Vasai, Sudhagad, Ambernath, Karjat, Murbad, Murud, Tala, Mhasla, Shrivardhan, Mangaon taluks, Agri population is found in large numbers.

Agri Caste is a pure kshatriya. Since they live near the sea, Agri people love fish more, so they go to the bay or the sea to catch fish.

The caste system was such that the shudras were not allowed to own any property nor were they allowed to accumulate any wealth. In the past, many of the agris were not having land of their own, and used to cultivate on Jamindar's land as "kul" (specially Brahmins). Because of educational, social and economic backwardness of Agri caste has been inducted in other Backward Class (OBC). The famous chirner Andolan made by Agris in 1930 served as force to invoking "kul kaida" by government. It means who cultivate the land will be the real owner of the land and system of Jamindari was aboilshed. It benefited every kul of Maharastra.



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* Social history :

The Agri are a Hindu caste found in Mumbai, Thane District, Raigad District and palghar district in the state of Maharashtra. The Agri population numbered around 416,000 in India in year 1931.

They are mainly involved in fishing, salt making and rice farming. They speak the Agri dialect of Maharashtri Konkani and write in the Devanagari script.

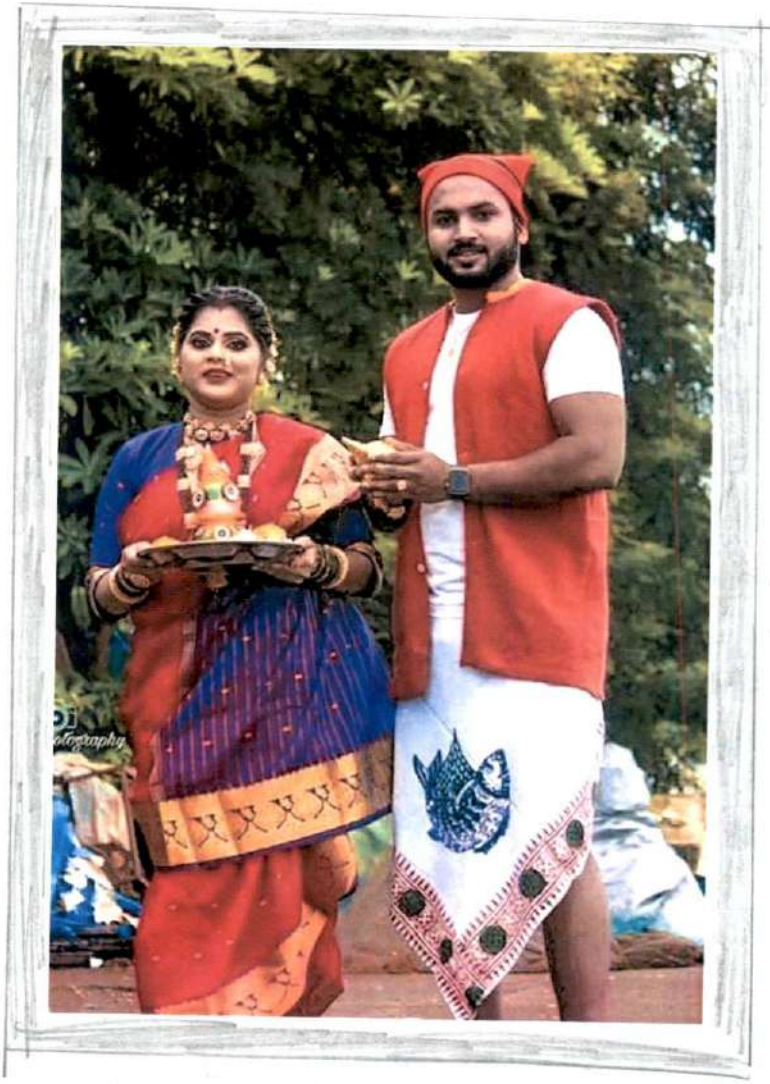
They are Hindus, worship all the hindu deities and observe Hindu festivals such a Holi, Ganapati, Dussera, Diwali, Hanuman Jayanti, Datta Jayanti, shiv Jayanti and others.

We are socially connected to culture & society.

There are two Endogamous division of the caste :

A) Sudh - AGRI (pure - AGRI) who are called :
Mith - AGRI (salt Maker),
Jas - AGRI (Toddy - Drawers)
Dhol - AGRI (Drummers),
Son - agle and Pan - agle

B) Das - AGRI : Probably from Dasi, a term applied by the Aryans to those of mixed descent or of a different race



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Date

Fashion history:

* Our fashion is similar of other maharastrian religion The men in koli religion wear's a sukha (a loin cloth). It is a square piece of cloth, thrown diagonally in front on a string tied round the waist. The lower end of the cloth is tightly drawn through the legs and knotted at the back so as to cover the divided of the buttocks.

* In the matter of dress too, kolis possess an individualit standing out distinctly, even in the sea of humanity that is Mumbai, is the koli who has not given up his or her traditional attire. The dress of a koli woman consists of two or three garments namely a lugat (sari), a choli (blouse) and a parkhi (a shoulder scarf). The christian kolis don't use a parkhi and wear a typical red-checked saree with a tiny border and use the palla of the saree to cover their shoulders. Lugat is really the lower garment, nine yards in length in bright floral designs. It is worn in a peculiar way so that when draped at the waist it reaches just below the knees and is drawn up tightly between the legs.

* Fond o jewellery, even their men wear bracelets, bangles and earrings. The women don't believe in bank accounts and invest almost all their savings in gold. They wear traditional chunky typically koli jewellery like the earrings patterned like the pisces symbol (fish swimming in opposite directions) worn by almost all of them.



7

Page No.
Date

CULTURE OF Gujarati (Neighbour)

Culture of my neighbourhood, they are Gujarati people I called them "Gujju family". I have always been enthusiastic to know about their culture and traditions. The main head of their family which my friend Grandpa. introduced me to his culture and literaly literacy I got to know many things from them. like how they grow up in their religion, their food cuisines, festival, fashion, history and many more.

He introduced me first about their culture and history. he told me Gujarat is also called as "Jewel of western India" is known for it's unique and rich culture. It bordered by Rajasthan, Maharashtra, Madhya pradesh, and the Arabian Sea and is home to Gujars, who ruled the area during the 700's.

It was the main center of the Indus valley civilizatic and Harappan civilization. The Gujarati culture is a blend of there beliefs, customs, inventions, values, and technology

* History: They also told me about their History:

Gujarat dates back to the Indus valley civilzatior time, it contains ancient cities from Indus valley Lothar Dholavira, and Gola Dhoro. The history provides evidenc of trade ties with Egypt, Bahrain, and Sumer in the persian Gulf.

"Chandragupta Maurya" conquered a number of place now what form Gujarat. Emperor Ashoka, the grandson of Chandragupta Maurya order engraving of his edicts in Junagadh rock. After the Maurya Empire, the Sakas controllea

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Page No.
Date

* Food history :-

I am fan of Gujarati cuisines, There cuisines are on of the healthiest Cuisines in India and are primarily vegetarian opposite to our Religion. They have various dishes and Thali.

"A Gujarati thali consists of roti, dal, rice, and sabzi with Indian watering pickle, parathas etc. They have various dishes "like" dhokla, pathra, samosa, Khaman, Dal Dhokli, Khakra etc.

While sweet dishes are mohanthal, jalebi, doodh pak.

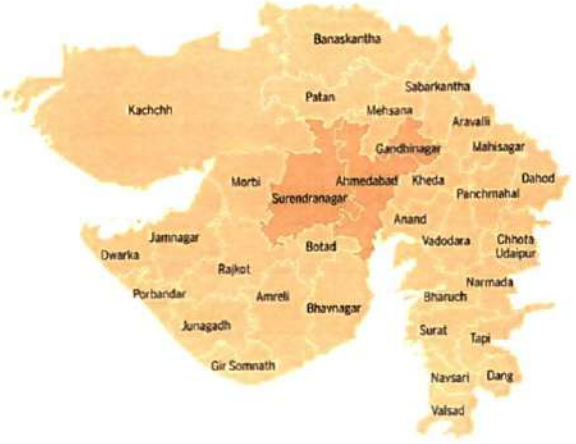
We can't imagine how vast their dishes are, let see them in details how they made such amazine cuisines and dishes:-

① Dhokla :- The most popular Gujarati food is spongy dhoklas which are loved as snacks all over India. Dhokla is made of chickpea flour (Besan) which is steamed and serve with chutney, mirchi, and special papaya chutney.

② Jalebi & Fafda :- This item are loved by people when they serve together. Fafda are spicy and crunchy which is made of Chickpea flour (Besan) consists of long strips of dough wihch have been deep fried and "Jalebi are sweet, tangy and soft fried sweet dipped in sugar. This sweet-salty combination is a favorite street food in Gujarat.

Centre Drives Growth

Central Gujarat, which includes Ahmedabad, Gandhinagar and Surendranagar, is the engine of the state's development

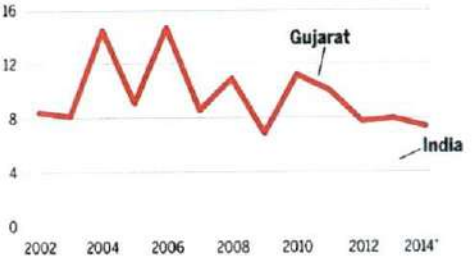


State Beats the Nation

Gujarat means growth

GDP (% increase on a year earlier)

Years ending March
**Estimate*
Source: Planning Commission



Page No.
Date

Economic history :-

The economy of Gujarat, a state in western India, has significant agricultural as well as industrial production within India. Major agricultur produce of the states includes cotton, groundnuts, sugarcane, milk and milk products. Gujarat records the lowest unemployment rate in India in 2015. with 1.2% of the labour force being unemployed. Gujarat is ranked number one in the pharmaceutical industry in India. With a 33% share in drug exports. The state has 130 USFDA certified drug manufacturing facilities.

This all information are about Gujarat state. Now we will see the Economic History of my neighbour's. The Grand-father of my friend was a business-man and their children are CA, Doctor, business. From this occupation from starting they have strong Economic Background. And most of gura gujarati family are well-settled because of their business. Let see few Gujarati Business man:

1) Reliance petroleum, one of the group companies of Reliance Industries Limited founded by "Dhirubhai Ambani".
2) Gautam Adani owner of multinational conglomerate, Adani Group.
3) Karsanbhai patel owner of India's most iconic detegent brand: Nirma.
4) Sandeep pravinbhai Engineer He is the founder of Astral pipes.

Page No.
Date

* Social history :-

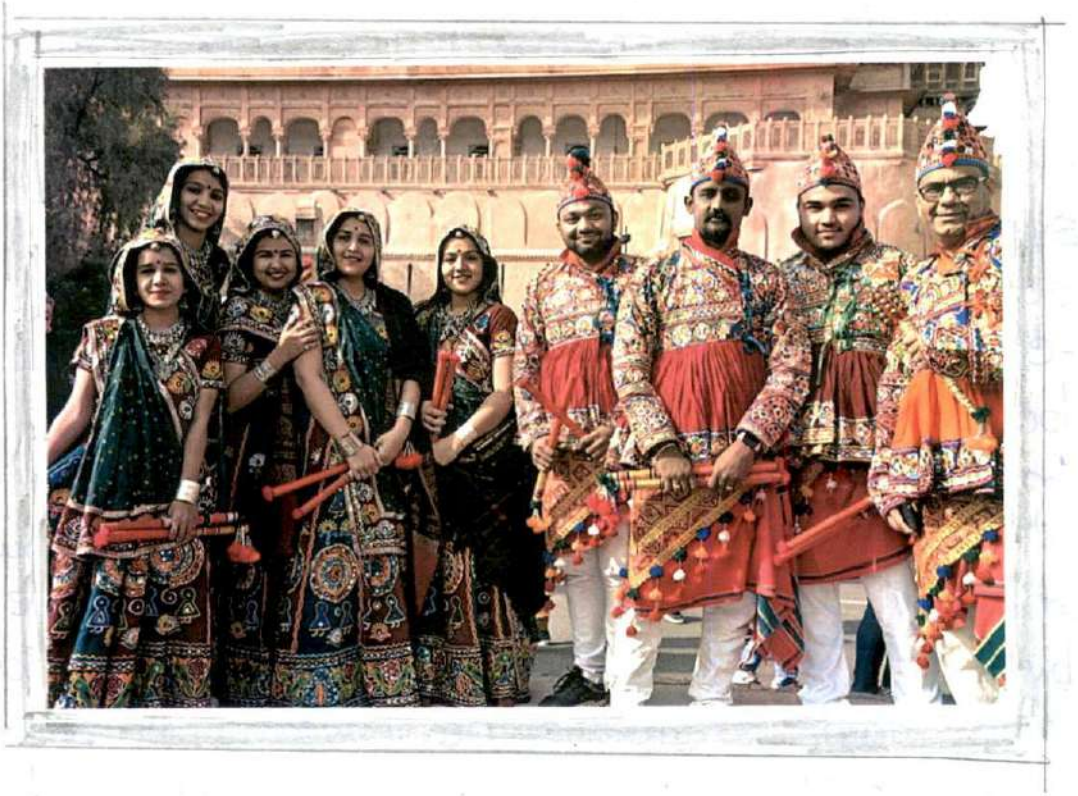
Orthodox Gujarati society, which was mercantile by nature. Was historically organized along ethno-religious lines and shaped into existence on the strength of its Mahajan (guild assemblies"). and for its institution of Nagarsheth ("head of the guild assembly"); a 16th-century Mughal system akin to medieval European guilds which self-regulated the mercantile affairs of multi-ethnic, multi-religious communities in the Gujarati bourgeoisie long before municipal state politics was introduced.

Historically Gujaratis belonging to humerous faiths and castes, thrived in an inclusive climate surcharged by a degree of cultural syncretism, in which Hindus and Jains dominated occupation such as shroffs and brokers whereas, Muslims, Hindus and parsis lagely dominated sea shipping trade.

This led to religious interdependence, tolerance, assimilation and community cohesion ultimately becoming the hallmark of modern-day Gujarati society.

Religion social bond :-

The Gujarati people are predominantly Hindu. There are also minority of Muslims, Jains, christians, Sikhs, Buddhists, Jews, and followers of the Bahai Faith.



Page No.
Date

Fashion history

Gujarat is a culturally enriched state on the western coast of India and its cultural vivacity reflects well through the traditional Gujarati costumes. Just like the diversified geographical aspect of Gujarat, the constumes also show a remarkable variety across the various communities in the state. A royal sense of style, artistry and gracefulness are prefectly showcase through the various costumes & jewelleries of Gujarat.

Key features of Gujarati costumes are :-

- Brightly colored
- Richly adorned exhibiting intricate stone work, mirror work, bead work
- Beautifully embroidered with different styles
- Ornate jewelleries and accessories

* Men fashion

• Chorno : Type of cotton pants that the Gujarati men wear. It looks like a stitched dhoti and is very loose & comfortable.

• Kediyu : Garment that is worn above the chorno to cover the top part of body.

• Pheto : Headwear or a turban worn by Gujarti men, especially in rural area.

* Women fashion

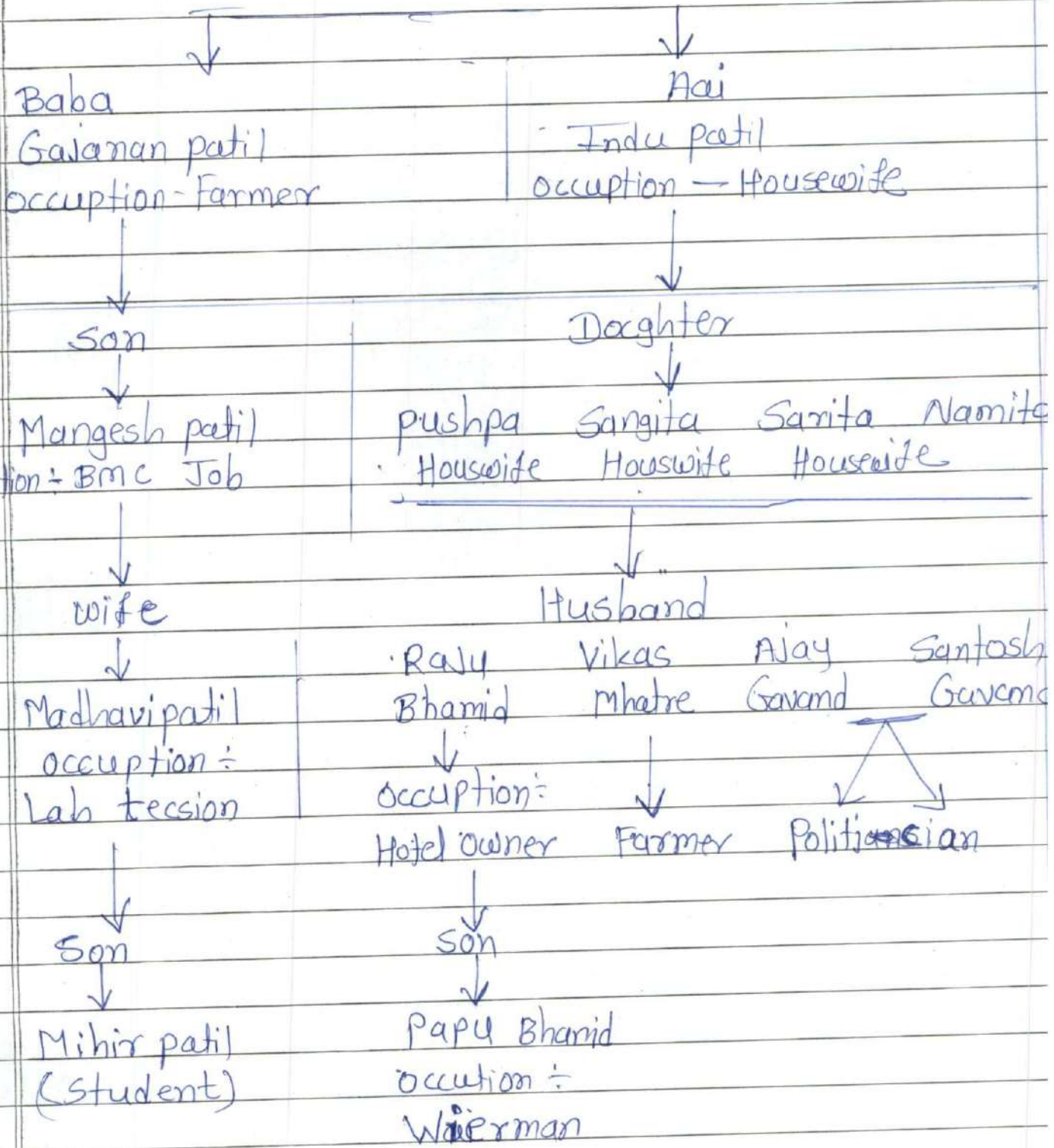
• Ghagra : Lehenga, ghagra also choniya is a form of skirt which is long, embroidered and pleated. It is secured at waist or hips

• Choli : A choli is a midriff-baring blouse. It is cut to fit tightly to the body with its short sleeves and low neck.

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Page No.
Date

Patil Family Trees



Page No.
Date

Family trees of Neighbours

Family

Dada
Premji pasad
occuption :- Bussinessman

Dadi
kamlaben pasad
Housewife

Son

Kirti pasad
occuption - Bussinesman
wife
Dr. Madhuri pasad
(Doctor)
1 Daughter
Ankita pasad
(Doctor)
Amisha pasad
(Doctor)

Uday pasad
occuption :
(CA)
wife
Sangita pasad
(CA)
son
Prasad pasad
(CA)

Anil pasad
occuption :
Wedding Mangment
wife
Geeta pasad
(Housewife)
son
kiran pasad
(Student)
Neha pasad
(Fashion-
Designer)

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Affiliated to University of Mumbai
Reaccredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

Project guidelines for FYBMS-A Foundation course-II 2023-24

Project 1: Guest lecture on Human Rights 1/12/2023

Dear students,
As a part of your Foundation Course subject, a guest lecture is organized on the topic Human Rights on Saturday 9th December 2023 at 10 am in the classroom number G5. All the students are informed to remain present. This will set the base for your 2nd project of FC-II.

- Before the session, please read thoroughly about Human rights in the Indian Constitution, fundamental rights in India.
- Read about the National Human Rights Commission of India.
- After the session every student has to write a 2 pages report on Human rights in their own words and submit by Monday 18th December 2023. Copied matter will not be accepted.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.
- Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app) rename the file as
- After scanning your project, rename the file in the following order:
- Roll No-Class-Div-Full Name-Dec23.
- Eg MF23001-FYBMS-A-Shilpa-Malani-Dec23
- Elaborate your report as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.
- Link for upload report pdf file: https://forms.gle/BuZKMkkMhHtzXRnz9

Project #2: Electronic waste management 11/12/2023

Dear students,

1. This is an individual assignment where we all will be working for SEWRS i.e SIA-E-waste recycling society.
2. Every student has to collect minimum 10 and maximum no limit e-waste items from your family, neighbors, friends etc.
3. Items can be old discarded batteries, unusable mobile phones, chargers, headphones, keyboard, mouse, desktop, TV, camera, plastic wires, pendrive, CDs, DVDs etc
4. Weigh each item **digitally** and mention it in your google form and table on a foolscap paper.
5. Table must include Sr. No., Name/List of e-waste items collected, No of items collected, weight of each item, Total weight of each item & e-waste collected from.

Sr. No.	**Name/List of e-waste items collected**	**No of items collected**	**weight of each item**	**Total weight of each item**	**E-waste collected from**

Sr.no.	Name of e-waste item collected	No.of items	Weight of each items (Grams/Kgs)	Total weight of each item	E-waste collected from
1	Charger	1	90grm	90	Anushree (Friend)
2	Battery	1	50grm	50	Aarti (Friend)
3	Earphones	1	12grm	12	Ananya (Friend)
4	Pen drive	1	50grm	50	Prerna (Friend)
5	CD	1	10grm	10	Pooja (Friend)
6	Watch	1	50grm	50	Bala Kaka (Neighbour)
7	Wires	1	15grm	15	Subodh kaka (Relative)
8	Remote	1	20grm	20	Shweta(Relative)
9	Mouse	1	150grm	150	Dinesh(Neighbour)
10	Bulb	1	100grm	250	Manoj(Neighbour)
	Total	10	547gram	547	

Total items collected :- 10
Total weight of the items collected:- 547 grams.

6. Collect and store items at your home by Saturday, 23rd December 2023 before 8 pm and fill the details of e-waste collected in a google form.
7. After collecting e-waste you will be informed shortly about bringing that e-waste to the college campus.
8. You have to write notes in your own words describing what e-waste you have collected, from whom you collected, its weight and your experience while interacting with people.
9. Scan the notes in pdf form and upload on the given link on or before 6 pm, Sunday 24th Dec, 2023.
10. FYBMS-A- https://forms.gle/jzHLcpyCGfkSVM5C7
11. Narrate a story in the class describing your experience.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.
- Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app) rename the file as mentioned above in point no 8 and upload the assignment as a single pdf document in google form.
- Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

Project #3 Demographic survey on stress **10/01/2024**

Dear students,

In this assignment you have to conduct a demographic survey on stress from the following range of people:

1. Fruit/Grocery vendors
2. Housewives
3. Working class people
4. Shopkeepers
5. Government employees
6. Rickshaw/Cab/Bus drivers
7. Coolies/Load pullers on railway station
8. Traffic police
9. Teachers
10. Health care professionals i.e Doctors, nurses
11. Daily wage laborers .

1) Each student must have a conversation of 5 mins with a minimum of 5 different professions.

2) Ask them about the stress in their lives and how they are managing them.

3) In survey you need to focus on Name, profession, age, gender, workplace, working hours, traveling hours/daily travel duration, how much do they travel, does traveling add to their stress, family income group i.e Lower middle class/Middle class/ Upper middle class, what and how much stress they have in their lives and how they manage stress.

4) Explore your topic/study in detail.

5) You have to write notes in your own words only. Google form survey will not be accepted. You have to conduct a face to face survey.

6) On the top of the page write profession, questions/ conversations and then elaborate. Minimum 10 pages assignment. Enquire deeply to get thorough knowledge.

7) Scan the notes in pdf form and upload on the given link on or before 6 pm, Thursday 25th Jan, 2024.
https://forms.gle/opDJRpMctH1kkHW5A

8) Narrate a story in the class describing your experience.

Instructions:

1. On the cover page write your Full name, Class, Division, Roll No, Step no-1/2/3, contact number and email id.
2. Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app) and submit hard copy of project in college and upload scanned copy on google drive link shared.
3. Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

Project 4: Visit to Maharashtra Vidhan Bhavan 24/2/2024

Guidelines for visit:
Dear students,

1. We have arranged a visit for SIA students to observe the functioning of Assembly and live discussion in the assembly houses as a part of your FC subject Maharashtra State Legislature (Maharashtra Vidhan Bhavan), Nariman Point on 29th Feb, 2024.
2. Transportation charges for the same is **Rs 250** per student.
3. Make payments on Gpay no: 7977520339 Name of account holder: Abhilesh Dubey
4. While transferring amount, kindly write your full name, class & div
   Eg Shilpa Malani, Fybms A
   Date of visit: 29th Feb, 2024.
5. Session time at Vidhan Bhavan is 1.30 pm to 3 pm.
6. So we will start at 9.15 am from college and will be back approximately 6.30 pm to 7 pm.
7. Only first cum first serve students will be selected for the visit.
8. Have your breakfast from home and carry your lunch boxes and water bottles. Not a single rupee is required if you carry your own lunch box. You can have lunch in the bus.
9. Last date for registration is 27th Feb 2024 before 6 pm.
10. Kindly Register from below Link and upload payment screenshot
    https://forms.gle/tiKrTB4j4WHUaMZS6
11. After registration join whatsapp group
    https://chat.whatsapp.com/KIXkkbudL6bBwsC2JRpqbt

Guidelines for experience sharing report submission

1. Students who are visiting Maharashtra State Legislature please carry a notebook and pen along with you to observe each and everything at the court as you have to describe and write an experience sharing report of the visit in your own words only.
2. Copied report will not be accepted.
3. It is mandatory to upload your report on or before 5th March, 2024 before 7pm on the link: https://forms.gle/Jc1eff3UTPFHX9MB9

Guidelines towards final submission of FC-II project reports Hard copy- 4/3/2024

Dear students,

1. You have to submit the hand-written hard copy and a digital scan copy of your FC project reports along with the certificate (template given).
2. Sequence of submission should have the certificate page on the top followed by projects in sequence.
3. While submitting the soft copy of the report please make sure you scan & merge the certificate along with all the four projects in a single pdf document file and upload the same in the following given link.
4. Link for upload report pdf file: https://forms.gle/qcgjaE25p399Nr7t7
5. After scanning your project, rename the file in the following order:
6. Roll No-Class-Div-Full Name-Mar24.
7. Eg MF23001-FYBMS-A-Shilpa-Malani-Mar24
8. Deadline for uploading and submitting the form (soft copy): **Friday, 8th March, 2024 by 7 pm.**
9. Hard copy report submission on **09/03/2024.**

The South Indian Association's
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Affiliated to University of Mumbai
Reaccredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

Date: 15/04/2024

Project report of FYBMS Foundation Course-II 2023-24

Project 1: Guest lecture on Human Rights

Bachelor of Management Studies (BMS) Department of The S.I.A College of Higher Education Dombivli East organised a session on the topic Human Rights with the objective to create awareness about the primary rights of the citizens which are justifiable and written in the constitution, among the students of FYBMS on Saturday 9th December 2023 at 10 am in the classroom number G5. The session was conducted by Advocate Pawan Jaichandani, Bombay High Court. Teacher in charge for the session was Dr. Shilpa Malani.

The session started at 10:10 a.m. by welcoming the chief guest Adv. Pawan and the felicitation was done by Dr. Nitin Patil. Anchoring was done by Asmita Jayprakash and Suman Gupta. Sir explained to us how the constitution was formed, what were the reasons for framing the constitution and he explained to us about the fundamental rights of the Indian citizens. Sir also shared live cases of human rights violation handled by him.

The session ended with a round of discussion and a vote of thanks.

Outcome: The participants came to know about basics of human rights, when and how it can be violated, what are fundamental rights, how the constitution came into force and where are we supposed to approach when the rights are violated. This session inspired students to pursue law as a career. 132 students from FYBMS attended this session.

Project #2: Electronic waste management

In this activity, students collected e-waste items like old discarded batteries, unusable mobile

phones, chargers, headphones, keyboard, mouse, desktop, TV, camera, plastic wires, pendrive, CDs, DVDs etc from their family, neighbors, friends etc. After collecting e-waste items, students mentioned the details of the list of e-waste items collected, from whom e-waste is collected, weighed each item digitally and wrote an experience sharing report on the same while interacting with people.

Outcome:

1. 71 students participated in this activity and collected 38.15 kgs of e-waste.
2. Students improved their communication, convincing skills increased their self confidence.
3. This community based project led them to make friendships with strangers, neighbours etc.
4. Students enjoyed doing this project and felt a sense of encouragement towards waste management and expressed that they would like to make more contributions in future.
5. By doing this assignment students realised that lots of e-waste is available at their own house and which was being dumped till now in open areas, harming our environment. Students expressed that this is the smartest move with a better approach & their family members were happy as due to this assignment their houses were cleaned & at least some part of the drawer can now have an empty space.
6. Students were very happy with this realistic project, as they had a wonderful experience communicating with the people. Communicating with strangers was a bit challenging as many expressed their introvertedness but convinced people and made them aware about serious environmental problems.
7. Students shared that their friends studying in other colleges also want their college to give such projects. And their neighbours, friends were very proud to extend a helping hand to save our environment. Their neighbours expressed that they will also take admission of their child in SIA college due to such projects.

Project #3: Demographic survey on stress

Nowadays there is no life without stress. In this project, students conducted a demographic survey on stress from the following range of people and found the observations:

1) Rickshaw driver:

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Rickshaw drivers shared with students that people bargain with them, customers make arguments while making payments and they have the stress of inflation, rising petrol prices but customers are not ready to pay them. They also have the risk of accidents, they have competition with ola/uber and they also have problems due to continuous sitting posture, due to air and noise pollution. They don't have any time for rest, nor for lunch. They also have the stress of their kids fees which is almost upto 1 lacs, but there were less passengers during the pandemic. Rickshaw drivers also face seasonal problems like sweating in summer, cold in winter and they get wet in the rainy season.

Stress management: They are trying to put their rickshaw in the ola app and they manage stress positively by spending time with family and negatively by drinking alcohol, smoking etc.

2) Housewife:

They have the stress of managing their home, buying vegetables, managing the budget for the entire month, handling tantrums of their children, They don't get sufficient rest. Deciding what to cook, cooking a variety of dishes for everyone, refilling water everyday, paying light bills. Housewives also have the stress of their children's marriage, increasing children's weight, also gives them stress. They struggle with time, they have no holiday. In this pandemic, housewives were overburdened with their kids' studies take out time for their studies, as tuition classes were closed, look after them switch on the video during their exams. They also had physical and financial stress and where there is a joint family, the kitchen never closes, there is always a change in time table.

Stress management: Children along with their father have planned to give their rest to their mother on Sunday by self cooking. Housewives manage stress by planning from night. Some housewives read books, listen to music, watch comedy shows, talking with friends, making travel plans, praying, meditation etc.

3) Doctor:

Doctors are surrounded full day with sick and frustrated people. They have to go frequently for emergency visits. They hardly get any family time. As the number of patients increases, the stress of doctors also increases. They work for almost 10 to 12 hours/ day. They don't have any leaves. They have stress when people don't follow their instructions. After managing the family they rush to open their clinic, and if sometimes they get late patients get

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irritated. During pandemic doctors were mostly stressed because of the death of thousands of patients. Doctors are also stressed when salesmen force them to recommend their specific prescription only.

Stress management: Doctors meditate, exercise, go for massages etc.

4) Fruit vendor:

Fruit vendors have stress when they don't get supply on time, their family condition is bad, difficult to manage household expenses, sometimes they make losses when fruits perish and they have to put in trash. Presently due to the war between Russia and Ukraine there is a lot of up and down in the market, due to which the prices of fruits and vegetables rise. They wake up early in the morning at 4 a.m. do exercise and then go to the wholesale market to buy vegetables and fruits. They have the stress of going digital, as they are less educated and they'll be exploring online platforms to sell their veggies and fruits. They are stressed as their stock gets rotten and if it doesn't get sold. During travel, fruits get pressed and deteriorate. Managing a home is challenging for them, they have a stress of their future as they have to regularly pay rent of the house and other household expenses but income is uncertain. In the pandemic as they were not allowed to move freely they had to face a lot of financial issues. They are stressed when the stock deteriorates and they have to throw it. They hardly get any family time but they wish to travel and by continuously shouting they have pain in neck and one of the fruit vendors lost his voice.

Stress management: After doing hard work, they love to play with their kids, love to explore social media, the love to play games like Pub G, candy crush etc.

5) Shopkeeper:

Shopkeeper has the stress of pricing strategy, there is lot of competition in the market, long standing queue of customers at their shop, when the customer does not repay credit taken on time, bargaining customers, long working hours from 7:30 am to 11 pm., impatient customers, expiry of inventory etc

Stress management: Family time, travel etc.

6) Teacher:



Teachers have stress of travelling, due continuous standing posture they have body pain, handling students, completion of syllabus, less income, managing home and kids and school, paper assessment, preparing results, collecting assignments, administration work, No work life balance, no family time. During the pandemic teachers had a stress of managing their home, kids, preparing online presentations, learning new digital technologies, giving training of technology to parents, students, and understanding students. Teachers are stressed when students don't understand.

Stress management: By attending family gatherings, listening to music, reading books, upgrading ownself.

7) Working class people:

They have stress related to less salary, travel, rush in local train, pressure of targets, stress of boss, cold (thanda) food, in pandemic they had stress of salary cuts.

Stress management: By enjoying garam food on sunday and holidays, work from home reduces travel stress.

8) Traffic police:

They have stress related to continuous standing posture in summer, winter and rainy season due to rising population pollution, which is also increasing suffering from asthma etc.

Stress management: No work at home and 100% dedicated to duty at the workplace.

Project 4: Visit to Maharashtra Vidhan Bhavan

The SIA College of Higher Education Dombivli East, Departments of Bachelor of Commerce (B.Com) and Management Studies (B.M.S.) organised a study tour visit to Maharashtra Legislative Assembly i.e Vidhan Bhavan Thursday, 29th Feb 2024 as a part of their Foundation Course. The purpose of the visit was to provide students with firsthand exposure to the workings of the legislative assembly and council.

Students visited both the houses of Assembly viz. 'Vidhan Sabha' and 'Vishan Parishad'. All students visited the Assembly with great enthusiasm.

Transportation:

The group traveled to the Vidhan Bhavan in Mumbai from the institute premises in two buses at 9.30 am, ensuring comfortable and safe transportation for all participants.

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Visit Highlights:

Upon arrival at the Vidhan Bhavan, the students' group was warmly welcomed by the staff and guided to the legislative assembly (Vidhan Sabha) where they were allocated 30 minutes to observe the proceedings. Students witnessed the debates, discussions, and legislative processes firsthand, gaining valuable insights into the state assembly's functioning.

Following the session at the Vidhan Sabha, the group proceeded to the legislative council (Vidhan Parishad) where they were granted another 30-minute session to observe the proceedings. Students actively engaged in observing the discussions and debates taking place in the council, further enhancing their understanding of the legislative process.

Key Learnings:

1. Understanding of Legislative Processes: Students gained a deeper understanding of the legislative processes, including the role of elected representatives, the importance of debates, and the passage of bills.
2. Civic Engagement: The visit encouraged students to become more actively involved in civic affairs and understand the significance of participating in the democratic process.
3. Practical Application of Academic Concepts: The visit provided students with practical exposure to concepts learned in their academic curriculum, bridging the gap between theory and real-world application.

Conclusion:

The visit to Vidhan Bhavan in Mumbai was a valuable educational experience for all participants, providing them with firsthand exposure to the functioning of the legislative assembly and council. The trip facilitated learning beyond the classroom and inspired students to become more actively engaged citizens. Such educational visits play a crucial role in broadening students' perspectives and fostering civic awareness. 41 students from FYBMS attended the visit.

Record of FYBMS students

No of students who submitted their FC Projects	81
No of students absent	-
Total no of students	~~83~~ 81

Faculty

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Convenor

The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
Reaccredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

Notice

Date: 23/02/2024

This is to inform all the FYBCom, SYBCom, & FYBMS students that Departments of Bachelor of Commerce (B.Com) and Bachelor of Management Studies (B.M.S.) are organizing a study tour at Maharashtra Legislative Assembly as a part of your Foundation Course subject on Thursday, 29th Feb 2024. Timings of session at Vidhan Bhavan are 1.30 pm to 3 pm. So, we will start at 9.15 am from our college and will be back by approximately 7 pm. Transportation fees for the same is Rs 250/ student without food.

All the interested students are hereby informed to be register quickly for the same with the teacher in charge Dr. Shilpa Malani. Only first come first serve students will be selected for the visit.

Convener

Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

Sr. No	Class	Name of the Teacher	Signature	Name of the Student	Signature
	FYBCom - A	Dr. Shilpa. M		Monika Kannaujiya	
	FYBCom B	Dr. N [illegible] M. Patil		Khushi Gupta	
	FYBMS A	Manju Sasikumar		Siddhi Chavan	
	FYBMS B	Mukul K		Bhumi Sharma	
	SYBCom	Babita Nagdev		Shweta. J.	

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

The South Indian Association's

Tel. : 0251 2449891 / 92

The S.I.A. College of Higher Education

Reaccredited B+ by NAAC
(Affiliated to University of Mumbai)

P-88, MIDC Residential Area, Dombivli Gymkhana Road, Near Balaji Mandir, Dombivli (East), 421 203.
Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/646/23-24

Date : 15/1/24

To,
The Honorable Secretary
Maharashtra Vidhan Bhavan
Mumbai-400021

Subject: Seeking permission for students of The S.I.A. College to observe and study a live session of Maharashtra State Legislature

Respected Sir,

As a Principal of The S.I.A. College of Higher Education situated at Dombivli (East), I seek your provision and facilitation to visit the Maharashtra State Legislature for our 100 college students of FYBCom, SYBCom, FYBMS & SYBMS course (age: 18-19 year olds), to observe and understand the political institution of Legislative Assembly of Maharashtra and its functioning through experiential learning as a part of their practical training, on a suitable date may be allotted to the college by the State Legislature office.

In order to conduct the visit, I request you to grant us the permission to take our students along with faculty members. Our college offers courses like B. Com, B.M.S., B.B.I., B.A.F. B.M.M. and B.Sc.IT. and has been reaccredited B+ by NAAC.

For any queries kindly contact the teacher in charge:

Dr. Shilpa Malani (9404179337)

Email id : shilpa.malani@thesiacollege.com

Thanking you

Padmaja

Dr. Padmaja Arvind

Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

विधान भवन
बॅकबे रेक्लमेशन
विधान भवन मार्ग
मुंबई ४०० ०३२

तारेचा पत्ता : विधानमंडळ
दूरध्वनी क्र. : २२०२ ७३ ९९
फॅक्स क्रमांक : २२०२ ४५ २४

महाराष्ट्र विधानमंडळ

क्रमांक २८५७ /म.वि.स./ ग१-१
दिनांक 28 FEB 2024

प्रेषक,

सचिव-१ (कार्यभार)
महाराष्ट्र विधानमंडळ सचिवालय.

प्रति,

प्राचार्य / मुख्याध्यापक

१. सरस्वती सेकंडरी स्कूल,नौपाडा,ठाणे.	२. वीर वाझेकर, कला, सायन्स आणि वाणिज्य महाविद्यालय, नवी मुंबई	३. डॉ.बाबासाहेब आंबेडकर, महानगरपालिका शाळा, वरळी
४. वरळी सी फेस म.न.पा.शाळा, वरळी	५. वरळी नाका म.न.पा.शाळा, वरळी	६. मुंबई विद्यापीठ, डिपार्टमेन्ट ऑफ सिव्हीक ॲन्ड पॉलिटिक्स
७. फर्ग्युसन महाविद्यालय, पुणे	८. द एस.आय. ए. कॉलेज ऑफ हायर एज्यूकेशन, डोंबिवली	९. अभिनव कला, वाणिज्य व सायन्स वरिष्ट महाविद्यालय, भाईंदर, ठाणे
१०. शासकीय माध्यमिक व उच्च माध्यमिक आश्रम शाळा, पालघर	११. एस के सोमय्या कॉलेज ऑफ आर्टस, सायन्स ॲन्ड कॉमर्स, विद्याविहार	१२. गुरू नानक कला, वाणिज्य व सायन्स वरिष्ठ महाविद्यालय,मुंबई
१३. चिंतामनराव देशमुख प्रशासकीय संस्था, ठाणे	१४. नारी गुरसहनी लॉ कॉलेज, उल्हासनगर, ठाणे	१५. १०० शिक्षक क्लब ऑफ जालना
१६. ओरीएन्टल लॉ कॉलेज, नवी मुंबई		

विषय : सन २०२४ च्या दुसऱ्या (अर्थसंकल्पीय) अधिवेशन कालावधीत विधानमंडळाचे कामकाज पाहण्यास परवानगी मिळण्याबाबत...

महोदय,

उपरोक्त विषयाच्या अनुषंगाने निदेशानुसार आपणांस कळविण्यात येते की, सन २०२४ च्या दुसऱ्या (अर्थसंकल्पीय) अधिवेशन कालावधीत आपल्या शाळा/महाविद्यालयातील विद्यार्थी तसेच प्राचार्य/मुख्याध्यापक यांना विधानसभा व विधानपरिषद सभागृहाचे कामकाज पाहण्यास पुढीलप्रमाणे परवानगी देण्यात आली आहे.

शाळा/महाविद्यालयाचे नाव	विद्यार्थी / प्राध्यापकांची संख्या	विधानसभा सभागृह	विधानपरिषद सभागृह
सरस्वती सेकंडरी स्कूल,नौपाडा,ठाणे.	४०	गुरुवार दि.२९ फेब्रुवारी वेळ : सकाळी ११.०० ते ११.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : सकाळी ११.३० ते १२.००

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वीर वाझेकर, कला, सायन्स आणि वाणिज्य महाविद्यालय, नवी मुंबई	--	गुरुवार दि.२९ फेब्रुवारी वेळ : सकाळी ११.०० ते ११.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : सकाळी ११.३० ते १२.००
डॉ.बाबासाहेब आंबेडकर, महानगरपालिका शाळा, वरळी	--	गुरुवार दि.२९ फेब्रुवारी वेळ : सकाळी ११.३० ते १२.००	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १२.०० ते १२.३०
वरळी सी फेस म.न.पा.शाळा, वरळी	--	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १२.०० ते १२.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १२.३० ते १.००
वरळी नाका म.न.पा.शाळा, वरळी	--	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १२.३० ते १.००	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १.०० ते १.३०
मुंबई विद्यापीठ, डिपार्टमेन्ट ऑफ सिव्हीक अॅन्ड पॉलिटिक्स	९	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १.३० ते २.००	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी २.०० ते २.३०
फर्ग्युसन महाविद्यालय, पुणे	७०+४	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १.३० ते २.००	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी २.०० ते २.३०
द एस.आय. ए. कॉलेज ऑफ हायर एज्यूकेशन, डोंबिवली	१००+३	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी २.०० ते २.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी २.३० ते ३.००
अभिनव कला, वाणिज्य व सायन्स वरिष्ठ महाविद्यालय, भाईंदर, ठाणे	५०	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी ३.०० ते ३.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी ३.३० ते ४.००
शासकीय माध्यमिक व उच्च माध्यमिक आश्रम शाळा, पालघर	२०+३	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी ४.०० ते ४.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी ४.३० ते ५.००
एस के सोमय्या कॉलेज ऑफ आर्टस, सायन्स अॅन्ड कॉमर्स, विद्याविहार	६४	गुरुवार दि.२९ फेब्रुवारी वेळ : सायं ५.०० ते ५.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : सायं ५.३० ते ६.००
गुरू नानक कला, वाणिज्य व सायन्स वरिष्ठ महाविद्यालय,मुंबई	१००	शुक्रवार दि.१ मार्च वेळ : सकाळी ११.०० ते ११.३०	शुक्रवार दि.१ मार्च वेळ : दुपारी ११.३० ते १२.००
चिंतामनराव देशमुख प्रशासकीय संस्था, ठाणे	७१	शुक्रवार दि.१ मार्च वेळ : दुपारी १.०० ते १.३०	शुक्रवार दि.१ मार्च वेळ : दुपारी १.०० ते १.३०
नारी गुरसहनी लॉ कॉलेज, उल्हासनगर, ठाणे	३०+१	शुक्रवार दि.१ मार्च वेळ : दुपारी २.०० ते २.३०	शुक्रवार दि.१ मार्च वेळ : दुपारी २.३० ते ३.००

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१०० शिक्षक क्लब ऑफ जालना	२६	**शुक्रवार** **दि.१ मार्च** वेळ : दुपारी ३.०० ते ३.३०	**शुक्रवार** **दि.१ मार्च** वेळ : दुपारी ३.३० ते ४.००
ओरीएन्टल लॉ कॉलेज, नवी मुंबई	५०	**शुक्रवार** **दि.१ मार्च** वेळ : दुपारी ४.०० ते ४.३०	**शुक्रवार** **दि.१ मार्च** वेळ : दुपारी ४.३० ते ५.००

विधान भवन, मुंबई येथे प्रवेशासाठी सोबत आधारकार्ड किंवा ओळखपत्र असणे आवश्यक आहे. तसेच, सभागृहाच्या कामकाजानुसार उक्त दिनांक व वेळेत बदल करण्याचे अधिकार मा.सचिव-१ (कार्यभार), महाराष्ट्र विधानमंडळ सचिवालय यांनी राखून ठेवले आहेत, याची कृपया नोंद घ्यावी.

आपला,

(विजय कोमटवार)
अवर सचिव,
महाराष्ट्र विधानमंडळ सचिवालय.

याची प्रत :

(१) मुख्य सुरक्षा अधिकारी, महाराष्ट्र विधानमंडळ सचिवालय, विधान भवन, मुंबई.
(२) कक्ष अधिकारी तथा मालमत्ता व्यवस्थापक, महाराष्ट्र विधानमंडळ सचिवालय, विधान भवन, मुंबई.

The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
Re-accredited B+ by NAAC

VISIT TO VIDHAN BHAVAN			
DATE-29/2/2024		Bus no: 1	

Sr no	Name of the student	Class	Division	Roll no	Gender	Contact number	1	2	3	4	5
1	Anjali Ajay Baditya	FYBMS	A	Mf23006	Female	9664019891	P	P			
2	Asmitha Jayprakash	FYBMS	A	MF23042	Female	9870808079	P	P			
3	Atharva Santosh Bhosle	FYBMS	A	MF23011	Male	8097085435	P	P			
4	Bhakti nilesh khedekar	FYBMS-A	A	MF23053	Female	8850300955	P	P			
5	DEVESH BATWAL	FYBMS	A	MF23007	Male	9324771212	P	P			
6	Diksha Tukaram	FYBMS	A	MF23030	Female	9870736702	P	P			
7	Divya Prakash Labde	FYBMS	A	MF23056	Female	9987209379	P	P			
8	DURAIVISHAL	FYBMS	A	MF23001	Male	7021724514	P	P			
9	Harshit	FYBMS	A	MF23025	Male	7977520339	P	P			
10	Kanchan suresh jadhav	FYBMS	A	MF23043	Female	9372670041	P	P			
11	Kartik Jayendra Muthe	Fybms	A	Mf23072	Male	9326848351	P	P			
12	Krish Kiran Keskar	FyBms (A)	A	MF23050	Male	9321673988	P	P			
13	Mahadevan Iyer	FYBMS	A	MF23041	Male	9820618564	P	P			
14	Mansi bhatti	FYBMS	A	MF23008	Female	+91 85910 67687	P	P			
15	MUDALIAR DEEPAN	FYBMS	A	MF23070	Male	9321683180	P	P			
16	Nidhi pandya	FYbms	A	Mf23082	Female	7718019907	P	P			
17	Nikita giri	FYBMS	A	MF23078	Female	9619812405	P	P			
18	Nikita Prashant mahakul	FYBMS	A	Mf23058	Female	9004240112	P	P			
19	Sakshi Jotiba Gilbile	FYBMS	A	MF 23031	Female	9594314559	P	P			
20	Sakshi santosh khandagale	FYBMS	A	MF23051	Female	8097913561	P	P			
21	Shubhankar Sahadev Mohite	FY BMS	A	MF23068	MALE	8356829495	P	P			
22	Siddhi Manoj Chavan	FYBMS	A	MF23017	Female	8591598911	P	P			
23	Tanvi suresh golambade	FYBMS	A	MF23032	Female	9321485086	P	P			
24	Thrishan p. Nadar	FYBMS	A	MF23073	Male	7977756538	P	P			
25	Utkarsh Dharmendra Dubey	FYBMS	A	MF23026	Male	8828158426	P	P			

26	Yash vinod nikam	FYBMS(A)	A	Mf23076	Male	7400366121	P	P			
27	ADITYA CHAVAN	FYBMS	A	MF23016	MALE	8976448701	P	P			
28	Tanvi Vijay Shirke	Fybms	B	Mf23118	Female	8108539363	P	P			
29	Kailash prajapati	FYBMS	B	MF23096	Male	9699189809	P	P			
30	Suraj vinod waghmode	FYBMS	B	MF23133	Male	7400171509	P	P			
31	Siddhesh Shetty	FYBMS	B	MF23176	Male	8104725571	P	P			
32	Jash Bakul Savla	FYBMS	B	MF23109	Male	9082252452	P	P			
33	Tanishka Raju Salve	FYBMS/B	B	MF23161	Female	8830205885	P	P			
34	Kalyani Narsimha Girgal	FYBMS	B	MF23166	Female	8657394921	P	P			
35	Raj Ramesh Sethy	FYMBS	B	Mf23163	Male	9892666391	P	P			
36	Atharava Manoj Shukla	FYBMS	B	MF23180	Male	8779651563	P	P			
37	Vishvjeet	Fybms	B	MF23168	Male	9565618244	P	P			
38	Amey Shailesh Padelkar	FYBMS	B	MF23172	Male	9324785761	P	P			
39	Ashwin Jonathan	FYBMS	B	Mf23134	Male	7304357891	P	P			
40	Hrushikesh Raja Potale	FYBMS	B	MF23095	Male	9137266304	P	P			
41	Anjali Santosh Sharma	FYBMS	B	Mf23112	Female	7506612737	P	P			
42	Viraj Vijay mahapadi	Fy b com	A	Cf 23064	Male	9766269658	P	P			
43	Yogesh kriparam malhare	Fy bcom	A	CF23069	Male	9819577113	P	P			
44	Shrinivas Phanse	Fy bcom					P	P			
45	Krishna Dileep Gupta	Fybcom	A	CF23027	Male	8657301405	P	P			
46	Manish Mangesh Gamre	FYBCOM	A	CF23023	Male	9082372515	P	P			
47	Naresh asari	Fy b.com	A	CF23006	Male	8879619189	P	P			
48	Omkar vinod mahadik	Fybcom	A	Cf23061	Male	9167348104	P	P			
49	Sahil Santhosh Jadhav	FYBCOM	A	CF23034	Male	8591691914	P	P			
50	Sidhant Mahadev Duble	FYBCOM	A	CF23022	Male	9372799102	P	P			

Teachers sign

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VISIT TO VIDHAN BHAVAN

DATE-29/2/2024 | **Bus no: 2**

Sr no	Name of the student	Class	Division	Roll no	Gender	Contact number	1	2	3	4
1	Ananth Hariharan	FYBAF	B	FF23003	Male	8879089210	P	P		
2	RENU RAMESH PATEL	FYBAF	A	FF23074	Female	8108177017	P	P		
3	TRISHA DWIVEDI	FYBAF	A	FF23112	Female	9076438839	P	P		
4	Shruthi B Iyer	FYBAF	A	FF23038	Female	9423374926	P	P		
5	Ayush Sushilkumar	FYBAF	A	FF23065	Male	8828389489				
6	Ruchi Sharma	FYBAF	A	FF23087	Female	8591258404	P	P		
7	PINKEE DINESH JAISWAR	FYBAF	A	FF23042	Female	9076182108	P	P		
8	Ayushi Anup Shah	Fybaf	A	FF23107	Female	7019205956	P	P		
9	Shirgaonkar Arpita Sachin	FYBAF	A	FF23090	Female	9820506069	P	P		
10	Aditi santosh vyapari	FYBAF	A	FF23098	Female	8108730171	P	P		
11	Mansi Rajesh Kanojiya	FYBAF	A	FF23045	Female	8652235971	P	P		
12	TAYYABA MAHAMAD	FYBAF	A	FF23075	Female	9137963586	P	P		
13	Aafrin Salim Sayyed	FYBAF	A	FF23083	Female	8691847212	P	P		
14	Abhinav Harshkumar Shukla	FYBAF	A	FF23091	Male	9987393449	P	P		
15	Aanchal Ravishankar Jaiswal	FYBCOM	A	CF23039	Female	7400127397	P	P		
16	Akshay Santosh makhare	FYBCOM	A	23065	Male	9324005886	P	P		
17	Aryan Suresh Arolkar	FYBCOM	A	CF23005	Male	9594622876	P	P		
18	Ayush shivale	FY Bcom	B	Cf23124	Male	9324129727	P	P		
19	Bhumika Bhalchandra Bhoir	FYBCOM	A	CF23009	Female	9702131518	P	P		
20	Deep Vipul pasad	FYBCOM	A	CF23088	Male	8356868130	P	P		
21	Dhanush Velpandi Nadar	FYBCOM	A	CF23073	Male	7021724228	P	P		
22	Kavya Krishna nayak	Fybcom	A	CF23077	Female	9819459731	P	P		
23	Monika sachchulal kannaujiya	FYBCOM	A	CF23047	Female	7704893433	P	P		
24	Saloni Paresh Lodaya	Fy bcom	A	Cf23059	Female	8850842826	P	P		
25	Sam premson nadar	Fy B.Com	A	Cf23072	Male	7738988545	P	P		

26	Sanika sachhulal kannaujiya	Fy bcom	A	CF23048	Female	8657808712	P	P		
27	Saniya Mahesh Patil	FYBCOM	A	CF23090	Female	8657238647	P	P		
28	Sejal Deepak chaurasiya	Fybcom	A	Cf23015	Female	9594932546	P	P		
29	Shreya kulbhushan kanojiya	FYBCOM	A	CF23050	Female	7977998379	P	P		
30	Tanuja Vilas mahajan	FYBCOM	A	CF23063	Female	9082014845	P	P		
31	Vedant Sandeep Degaonkar	Fy bcom	A	CF23017	Male	9136130097	P	P		
32	Atharva	SYBCOM	A		Male		P			
33	Shukranti Sanjay Bhalekar	SYBCOM	A	CF22017	Female	7977654959	P	P		
34	Sanika Madhukar Dhuri	SYBCOM	A	CF22045	Female	8355821963	P	P		
35	Madhavi Sudhakar Lone	SYBCOM	A	CF22115	Female	9769447677	P	P		
36	Vedant Bhandare	Sy bcom	A	Cf22018	Male	9326609230	P	P		
37	Mayank Mishra	Tybcom	A	Cf21079	Male	8827063677	P	P		
38	Vaishnavi Harish Shinde	TYbcom	B	Cf21125	Female	7249675461	P	P		
39	Krutika Ratnakar Jalvi	SYBCOM	A	CF22083	Female	7021356006	P	P		
40	Praveena Subramanian	SYBCOM	B	CF22213	Female	8928519072	P	P		
41	Priyanka kaluram mhadse	SYBCOM	B	CF22131	Female	9372085009	P	P		
42	Sukhsharan kaur Dhillon	SYBCOM	A	CF22043	Female	8652726075	P	P		
43	Chetan Haldankar	Sybcom	A	CF22067	Male	7666618274	P	P		
44	Anushka Sudhir Jangali	SYBCOM	A	CF22084	Female	8652067828	P	P		
45	Pavitra Mahendra Magaon	SYBCOM	A	CF22117	Female	9324867131	P	P		
46	Ujwal talekar	Sy bcom	B	CF22215	Male	7021342102	P	P		
47	Juhee soma dhandha	SYBBI	A	BS23002	Female	9004380235	P	P		
48	Shraddha Dnyaneshwar Mali	SYBBI	A	BF22030	Female	9324411551	P	P		

Teachers sign

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Near Balaji Mandir, Dombivli (East), 421203.

Report on visit to Maharashtra Legislative Assembly

Date : 1-3-2024

The SIA College of Higher Education Dombivli East, Departments of Bachelor of Commerce (B.Com) and Management Studies (B.M.S.) organised a study tour visit to **Maharashtra Legislative Assembly i.e Vidhan Bhavan** on Thursday, 29th Feb 2024 as a part of their Foundation Couse. The purpose of the visit was to provide students with firsthand exposure to the workings of the legislative assembly and council.
Students visited both the houses of Assembly viz. 'Vidhan Sabha' and 'Vishan Parishad'. All students visited the Assembly with great enthusiasm.

Transportation:
The group traveled to the Vidhan Bhavan in Mumbai from the institute premises in two buses at 9.30 am, ensuring comfortable and safe transportation for all participants.

Visit Highlights:
Upon arrival at the Vidhan Bhavan, the students' group was warmly welcomed by the staff and guided to the legislative assembly (Vidhan Sabha) where they were allocated 30 minutes to observe the proceedings. Students witnessed the debates, discussions, and legislative processes firsthand, gaining valuable insights into the state assembly's functioning.

Following the session at the Vidhan Sabha, the group proceeded to the legislative council (Vidhan Parishad) where they were granted another 30-minute session to observe the proceedings. Students actively engaged in observing the discussions and debates taking place in the council, further enhancing their understanding of the legislative process.

Key Learnings:
1. Understanding of Legislative Processes: Students gained a deeper understanding of the legislative processes, including the role of elected representatives, the importance of debates, and the passage of bills.
2. Civic Engagement: The visit encouraged students to become more actively involved in civic affairs and understand the significance of participating in the democratic process.

P.T.O.

3. Practical Application of Academic Concepts: The visit provided students with practical exposure to concepts learned in their academic curriculum, bridging the gap between theory and real-world application.

Conclusion:
The visit to Vidhan Bhavan in Mumbai was a valuable educational experience for all participants, providing them with firsthand exposure to the functioning of the legislative assembly and council. The trip facilitated learning beyond the classroom and inspired students to become more actively engaged citizens. Such educational visits play a crucial role in broadening students' perspectives and fostering civic awareness.

	B.COM		B.M.S.	B.A.F	SYBBI	Total
	FYBCOM	SYBCOM & TYBCOM				
Male	16	5	23	3	-	47
Female	10	10	18	10	2	50
Total	26	15	41	13	2	97

A total of 97 students of FYBCOM, SYBCOM, FYBMS, FYBAF & SYBMS had attended the visit from which 47 were male participants and 50 female participants. Teacher in charge for the visit was Dr. Shilpa Malani.

97 students were accompanied by 2 teachers i.e Dr. Shilpa Malani, Mr. Rooshikesh Jade, Counsellor Pratyancha Padke & Asst. Librarian Anil participated in this academic visit. This report is prepared by Vaishnavi Shinde from TYBCOM.

Convener

THE S.I.A. COLLEGE OF HIGHER EDUCATION * DOMBIVLI *

Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

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Notice

Date: 01/12/2023

This is to inform all the F.Y.B.Com and F.Y.B.M.S. students that in order to observe International Human Rights Day, Department of Commerce and Management Studies is jointly organizing a guest lecture session on the topic Human Rights on Saturday 9th December, 2023 at 10 am in classroom no. G-5. All the students are hereby informed to be present for the same.

Convener

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PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

Sr. No	Class	Name of the Teacher	Signature	Name of the Student	Signature
1	FYBCOM- A	Dr. Shilpa Malani		Annapoorna.	
2	FYBCOM- B	Babita Nagdev		Hetvi Patel	
3	FYBMS- A	Tarun Kudan		Vinita Pal	
4	FYBMS- B	Lynette Rebello		Ramya Poojari	

The South Indian Association's

Tel. : 0251 2449891 / 92

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(Affiliated to University of Mumbai)

P-88, MIDC Residential Area, Dombivli Gymkhana Road, Near Balaji Mandir, Dombivli (East), 421 203.
Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No. SIAC/543/23-24

Date : 8/12/23

To

Adv. Pawan Jaichandani,

Advocate Bombay High Court

INVITATION LETTER

Dear Sir,

It gives us a great pleasure to inform you that 'The S.I.A. College of Higher Education, Dombivli is inviting you for the session on the topic 'Human Rights' for FYBCOM & FYBMS students for their Foundation Course-II subject at 10.00 am on 9th December, 2023.

We would like to cordially invite you to serve as Guest Speaker for the session.

We would be deeply honored to have you in our college.

Thanking you.

Regards

Recd.
09/12/23

Convenor

Principal

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The S.I.A. College of Higher Education
DOMBIVLI (E)

The South Indian Association's

Tel. : 0251 2449891 / 92

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/544/23-24

Date : 8/12/23

To

Adv. Pawan Jaichandani,

Advocate Bombay High Court

Dear Sir,

On behalf of The S.I.A. College of Higher Education, we are very much thankful for accepting our invitation and sharing your valuable thoughts with the students on the topic 'Human Rights'.

Thanking you.

Regards,

Recd.
J Pawan
07/12/23

Convenor

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Report of session on Human Rights

Date : 13-12-2023

Department of Bachelor of Commerce (B.Com) and Management Studies of The Sia College of Higher Education Dombivli East jointly organised a session on the topic Human Rights in order to observe International Human Rights day with the objective to create awareness about the primary rights of the citizens which are justifiable and written in the constitution, among the students of FYBCOM and FYBMS on Saturday, 9th December 2023 at 10 am in the classroom no. G5. The session was conducted by Advocate Pawan Jaichandani, Bombay High Court. Teacher in charge for the session was Dr. Shilpa Malani.

The session started at 10:10 a.m. by welcoming the chief guest Adv. Pawan and the felicitation was done by Dr. Nitin Patil. Anchoring was done by Asmita Jayprakash and Suman Gupta from FYBMS. Sir explained us how the constitution was formed, what were the reasons for framing the constitution and he explained us about the fundamental rights of the Indian citizens. Sir also shared live cases of human rights violation handled by him. The session ended with a round of discussion and a vote of thanks.

Outcome:
The participants came to know about basics of human rights, when and how it can be violated, what are fundamental rights, how the constitution came into force and where are we supposed to approach when the rights are violated.

Beneficiaries:

Class	Male	Female	Total
FYCOM	21	28	49
FYBMS	56	76	132

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CERTIFICATE

This is to certify that Mansi Shailesh Bhatti, roll no. MF23008 has worked and duly completed their project work in 'Foundation Course-II' towards the First Year of Management studies for the academic year 2023-2024. The projects are titled as follows:

- **Study on human rights**
- **E-waste collection drive**
- **Demographic survey on stress**
- **Visit to Maharashtra Vidhan Bhavan**

We further certify that the entire project work has been done by the learner under the guidance of Dr. Shilpa Malani.

It is their own work and facts reported by their personal findings and investigations.

Date of submission: 09.03.2024

Faculty
Dr. Shilpa Malani

Course Coordinator
Mrs. Booma Halpeth

Name : Mansi Shailesh Bhatti
Class : FYBMS (A)
Roll No : MF23008
Contact No : 8591067687
Email Id : mansibhatti2005@gmail.com
Subject : F.C. Assignment - 1.

Date 1/12/23
Page 1

Project 1 : Guest lecture on Human Rights.

Date : 10th December 2023.

On 9th december 2023, there was a session conducted by the B.com and BMS department of the S.I.A College of Higher Education on the occassion of International Human Rights Day. The session was conducted by Advocate Pawan Jaichandani from (Bombay High Court).

In the session the speaker told about the Importance of human rights. He also spoken about all the articles stated in the constitution i.e (articles 12-36). He gave us detailed information about how to use the rights, when to use the right, and in which situation you can use right. and in which way.

Some of the rights the speaker explained during the session are as follows :

(1) Right to equality (Article 14-18) : Ensure equal protection of laws and prohibits discrimination on grounds of religion, race

caste, sex or place of birth.

(2) Right to Freedom (Article 19-20) : Guarantee Freedoms such as speech, assembly, association, movement, and residence.

(3) Right against Exploitation (Article 23-24) : Prohibits trafficking, forced labor and child labor.

(4) Right to Freedom of Religion (Articles 25-28) : Safeguards freedom of consience and the right to profess, practice, and propagate religion.

(5) Culture and Education Rights (Articles 29-30) : Preserves the rights of minorities to conserve their culture and establish educational institutions.

The session was completed very nicely. And it was interactive session. We have got a lot of knowledge and information about the human rights. The session was very helpful to us as we got to know the importance of human rights. I would like to thank our BBA's department for conducting such a knowledgeable session for us.

Name : Mansi Shailesh Bhatti
Std : FYBMS A
Roll No : MF23008
Contact : 8591067687
Email ID : mansibhatti2005@gmail.com.
Subject : F.C. Assignment - 2.

List of E-waste which I collected.

Sr.No.	Name/list of e-waste items collected.	No. of items.	weight of each items	Total weight of each items	E-waste collected from
1.	Charger	3.	60 g	100 g	own house
2.	Earphones	3	20 g	60 g	Own' w
3.	Lighting	1	50 g	50 g	own house
4	Electric bulb	1	200 g	200 g	Neighbour (Trupti)
5	USB	2.	30 g	60 g	own house
6.	Cell	3	50 g	150 g	friend (Gayatri)
7.	Remote.	1	50 g	50 g	own'

Total items collected : 14.
Total weights of e-waste items collected 1kg

- Narrate a story in the class describing your experience.

So as we known that we had got the assignment of collecting the e-waste from our neighbours, relatives, friends, etc. So for that we searched in my home So then I got few items such as charger, earphones about the e-waste and then I explained about e-waste as it is harmful for health and they were ready to help me. So they gave me few items. Then I also talked to my friend about the e-waste assingment and she was also ready to help me, so she gave me some 8 cells. In total I have collected 14-15 e-waste items. And the weight of my collection was approximately 1 kg. And it was an great experience about the collection of e-waste. And I also got to know that every one have some of the e-waste which is stored for some reuse. I enjoyed alot while collecting the e-waste And also got a greate experience.

Thankyou.

NAME : Mansi Shailesh Bhatti

CLASS : FYBMS (A)
Roll No : MF23008
Contact : 8591067687
Email id : mansibhatti2005@gmail.com

Project - 3. Demographic Survey on Stress.

1] Profession : Housewife.

As we all know that being a housewife is the most challenging work. A Housewife has to work for 24/7. She has to performe all the role like mother, wife, doctor, etc. I told my mother about this assignment as she is a housewife. My mother's name is Jyoti. A housewife does not go to work outside but she does all the work of home. So I asked a few questions to my mother regarding the stress. When I asked her that how much stress do you have and what are they? She told that there are many stress which I and every housewife has. She told that while handeling the house I have to look after every minute things such as wing the monthy income for the whole month. She also told that I also have to handle your mood swings that what you need. I have to give you that when someone falls ill she has to look after it before going to the doctor. She has to treat us with the help of home remedies. She also told that she has to keep Separate money for the Separate needs. She told me that as there are many responsibilities if by mistake one of it get skipped I got stress. Being a housewife she has to fulfill everyones demand. Also she has to look after the cleanliness of our house and also about her health that if she got ill then who will look after the home.

My mother told me that one of the stress is that "WHAT SHOULD I MAKE FOR DINNER", this is what asked by every housewife at their home. As she has to cook what everyone demands and what everyone likes. She has to take care of us and house. Also during festivals the responsibility increases.

So, overall there are many stress which a housewife have which we didn't know it. At least my mother told that to handle this stress she spend a time with us, neighbours, also she sleeps and rest as she works from day till night. Also she loves what she is doing. By listening and knowing this I would like to say My mother is not a housewife but a homemaker as she makes our home beautiful.

2. Working class People :

I had done conversation with my brother about his ~~as~~ this assignment and asked few questions regarding this. My brothers name is chinnan. He is working as a cashier in the Hotel. As there are no working hours sometimes they have to work for more than 12 hours during any functions. He has to travel by bus or auto So when I asked about the stress he told that being a cashier I have the responsibility of keeping the money and the Accounts. He told me that if he got sometime late to reach the hotel due to missing bus or auto he has to answer the boss about coming late He has to inform about it before he reaches.

When I asked about the working stress he told that he has to keep the accounts properly. If there is any fault in account he has to pay penalty of it. During function or celebrations time he has to look after the orders and the payments which are done by the customers. As the working hours are more but the salary is less he has to handle the home and also he has to pay the EMI of their house. Sometime there is stress that the salary is not got on time. As everyone's family income is not same. someone has more and somebody have less. If the salary is less it is not sufficient.

~~when~~ I also asked him that do you love what you do ? He told that 'Yes! I love what I do also I enjoy doing this. At last he said that to manage all the stresses he listen to the music, watch movies, Spend time with friends, family as much as he can. He said that I try my best to thi

3. Working Class People.
Profession : Private Banking Sector.

So, I had a conversation with one of my neighbour who is working in a private banking sector and told him about my assignment he gave his precious time for me. His name is Dattatray Methe. He is 39 years old. He is working in ICICI Bank. He works in Mumbai So he have to travel daily by train it took 2 hours to reach there. He works for 12 hours.

As I ask about their stress they said that as working in banking sector there are many stress e.g if the request of customer is not fulfilled they have to ensure their boss. Also they have the stress of achieving the target on time sometime it happened that he target is not completed so they have to answer their senior for handling their work Stress he is being in contact with their related

person, family. and also with the colleagues.

When I asked about the income stress he told that the wants are unlimited but the salary is limited they avoid the unecessary expenses such as buying branded clothes, eating in hotels, etc. As he also have to pay the Household bills from the income. So it also affects the annual income. As he is also the secretary of the society he have to looks after the society as well. ~~Also due to~~

At last he said that to manage all this stress he get involved in the family & friends and also enjoy with childrens also watching movies.

4. Profession : Primary School Teacher.

As my neighbour is a primary school teacher. I told her about the assignment and done the Stress survey with her. Her name is Trupti Suranji. She is 36 years old. She is teaching in Guardain Higher School and Junior college. She teaches from Std 1st to 4th Maths & computer. Her working hours are 8 hours. She travels by her own vehicle. It tooks 15 mins to reach. She said that there are many stress of being a teacher and also a mother, wife. The stress she have are as follows.

(1) Travelling Stress : When I asked her about the travelling stress she said that, "As I have my own vehicle I travel by it but because of the traffic she gets late to reach school on time as their is a lot of traffic near the manpada circle she has to left her home half a hour ago. The day to day rising rate of fuel effects on the monthly budget. As due to changing weather it also affects the health during travelling.

2] Income Stress : As there family belongs to a upper class middle family she has to handle the family and the house under the monthly income she gets. She also said that :

One minus point of a middle class family is that they have to handle everything on an equal level. To do this they gets the difficulties at the increasing rate of grocers, oil, fuel, grains, etc due to this she faces the stress for managing the stress she finds the extra income source to manage her expenses as the monthly income is not sufficient.
Due to ~~the~~ taking stress it affected her physical health She has to manage the time between the school and the house. So ~~#~~ for that she has to wakes up early to do the household work and to make the breakfast and the tiffins. To manage her childrens she is depend on her mother-in-law after after she left the home. There were some of the problems / stress she faced. At the last She said that, "Be it any situation, a person learns to handle it and get filled with it. And also a healthy mind people always finds a way to get out of the stress.

5 Shopkeeper :

As in the assignment we were told that we can also ask the shopkeepers about their stress and the difficulties they faces. So I went to the parent's ~~General~~ General store. and told them about them about the assignment and asked them about the stress. As the shop is handled by the aunty. Her name is Pushpa We had a great conversation regarding the stress. She told that she opens the shop at 7 am but as she do the household work and at ~~1 am~~ 7 am but it is handled by her ~~household~~ husband for sometimes as she do the household work and at 1 am she closes and at evening she opens at 5 pm to 10 pm. She doesn't have to travel much as she lives near the shop.

When I asked that what stress do you have and the difficulties you face. ? She told that it is not easy to handle both shop and home. She has to order the things which are finished in the shop. if the order doesn't come on time She has to answer her customers. She also have to keep everyday transactions records. Also how much the sales per day. She also have to looks after the customer satisfaction if her customer are ~~not~~ satisfied or not. if not what she can do for that. ~~And~~ Also she

has the stress that the product which are kept in the shop are expired or not if it is she has to order the new products. Also she said that she has to do all the household work and also looks after her family and also fulfill their demands. It the most difficult task to do both at the same time. Also she ~~has told~~ ~~replace it immediately~~ that she has the stress of food grains if the water fall by mistakely she has to look after the grains and has to replace it immediately. She also has to look after the creditors and the debtors as o sometimes the customers didn't pay on time.

~~When I asked that what difficulties you faced during the pand~~

My last question to her was that how do you manage this stress and do you love to run this shop? She told that I try to involve with my family as much as I can and sleep & rest for my physical health and also watches movies when I feel bore At last she told that I love what I do.

At last I would like to tell that it was a great experience of knowing the stress and how it is managed by various people. It was a great experience.

PAGE No
DATE / /

Project 4 : Visit to Maharashtra Vidhan Bhavan

Visit to The Maharashtra State Legislature.

Date : 1st March 2024
Place : Mumbai

On 29th Feb 2024, there was an Industrial Visit to the 'Maharashtra Vidhan Bhavan' by the S.I.A college of Higher Education. This industrial visit was conducted for the students to observe the functioning of Assembly and the live discussion in the assembly house. The ~~visit~~ visit was taken under the guidance of the faculty Mrs. ~~Shilpa~~ Shilpa Malani.

The Maharashtra State legislature (Maharashtra Vidhan Sabha) is the lower house of legislature of the Indian state of Maharashtra. It is located in the Nirman Point area of South Mumbai. The Maharashtra State legislature comprises of the legislative Assembly (Vidhan Sabha) and legislative Council (Vidhan Parishad) which is the upper house of legislature of the Indian state of Maharashtra.

At First we have visited the vidhan sabha. In vidhan sabha we saw the live discussion of the legislative members of the sabha. The member was discussing the issues

PAGE No.
DATE / /

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Sub : F.C Assignment - 4

related to the State. and ~~district~~ village He was also discussing about the budget session of the state. The speaker spoke about many several issues such as public facilities, water scarcity, government policy, etc. After that we have visited the Vidhan Parishad. In vidhan parishad the members were discussing about the budgeting, ~~property~~ of foreign budgeting, and about the property taker for the development, & etc. We also saw the whole live discussion of the ~~other~~ members about the budgeting season. The visit was ended ~~comple~~ in a proper manner. The students were in discipline while the whole visit. During the visit we all enjoyed very much.

I would like to thank our college and BMS Department, also our faculty to take us on the Industrial visit to Vidhan Bhavan. It was a great learning for us. We also got the opportunity to observe the people working there. We also got the experience and knowledge about how they discuss about the budget and so on

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Project guidelines for FYBMS-A Foundation course-II 2023-24

Project 1: Guest lecture on Human Rights 1/12/2023

Dear students,
As a part of your Foundation Course subject, a guest lecture is organized on the topic Human Rights on Saturday 9th December 2023 at 10 am in the classroom number G5. All the students are informed to remain present. This will set the base for your 2nd project of FC-II.

- Before the session, please read thoroughly about Human rights in the Indian Constitution, fundamental rights in India.
- Read about the National Human Rights Commission of India.
- After the session every student has to write a 2 pages report on Human rights in their own words and submit by Monday 18th December 2023. Copied matter will not be accepted.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.
- Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app) rename the file as
- After scanning your project, rename the file in the following order:
- Roll No-Class-Div-Full Name-Dec23.
- Eg MF23001-FYBMS-A-Shilpa-Malani-Dec23
- Elaborate your report as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.
- Link for upload report pdf file: https://forms.gle/BuZKMkkMhHtzXRnz9

Project #2: Electronic waste management 11/12/2023

Dear students,

1. This is an individual assignment where we all will be working for SEWRS i.e SIA-E-waste recycling society.
2. Every student has to collect minimum 10 and maximum no limit e-waste items from your family, neighbors, friends etc.
3. Items can be old discarded batteries, unusable mobile phones, chargers, headphones, keyboard, mouse, desktop, TV, camera, plastic wires, pendrive, CDs, DVDs etc
4. Weigh each item **digitally** and mention it in your google form and table on a foolscap paper.
5. Table must include Sr. No., Name/List of e-waste items collected, No of items collected, weight of each item, Total weight of each item & e-waste collected from.

Sr. No.	Name/List of e-waste items collected	No of items collected	weight of each item	Total weight of each item	E-waste collected from

Sr.no.	Name of e-waste item collected	No.of items	Weight of each items (Grams/Kgs)	Total weight of each item	E-waste collected from
1	Charger	1	90grm	90	Anushree (Friend)
2	Battery	1	50grm	50	Aarti (Friend)
3	Earphones	1	12grm	12	Ananya (Friend)
4	Pen drive	1	50grm	50	Prerna (Friend)
5	CD	1	10grm	10	Pooja (Friend)
6	Watch	1	50grm	50	Bala Kaka (Neighbour)
7	Wires	1	15grm	15	Subodh kaka (Relative)
8	Remote	1	20grm	20	Shweta(Relative)
9	Mouse	1	150grm	150	Dinesh(Neighbour)
10	Bulb	1	100grm	250	Manoj(Neighbour)
	Total	10	547gram	547	

Total items collected :- 10
Total weight of the items collected:- 547 grams.

6. Collect and store items at your home by Saturday, 23rd December 2023 before 8 pm and fill the details of e-waste collected in a google form.
7. After collecting e-waste you will be informed shortly about bringing that e-waste to the college campus.
8. You have to write notes in your own words describing what e-waste you have collected, from whom you collected, its weight and your experience while interacting with people.
9. Scan the notes in pdf form and upload on the given link on or before 6 pm, Sunday 24th Dec, 2023.

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10. FYBMS-A- https://forms.gle/jzHLcpyCGfkSVM5C7
11. Narrate a story in the class describing your experience.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.
- Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app) rename the file as mentioned above in point no 8 and upload the assignment as a single pdf document in google form.
- Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

Project #3 Demographic survey on stress **10/01/2024**

Dear students,

In this assignment you have to conduct a demographic survey on stress from the following range of people:

1. Fruit/Grocery vendors
2. Housewives
3. Working class people
4. Shopkeepers
5. Government employees
6. Rickshaw/Cab/Bus drivers
7. Coolies/Load pullers on railway station
8. Traffic police
9. Teachers
10. Health care professionals i.e Doctors, nurses
11. Daily wage laborers .

1) Each student must have a conversation of 5 mins with a minimum of 5 different professions.

2) Ask them about the stress in their lives and how they are managing them.

3) In survey you need to focus on Name, profession, age, gender, workplace, working hours, traveling hours/daily travel duration, how much do they travel, does traveling add to their

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stress, family income group i.e Lower middle class/Middle class/ Upper middle class, what and how much stress they have in their lives and how they manage stress.

4) Explore your topic/study in detail.

5) You have to write notes in your own words only. Google form survey will not be accepted. You have to conduct a face to face survey.

6) On the top of the page write profession, questions/ conversations and then elaborate. Minimum 10 pages assignment. Enquire deeply to get thorough knowledge.

7) Scan the notes in pdf form and upload on the given link on or before 6 pm, Thursday 25th Jan, 2024.
https://forms.gle/opDJRpMctH1kkHW5A

8) Narrate a story in the class describing your experience.

Instructions:

1. On the cover page write your Full name, Class, Division, Roll No, Step no-1/2/3, contact number and email id.
2. Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app) and submit hard copy of project in college and upload scanned copy on google drive link shared.
3. Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

Project 4: Visit to Maharashtra Vidhan Bhavan 24/2/2024

Guidelines for visit:
Dear students,

1. We have arranged a visit for SIA students to observe the functioning of Assembly and live discussion in the assembly houses as a part of your FC subject Maharashtra State Legislature (Maharashtra Vidhan Bhavan), Nariman Point on 29th Feb, 2024.
2. Transportation charges for the same is **Rs 250** per student.
3. Make payments on Gpay no: 7977520339 Name of account holder: Abhilesh Dubey
4. While transferring amount, kindly write your full name, class & div
   Eg Shilpa Malani, Fybms A
   Date of visit: 29th Feb, 2024.
5. Session time at Vidhan Bhavan is 1.30 pm to 3 pm.
6. So we will start at 9.15 am from college and will be back approximately 6.30 pm to 7 pm.

7. Only first cum first serve students will be selected for the visit.
8. Have your breakfast from home and carry your lunch boxes and water bottles. Not a single rupee is required if you carry your own lunch box. You can have lunch in the bus.
9. Last date for registration is 27th Feb 2024 before 6 pm.
10. Kindly Register from below Link and upload payment screenshot https://forms.gle/tiKrTB4j4WHUaMZS6
11. After registration join whatsapp group https://chat.whatsapp.com/KlXkkbudL6bBwsC2JRpqbt

Guidelines for experience sharing report submission

1. Students who are visiting Maharashtra State Legislature please carry a notebook and pen along with you to observe each and everything at the court as you have to describe and write an experience sharing report of the visit in your own words only.
2. Copied report will not be accepted.
3. It is mandatory to upload your report on or before 5th March, 2024 before 7pm on the link: https://forms.gle/Jc1eff3UTPFHX9MB9

Guidelines towards final submission of FC-II project reports Hard copy- 4/3/2024

Dear students,

1. You have to submit the hand-written hard copy and a digital scan copy of your FC project reports along with the certificate (template given).
2. Sequence of submission should have the certificate page on the top followed by projects in sequence.
3. While submitting the soft copy of the report please make sure you scan & merge the certificate along with all the four projects in a single pdf document file and upload the same in the following given link.
4. Link for upload report pdf file: https://forms.gle/qcgjaE25p399Nr7t7
5. After scanning your project, rename the file in the following order:
6. Roll No-Class-Div-Full Name-Mar24.
7. Eg MF23001-FYBMS-A-Shilpa-Malani-Mar24
8. The deadline for uploading and submitting the form (soft copy): **Friday, 8th March, 2024 by 7 pm.**
9. Hard copy report submission on **09/03/2024.**

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Date: 15/04/2024

Project report of FYBMS Foundation Course-II 2023-24

Project 1: Guest lecture on Human Rights

Bachelor of Management Studies (BMS) Department of The S.I.A College of Higher Education Dombivli East organised a session on the topic Human Rights with the objective to create awareness about the primary rights of the citizens which are justifiable and written in the constitution, among the students of FYBMS on Saturday 9th December 2023 at 10 am in the classroom number G5. The session was conducted by Advocate Pawan Jaichandani, Bombay High Court. Teacher in charge for the session was Dr. Shilpa Malani.

The session started at 10:10 a.m. by welcoming the chief guest Adv. Pawan and the felicitation was done by Dr. Nitin Patil. Anchoring was done by Asmita Jayprakash and Suman Gupta. Sir explained to us how the constitution was formed, what were the reasons for framing the constitution and he explained to us about the fundamental rights of the Indian citizens. Sir also shared live cases of human rights violation handled by him.

The session ended with a round of discussion and a vote of thanks.

Outcome: The participants came to know about basics of human rights, when and how it can be violated, what are fundamental rights, how the constitution came into force and where are we supposed to approach when the rights are violated. This session inspired students to pursue law as a career. __51___ students from FYBMS attended this session.

Project #2: Electronic waste management

In this activity, students collected e-waste items like old discarded batteries, unusable mobile

phones, chargers, headphones, keyboard, mouse, desktop, TV, camera, plastic wires, pendrive, CDs, DVDs etc from their family, neighbors, friends etc. After collecting e-waste items, students mentioned the details of the list of e-waste items collected, from whom e-waste is collected, weighed each item digitally and wrote an experience sharing report on the same while interacting with people.

Outcome:

1. _69____ students participated in this activity and collected _11.73_ kgs of e-waste.
2. Students improved their communication, convincing skills increased their self confidence.
3. This community based project led them to make friendships with strangers, neighbours etc.
4. Students enjoyed doing this project and felt a sense of encouragement towards waste management and expressed that they would like to make more contributions in future.
5. By doing this assignment students realised that lots of e-waste is available at their own house and which was being dumped till now in open areas, harming our environment. Students expressed that this is the smartest move with a better approach & their family members were happy as due to this assignment their houses were cleaned & at least some part of the drawer can now have an empty space.
6. Students were very happy with this realistic project, as they had a wonderful experience communicating with the people. Communicating with strangers was a bit challenging as many expressed their introvertedness but convinced people and made them aware about serious environmental problems.
7. Students shared that their friends studying in other colleges also want their college to give such projects. And their neighbours, friends were very proud to extend a helping hand to save our environment. Their neighbours expressed that they will also take admission of their child in SIA college due to such projects.

Project #3: Demographic survey on stress

Nowadays there is no life without stress. In this project, students conducted a demographic survey on stress from the following range of people and found the observations:

1) Rickshaw driver:

Rickshaw drivers shared with students that people bargain with them, customers make arguments while making payments and they have the stress of inflation, rising petrol prices but customers are not ready to pay them. They also have the risk of accidents, they have competition with ola/uber and they also have problems due to continuous sitting posture, due to air and noise pollution. They don't have any time for rest, nor for lunch. They also have the stress of their kids fees which is almost upto 1 lacs, but there were less passengers during the pandemic. Rickshaw drivers also face seasonal problems like sweating in summer, cold in winter and they get wet in the rainy season.

Stress management: They are trying to put their rickshaw in the ola app and they manage stress positively by spending time with family and negatively by drinking alcohol, smoking etc.

2) Housewife:

They have the stress of managing their home, buying vegetables, managing the budget for the entire month, handling tantrums of their children, They don't get sufficient rest. Deciding what to cook, cooking a variety of dishes for everyone, refilling water everyday, paying light bills. Housewives also have the stress of their children's marriage, increasing children's weight, also gives them stress. They struggle with time, they have no holiday. In this pandemic, housewives were overburdened with their kids' studies take out time for their studies, as tuition classes were closed, look after them switch on the video during their exams. They also had physical and financial stress and where there is a joint family, the kitchen never closes, there is always a change in time table.

Stress management: Children along with their father have planned to give their rest to their mother on Sunday by self cooking. Housewives manage stress by planning from night. Some housewives read books, listen to music, watch comedy shows, talking with friends, making travel plans, praying, meditation etc.

3) Doctor:

Doctors are surrounded full day with sick and frustrated people. They have to go frequently for emergency visits. They hardly get any family time. As the number of patients increases, the stress of doctors also increases. They work for almost 10 to 12 hours/ day. They don't have any leaves. They have stress when people don't follow their instructions. After managing the family they rush to open their clinic, and if sometimes they get late patients get irritated. During

pandemic doctors were mostly stressed because of the death of thousands of patients. Doctors are also stressed when salesmen force them to recommend their specific prescription only.

Stress management: Doctors meditate, exercise, go for massages etc.

4)Bank Employee:

A bank employee have to deal with large sums of money and sensitive customer information means employees must be vigilant about security protocols and fraud prevention, which becomes stressful. banks can experience busy periods and depending on the bank's hours of operation, employees are required to work irregular hours, including weekends and holidays, which impacts work-life balance and contribute to stress.

Stress management: To cope with these stressors, it's important for bank employees to prioritize self-care, seek support from colleagues and supervisors, and utilize any available resources for stress management, such as employee assistance programs or wellness initiatives provided by the bank. Additionally, maintaining a healthy work-life balance and practicing effective time management techniques can help mitigate the impact of job-related stress..

5) Shopkeeper:

Shopkeeper has the stress of pricing strategy, there is lot of competition in the market, long standing queue of customers at their shop, when the customer does not repay credit taken on time, bargaining customers, long working hours from 7:30 am to 11 pm., impatient customers, expiry of inventory etc

Stress management: Family time, travel etc.

6)Traffic Police: Dealing with heavy traffic congestion daily becomes physically and mentally exhausting. Traffic police officers often work outdoors in various weather conditions. They have to work for long hours, including during peak traffic times, festivals, and special events, which can disrupt their work-life balance.

Stress management: It is important for traffic police officers to receive adequate training, support, and resources from their departments.

7)Working-class people:

They have stress related to less salary, travel, rush in local train, pressure of targets, stress of boss, cold (thanda) food, in pandemic they had stress of salary cuts.

Stress management: By enjoying garam food on sunday and holidays, work from home reduces travel stress.

Project 4: Visit to Maharashtra Vidhan Bhavan

The SIA College of Higher Education Dombivli East, Departments of Bachelor of Commerce (B.Com) and Management Studies (B.M.S.) organised a study tour visit to Maharashtra Legislative Assembly i.e Vidhan Bhavan Thursday, 29th Feb 2024 as a part of their Foundation Course. The purpose of the visit was to provide students with firsthand exposure to the workings of the legislative assembly and council.
Students visited both the houses of Assembly viz. 'Vidhan Sabha' and 'Vishan Parishad'. All students visited the Assembly with great enthusiasm.

Transportation:
The group travelled to the Vidhan Bhavan in Mumbai from the institute premises in two buses at 9.30 am, ensuring comfortable and safe transportation for all participants.

Visit Highlights:
Upon arrival at the Vidhan Bhavan, the students' group was warmly welcomed by the staff and guided to the legislative assembly (Vidhan Sabha) where they were allocated 30 minutes to observe the proceedings. Students witnessed the debates, discussions, and legislative processes firsthand, gaining valuable insights into the state assembly's functioning.
Following the session at the Vidhan Sabha, the group proceeded to the legislative council (Vidhan Parishad) where they were granted another 30-minute session to observe the proceedings. Students actively engaged in observing the discussions and debates taking place in the council, further enhancing their understanding of the legislative process.

Key Learnings:
1. Understanding of Legislative Processes: Students gained a deeper understanding of the legislative processes, including the role of elected representatives, the importance of debates, and the passage of bills.
2. Civic Engagement: The visit encouraged students to become more actively involved in civic affairs and understand the significance of participating in the democratic process.

3. Practical Application of Academic Concepts: The visit provided students with practical exposure to concepts learned in their academic curriculum, bridging the gap between theory and real-world application.

Conclusion:

The visit to Vidhan Bhavan in Mumbai was a valuable educational experience for all participants, providing them with firsthand exposure to the functioning of the legislative assembly and council. The trip facilitated learning beyond the classroom and inspired students to become more actively engaged citizens. Such educational visits play a crucial role in broadening students' perspectives and fostering civic awareness. 41 students from FYBMS attended the visit.

Record of FYBMS students

No of students who submitted their FC Projects	89
No of students absent	04
Total no of students	93

Faculty **Convenor**

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CERTIFICATE

This is to certify that Jash Bakul Savla, roll no. MF23109 has worked and duly completed their project work in 'Foundation Course-II' towards the First Year of Management studies for the academic year 2023-2024. The projects are titled as follows:

- **Study on human rights**
- **E-waste collection drive**
- **Demographic survey on stress**
- **Visit to Maharashtra Vidhan Bhavan**

We further certify that the entire project work has been done by the learner under the guidance of Mrs.Megha Vighnesh

It is their own work and facts reported by their personal findings and investigations.

Date of submission: 09.03.2024

Faculty
Mrs.Megha Vighnesh

Course Coordinator
Mrs. Booma Halpeth

Contact •	9082252452
Name •	Jash Savla B.
Division •	FYBMS - B
Roll,No •	MF23109
Sub •	FC - Project I
email •	Jashsavla1234@gmail.com

Human Rights.

* Introduction :-

The Indian constitution, adopted in 1950, enshrines a robust framework for protecting and Promoting human right This report aims to delve into the various facts of human Rights as enunciated in the Indian Constitution, Right highlighting Key Provision and their evolution over time.

* Foundational Principles :-

The Preamble sets the tone for human Rights in India, emphasizing Justice, liberty, equality, and freaternity. Articles 14-18 ensure equality before the law and Prohibit discrimination. Article 19 guarantees fundamental freedoms, including speech, assembly, and movement.

* Right to Life and Personal Liberty :-

Article 21 is the cornerstone of human rights in India, affirming the right to life

and personal liberty. The supreme court has expansively interpeted the right, incorporating a broad spectrum of rights such as privacy and dignity.

* Social and economic Rights:-

Articles 41 and 42 introduce directive Principles of State policy, urging the state to secure social and economic rights. over time, Judical activism has played a pivotal role in expanding access to education healthcare, and employement as essential components of human dignity.

* Protection of minorities:-

Article 29 and 30 safeguard the right of minorities to conserve their distinct language, script and cultre. These provisions underscore India's commitment to cultural diversity and inclusivity.

* Abolition of untouchability:-

Article 17 unequivocally abolishes untouchability, a historic injustice rooted in caste discrimination Legislative measure and affirmative action programs aim to address historical injustices and uplift marginalized communities

* gender equality:-

While the constitution guarantees equality, specific provision like Articles 14, 15, and 16 address gender discrimination. Amendments and legal

Page No.:
Date. / /

Interventions have sought to enhance gender Justice, through challenges persist.

* Challenges and Contemporary Issues:-

Despite the consitiutional safeguards, challenges such as caste-based discrimination religious tensions, and human trafficking persist. cybersecurity threats and the impact of emerging technologies on Privacy are newer dimensions reauring attention.

* Conclusion:-

The Indian constitution serves as a formidable bulwarks for human rights, reflecting the nation commitment to democratic values. evolving through Judicial Interpretation and amedments, It remains a dynamic document adapting to contemporary challenges. vigilance, continue advocacy, and legal reforms are essential to ensure the effective relization of human rights for all citizens.

Page No.:
Date: 23/12/23

Sub: FC ASS-2

Name:- Savla Jash
STD :- FYBMS
Roll No:- B
Div :- mf23109
email :- Jashsavla1234@gmail.com

Topic:-

ELECTRONIC WASTE MANAGEMENT

I am Jash Savla from FYBMS (B).
I am going to show what I collected and where I collected from, and what is weight of item and experience with other people.

No.	Name of item	no of item	weight of item	Total weight of each item	E-waste collected.
1	charger	1	80gm	80gm	mahesh (shop)
2	mobile phone	1	155gm	155gm	mahesh (shop)
3	watch	1	40gm	40gm	mahesh (shop)
4	Ear phone	1	8gm	8gm	mahesh (shop)
5	Bulb	1	70gm	70gm	mahesh (shop)
6	mouse	1	90gm	90gm	mahesh (shop)
7	cable	1	1kg	1kg	mahesh (shop)
8	Keyboard	1	700gm	700gm	mahesh (shop)
9	Flash light	1	1kg	1kg	mahesh (shop)
10	Pen drive	1	20gm	20gm	mahesh (shop)
	Total	10	3.163kg	3.163 kg	

Page No.:
Date : / /

Report on Electronic E-Waste management.

Date :- 22/12/23

I've collected electronic waste from various source, Including household, educational household The e-waste Combrise old mobile Phone which they not working, unuseable charger, mouse, Bulb, earphon, cable, watch, mobile, Keyboard, etc. The total weight of the collected ewaste is approximately 50 kg Kilogram.

I Interacted with many People During this collection Proless has been insightfull. I got may e-waste item from my friend, neighbour, and relative. Eg. I got 2 charger from friend, I got earphone, from neighbour and I got pen drive from Providing a convenient and eco-friendly Disposal option. overall the exprience with People was a diverse experience. The Importance of community Involvement in the addressing the challenges of electronic waste responsibly. It highlight the Power of education in encouraging Idividual to make Eco-friendly choice, even in the Disposal of electronic Devices.

X X X

ASS-3

- Name :- Jash. B. Savla
- STD :- FYBMS
- Div :- B
- Roll NO :- MF23109
- email :- Jashsavla1234@gmail.com
- Date :- 25/1/24 (Thursday).

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7.

Thursday.

Sub :- FC II Assignment - 3

Name :- Jash. B. Savla
Std :- FY BMS
Div :- (B)
RollNo :- MF23109
email :- Jashsavla1234@gmail.c

- Topic :-

In this assignment you have to conduct a Demogr aphic survey on stress from the following range of people.

- Good morning mam, I am Jash savla from FyBms (B). Today I am going to conduct a Demo graphic survey on stress. I will ask them about stress of Doing work what their Income or class, and How they manage stress

1]

Housewives

→ Name :- Priya sharma
Profession :- Homemaker
Age :- 35
gender :- female
workPlace :- Home
working Hours :- full-time, varies throughout the day
Traveling Hours / Daily Travel Duration :- minimal, as she primarily manages household tasks
family Income group :- middle class

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Thursday:

Sub :- FC II Assignment -3

Name :- Jash. B. Savla
std :- FY BMS
Div :- (B)
RollNo :- MF23109
email :- Jashsavla1234@gmail.co

- Topic :-

In this assignment you have to conduct a Demogr aphic survey on stress from the following range of people.

- Good morning mam, I am Jash savla from FyBms (B). Today I am going to conduct a Demo graphic survey on stress. I will ask them about stress of Doing work, what their Income or class, and How they manage stress.

1) Housewives

→ Name :- Priya Sharma
Profession :- Homemaker
Age :- 35
gender :- female
workPlace :- Home
working Hours :- Full-time, varies throughout the day
Traveling Hours / Daily Travel Duration :- minimal, as she primarily manages household tasks
Family Income group :- middle class

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Stress factors :- Managing household chores, family expectations, financial concerns

Stress management :- yoga and meditation, occasional outings with friends, seeking support from family members.

- Housewives in the early 2000s faced a myrad of stressors, navigating a delicate balance between household responsibilities and societal expectations. managing a household, often without external support, demanded constant multitasking and organizatio skills. The lack of recognition for their efforts compounded the stress, as their work was freqauently undervalued.

- Social pressures to conform to traditional gender roles added another layer of stress. many housewives felt the weight of societal expectations to prioritize family over personal aspiration, limiting their opportunities for personal and perfessional growth. The isolation of home life intensified their stress, as the absence of a professional network left them without an outlet for sharing experiences and seeking support.

- financial concerns were also prevalent, as some housewives feed economic dependency, impacting their autonomy and contributing to a sense of vulnerability. Balance the needs of children, maintaining a home, and often managing relationships within the family dynamic created an

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emotional toll.

- Despite the challenges, may housewives persevered, displaying resilience and adaptability. The evolving roles of women in subsequent years have gradually shifted societal perspectives, acknowledging and alleviating some of the historical stressors faced by housewives.

- Balancing the needs of family members while neglecting personal aspirations can lead to a sense of unfulfilled potential. The sacrifice of personal goals for the sake of the family can generate frustration and resentment over time.

- effective communication within the family is crucial for alleviating housewife stress. Recognizing and valuing the contributions of a housewife, establishing realistic expectations, and fostering a supportive environment can help address these challenges. ultimately, acknowledging the diverse aspects of housewife stress is essential for promoting a healthier and more balanced family dynamic.

- To overcome housewives stress, Prioitize self-care by schedul breaks, seeking support from friends or family, and settings realistic expectations. Delegate tasks when possible, communica openly about responsibilities, and remember it's okay to ask for help. establish boundaries, engage in activities you enjoy, and celebrate small achievements to alleviate stress and promote well-being.

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Shopkeeper

- Topic :-

In this assignment you have to conduct a demographic survey on stress from the following range of people.

2] Shopkeeper

-> Name :- meet . shah
Profession :- ~~Ba~~ Business man
Age :- 36
gender :- male
workplace :- Delhi (bustling market)
working Hours :- 9 Am to 9 Pm in 12 hours a day
Traveling Hours /Daily Travel Duration :- 30 minutes
family Income group :- middle class
Stress factors :- Daily commute in heavy traffic managing ettenes in an urban setting.
stress management :- gym sessions to relive stress.

- Shopkeepers often experience stress due to various factors inherent in their profession. The nature of retail work involves constant customer interaction, long hours, and the pressure to meet sales targets. Dealing with diverse personalities can be challenging, as customers may have varying needs, expectations, and attidos.

Sundaram
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- Inventory management adds another layer of stress, as shopkeepers need to monitor stock levels, track product demand, and ensure timely restocking. Any miscalculation can lead to stockouts or excess inventory, affecting both customer satisfaction and profitability. The financial aspect of running a shop, including handling transactions, managing cash flow, and navigating economic uncertainties, can contribute significantly to stress.

- Furthermore, external factors such as competition from online retailers pose a continuous challenge. Shopkeepers need to adapt to changing consumer perferences and technology trends to stay relevant. The fear of losing customers to more convenient or competitive options adds stress to the already demanding job.

- Employee management is another stressor, especially for those with larger establishments. Handling schedules, training staff, and addressing interpersonal conflicts require time and effort. The responsibility of ensuring a positive and efficient work environment can weigh heavily on a shopkeeper's shoulders.

- Moreover, the unpredictable nature of customer behavior and external events like economic downturns or public health crises can disrupt business operations, leading to financial strain and increased stress levels. Balancing these uncertainties while maintaining a positive and welcoming atmosphere for customers requires resilience and adaptability.

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- To cope with this stress, shopkeepers often need to develop strong organizational and interpersonal skill. Time management, effective communication, and the ability to delegate tasks become crucial. Seeking support from peers, industry networks, or professional organizations can also provide valuable insights and stress relief.

- In conclusion, the stress experienced by shopkeepers is multifaceted, arising from the dynamic and challenging nature of the retail environment. Successful management of these stressors involves a combination of practical skills, adaptability, and a proactive approach to address both internal and external pressures.

- To overcome stress as a shopkeeper, prioritize self-care by taking short breaks, practicing deep breathing, and maintaining a healthy work-life balance. Organize tasks efficiently, delegate when possible, and communicate openly with staff. Consider implementing stress-reducing activities like mindfulness or exercise. Additionally, seek support from friends or professionals and ensure you have clear financial management in place to alleviate economic concerns. Remember, addressing stress is essential for overall well-being and productivity.

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government employees

3] → Name :- Raj .gala
Proffession :- government officer
Age :- 40
gender :- male
workplace :- ministry of finance, new delhi
working Hours :- 9 Am to 6PM (monday to friday)
Traveling Hours /daily Travel duration :- 1.5 hours (round trip)
family Income group :- High Level of Income.
stress factors :- Heavy workload and tight deadlines.
commuting challenges and traffice.
stress management :- Regular etercise and meditation
spending quality time with family.

- government employees often experience high level of stress due to various factors inherent in their roles. The nature of government work often involves handing sensitive information, making critical decision. and navigating complex bureasracies. These factors contbribute to an environment that can be mentaily and emotionally taking.

- One significant stressor is the pressure to meet stringent deglines and fulfill responsibilities within the framework of government regulations. The bureaucray and hierarchical structure of government ageneies may result in a slow decision-making process, leading to frustration among employees who feel hindered in their ability to efficiently carry out their duties.

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- moreover, government employees frequently face public scrutiny, and their work is subject to intense scrutiny from both the media and the general public. This external pressure adds an additional layer of stress as employees strive to perform their duties while being mindful of public perception.

- Budget constraints and resource limitations within government agencies can also contribute to stress. Employees may find themselves grappling with inadequate resource to execute their tasks effectively, leading to feelings of frustration and helplessness.

- Additionally, the ever-changing political landscape and policy shifts can create an unpredictable work environment government changes, adding an element of uncertainty to their job roles.

- work-life balance can be challenging for government employees, especially during periods of high demand or emergencies. long working hours and a sense of duty may lead to burnout, impacting both the mental and physical well-being of individuals in public service.

- Addressing government employee stress requires a holistic approch, involving organization support, effective management strategies, and initiatives to promote mental health and well-being. Recognizing the unique challenges faced by

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government employees is crucial to fostering a healthier work environment and enhancing overall Job satisfaction.

- Government employees can manage stress by prioritizing tasks, setting realistic goals, and maintaining a healthy work-life balance. Regular breaks, physical activity, and relaxation techiques like deep breathing can help. Seeking support from colleagues and superiors, and addressing concerns promptly, can contribute to a healthier work environment.

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Teacher

4] → Name :- Raj gala
Proffession :- High School mathematics Teacher
Age :- 35
gender :- male
workplace :- XYZ High School . mumbai India
working Hours :- 8:00 Am. - 3:30 Pm (monday to Friday)
Traveling Hours / Daily Travel Duration :- 1. (hour).
family Income group :- middle class . . .
Stress factors :- Heavy workload, managing diverse student needs, and meeting curriculum.
Stress management :- Rajesh Bacticel meditation, Engage in regular Physical exercise, and seeke.

- Teacher Stress is a Prevalent and complex issue that significantly impacts the education system. The multifacted nature of teaching, coupled with societal expectation and administrative pressures, contributess to the High level of Stress experienced by educators.

- One key source of stress for teachers is the ever-increasing workload. lesson Planning, grading, and administrati tasks consume a considerable amount of time, often extending beyond regular working hours. The pressure to meet curriculum standards and achieve academic outcomes adds to the burden, leaving teachers with limited time for self-care and Personal Pursuits.

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- futhermore, classroom management poses a contant challenge. Dealing with diverse student needs, disruptive behaviov, and maintaining a positive learning environment can be emotionally draining. Teachers often find themselves navigating complex interpersonal dynamics among students, parents, and colleagues, which adds an additional layer of stress to their daily responsibilities.

- The lack of resources and support exacerbates teacher stress. In many cases, educators face insufficient funding, outdated teaching materials, and large class sizes. These factors hinder their ability to provide quality education and meet individual student needs. Additionally, the limited availability of professional development opportunities can contribute to feelings of stagnation and frustration.

- Education policies and standardized testing further contribute to teacher stress. The pressure to ensure students perform well on assessments can lead to a narrow focus on test preparations, overshadowing holistic teaching methods. Teachers may feel compelled to "teach to the test", compromising the creative and critical thinking aspects of education.

- The emotional toll of teaching is often underestimated. Educators invest not only their time but also their emotions in fostering students' growth, witnessing the struggles and challenges students face, coupled with the responsibility to provided emotional support, can take a toll on a teacher's

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mental well-being.

- Addressing teacher stress requires a holistic approach. schools and educational institutions must prioritize teacher well-being by provide adequate resource, manageable workloads, and professional development opportunities. Additionally, fostering a positive school culture that encourages collaboration, open communication, and mental health support can contribute to a healthier teaching environment.

- In conclusion, teacher stress is a multifacted issue stemming from workload, classroom challenges, lacks of resources, and emotional demands. Recognizing and addressing these factors is crucial for creating a sustainable and supportive educational environment that benefits both teachers and students.

- To overcome teacher stress, prioritize self-care by establishing boundaries, taking breaks, and maintaining a healthy work-life balance. Communicate openly with colleagues and seek support when needed. embrace mindfulness techniques, such as deep breathing or meditation, to manage stress. Reflect on accomplishments and focus on positive aspects of teaching for renewed motivation.

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Traffic Police officer

5] → Name :- Rajesh Kumar
Profession :- Traffic Police
Age :- 35
gender :- male
workplace :- City Traffic Police
Working Hours :- 9 hours per day
Traveling Hours/Daily Travel Duration :- 1-2 hours
family Income group :- middle class
Stress factors :- High-Pressure Job, dealing with difficult situations on the road, exposure to Pollution.
Stress management :- Rajesh engages in regular physical exercise, Practices mindfulness, and spends quality time with his family to cope with work-related stress.

- Traffic Police officers face significant stress due to the demanding nature of their Job. The Pressures they encounter on a daily basis can have Profund effects on their mental and emotional well-being. This stress arises from various factors, including the high-risk nature of traffic management, constant exposure to Potentially traumatic incidents, Public scrutiny, and the challenges of enforcing traffic laws.

- One Primary source of stress for traffic police is the inherent danger associated with managing traffic. Directing vehicles on busy roads, responding to accidents, and dealing with reckless drives expose them to Physical risks. The fear of accidents, Injuries, or even fatalities can create a constant

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of alertness and anxiety, contributing to elevated stress levels.

- moreover, traffic police officers frequently encounter emotionally charged situations, such as accidents or disputes between drivel. Dealing with distressed individuals, managing conflicts, and witnessing the aftermath of accidents can take an emotional toll. The accumulation of these experiences may lead to compassion fatigue, where officers become emotionally drained and less responive to the needs of those they serve.

- Public scrutiny adds another layer of stress to the Job. Traffic officers often find themselves under the constant gaze of the Publis, with citizens closely monitoring their actions. Criticism and negative feedback, whether Justified or not, can impact on officer's self-esteem and Job satisfaction. The scrutiny may lead to feelings of being under valued, misunderstood, or unfairly Judged, contributing to stress and diminishing morale.

- Enforcing traffic laws in a consistent and unbased manner also poses challenges for officers. Striking a balance between maintaining Public safety and addressing individual circumstances requires sound Judgment and decision-making skills. The fear of making errors or facing backlash for perceived injustices can create stress and anxiety among traffic police officers.

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- furthermore, the nature of shift work in law enforcement, including traffic policing, can disrupt normal sleep patters and lead to fatigue. Irregular working hours and extended shifts can contribute to physical and mental exhaustion, impacting an officer's ability to cope with stress effectively.

- To mitigate the stress experienced by traffic police oficers, there is a growing recognition of the importance of mental health support within law enforcement agencies. Providing access to counseling services, stress management programs, and peer support can help officers cope with the challenges of their profession. Additionally, implementing policies that address work-life balance and promote a healthy organization culture can contribute to overall well-being.

- In conclusion, the stress faced by traffic police officers is multi-fuleted, urising from the inherent risks of the job, emotional challenges, public scrutiny, and the demanding nature of enforcing traffic laws. Recognizing and addressing these stressors is crucial for the mental and emotional well-being of traffic police officess, ensuring that they can perform their duties effectively while maintaining a healthy work-life balance.

- To management traffic police stress, practice deep breathing, mindfulness, and positive self-talks. Prioritize self-care, suc as regular exercices and sufficient sleep. Build a supportive

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network, share experiences with colleagues, and seek professional help if needed. focus on maintaining a healthy work-life balance and cultivating resilience to cope with daily challenges effectively.

- To overcome stress during traffic stops by police, stay calm, comply with instructions, and communicate respectfully, keep necessary document easily accessible, follow traffic rules, and maintain a courteous demeanor. Deep breaths and positive self-talk can help manage anxiety. Remember, cooperation and a composed attitude contribute to a smoother interaction with traffic police.

The End

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ASS-4

Name :- Jash Savla. B.

STD :- FYBMS

Div :- B

Roll No :- MF23109

Subject :- FC (Assignment - 4)

Date :- 5/3/24

email :- JashSavla@1234gmail.com

classmate
Date :
Page :

* REPORT OF VIDHAN BHAVAN

Vidhan Bhavan, maharashtra, refers to the state legislative assembly building in the Indian state of maharashtra. Here is some information about vidhan Bhavan

- **1] Location :-**

Vidhan Bhavan is lucated in mumbai, the capital city of maharashtra.

The exact addrees is :- Vidhan bhavan, opp churchgate station colabu, mumbai, maharashtra 400032. India.

- **Function :-**

Vidhan Bhavan serves as the seat of maharashtra legislative Assembly, where elected representatives meet to discuss and pass laws.

It is an essential institution in the state's democratic framework, facilitates debates, dissussions, and decision-making on legislative matters.

- **History :-**

The construction of vidhan Bhavan began in 1952 and it was completed in 1981.

The building has witnessed numerous historical

events and significant political developments over the years.

- **Significance :-**

Vidhan bhavan is a symbol of maharashtra democratic governance and political processess.
It is a hub for political activities and plays a curcial role in shaping the state's legislative agenda.

- **Visitors :-**

while vidhan Bhavan is primarily a government facility, there are times when it is open to the public, allowing visitors to witness legislative proceedings.
visitors may need to adhere to certain protocols and security measures when entering the premises.

we feel a seense of historical significance as they explore a building that has played a role in maharashtra political history.

The architectural design, especially if designed by Charle's correa, could be appriciated for its blend of traditional and modern elements.

Visitors can gain insights into the political process of maharastra by witnessing legislative sessions, debates & discuss.

The visit may enhance their understanding of how laws are debated, proposed and passed within the state's

democratic framework.

For those directly involved in politicte or public service, a visit to network, engage with legislators, and participate in discussions about public policies.

It's important to note that individual experiences can vary, and the impact of a visit to vidhan bhavan will be depend on one's interests, background and perspective.

The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
Reaccredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203

CERTIFICATE

This is to certify that Suraj vinod waghmode, roll no. MF23133 has worked and duly completed their project work in 'Foundation Course-II' towards the First Year of Management studies for the academic year 2023-2024. The projects are titled as follows:

- **Study on human rights**
- **E-waste collection drive**
- **Demographic survey on stress**
- **Visit to Maharashtra Vidhan Bhavan**

We further certify that the entire project work has been done by the learner under the guidance of Mrs.Megha Vighnesh

It is their own work and facts reported by their personal findings and investigations.

Date of submission: 09.03.2024

Faculty
Mrs.Megha Vighnesh

Course Coordinator
Mrs. Booma Halpeth

Date __/__/____

Saathi

Name- Suraj .v. waghmode

ROll NO- Mf23133

class- fyBMS

DIv - B

Topic - Human Rights.

Date __/__/____

Article 11

→ No one shall be held quality of any penal offence on accounts of any act or omission which did not constitute a penal officer under national or international law at the time when it was commited

Article 12

→ Everyone has the right to the protection of the law against such interference or attack like subject to arbitary interference with his privacy, family home or correspondence not to attack upon his honour and reputation

Article 13

→ Everyone has the right to freedom of movement and residence with in the fordness of each state. Every one has the right leave only country. including his own and to return to his country

Article 14

→ Everyone has the right to seek and enjoy in other countries asylum from persecution

Article 15

→ Everyone has the right to a nationality No one shall be artitarily deprived of his nationally not denied the right to change his nationality

Page No.

Saathi

Date __/__/____

Article 16

Men and women of full age, without any limitation due to race nationality or religion have the right to marry and to found family

Article 17

→ No one shall be arbitrarionally deprived of his property. Everyone has the right to own property alone as well as in association with other

Article 18

→ this right includes freedom to change his religion or belif and freedom. Everyone has the right to freedom of thought concivnes and religion

Article 19

→ Everyone has the right to freedom of opinion and expression the rights to hold and recieve and impart information and regardless of frainters

Article 20

→ Everyone has the right the to freedom of peacetul assembly and association

Article 21

→ No person shall be deprived of his life or

Page No.

Date __/__/____

Saathi

personal liberty except something according to procedure by law

Article 22

→ According to Article 22 Every human has the right to social security

Article 23

→ Everyone has the right to work to free choice of employment to just and favourable conditions of work due to protection against unemployment

Article 24

→ All Everyone has the right to rest and leisure including reasonable limitation of working hours and periode holidays with pay

Article 25

→ All children whether born in or out of wedlock shall enjoy the same social protection Motherhood and childhood are entitled to special care and assistance

Article 26

→ According to Article 26 every human has the right to education

Date __/__/____

Saathi

Article 27

→ Everyone has the right to freely to participate in the cultural life of community to enjoy the art and to share in scientific advancement and its benefit

Article 28

→ Everyone is entitled to a social and international order in which the right and freedom set forth in the dellaration and freedon According to the article 23 everyone has the right to free and fair world

Article 29

→ Everyone has duties to community in which alone the free and toll developed of his personality is possible

Article 30

→ Nothing in the declaration may be interpreted as employing for any state group or person or any right to engage in any activity to person only act aim at the destruction and freedom set tourth

Article 31

→ State parties recognize the right of the child to rest and leisure to engage in play and recreate and participate freely in

Date __/__/____

Saathi

cultural life and the arts

Article 32

→ Individual have the right to approach the Supreme court seeking enforcement of other fundamental rights recognized by the constitution

Saathi

Date __/__/____

Human Rights :-

Human rights are fundamental rights and freedom that every individual is entitled to simply by being human. these right are universal and inherent to all humans beings. Regardless of factors. such as nationally ethically gender or religion or any other charterstics. Human right compass a wide range of principles and protections including civil political economic social and cultural rights.

the universal declaration of human rights adopted by the united nations general assembly in 1948 is a fundamental document that outlines these right and serves as a common standard and protection of human right are intergral to fostering dignity equality and justice for individuals

various international treaties and conventions further elaborate on specific aspect of human right forming a framework for goverment to uphold and individual for claim their rights.

NAME- Suraj .V. waghmode

Std- fy BMS

ROLL NO- Mf23133

Div- B

TOPIC- ELECTRONIC waste Management

Electronic waste management

Q.1 Name a list of no of item of total weight E waste collected item

E waste

NO	E waste item collected	NO. of ite item	weight of each	total	E wast
1.	Headphone	1	30 gm	30gm	from home
2.	Remote	1	64gm	64gm	from home
3.	coire	1	30gm	30gm	from home
4.	tiglight bulb	1	45gm	45gm	from home
5	three pin	1	20gm	20gm	from home
6	capacitor	1	70gm	70gm	from home
7.	Screwdriver	1	60gm	60gm	from home
8.	Switch	1	90gm	90gm	from house
9.	cable	1	70gm	70gm	from house
10.	watch	1	50gm	50gm	f
	Total	10	479gm	479	

total item collected - 10

total weight of the item collected

Electronic waste management I like this project very much. Because we had never weighted these items but on the ocassions of the project we realized the importance of the item where these electrical items ?otherwise your mother collects money by giving these thing. He takes these items out to the junkyard and sells them and plastic is made from them and from this we get various diseases. As plastic can can cause two major diseases I can cause asthama and the other can cause pulmonary cancer

so this disease can be reduced due to the project. plastic is made from this electric items and we know the weight of the item so once again thanks to Booma Mam and shilpa mam for this second project.

PAGE No.
DATE / /

NAME - Suraj V. Waghmode

CLASS - FY BMS

DIV - B

ROll No - MF23133

I have conducted a survey out of 5 different profession which are as follow:-

I working class people

II Rickshaw driver

III Housewive

IV teacher

V fruit seller

I working class people

the first turn on my survey was of working class people. for this I turned to my family friends

Name - Arun patil

Age : 26 years

gender : male

profession : Assitant Manager

M/r Arun patil is a working assitant Manager. He is working in this company from the past 2 years. He is not only Manager but also prepare notes for the company. Handling customer complaints His work time is flexible, for the work she travels for around 1 hour round trip. when I asked him does travelling add stress to his life. then he said Not 100%. but whenever trains are late it is a specially a stress for the middle class people. But he is prepared for everday stress because he met every day different different customer which he have to handle on his own.

II Rickshaw driver

the second torn on my survey is a Rickshaw driver. He was dropping me from college to home. where I started my question and answer

Name - pratul shelke

Age - 46 years

Grender - male

profession - Rickshaw driver

Mr pratul shelke is auto Rickshaw driver who is driving his rickshaw from the past 25 years and has gained a lot of experience in this sector. He told me that he has to deals with various problems every day and he also told that his salary is not fix it is changing day by day and he told that he has stress where the Rickshaw fuel get over in between the roads. and also sometimes passenger did not give the money which is preferred to be given. also he has other stress which includes family stress.

III HOUSE COIVES

Now for the third q& A I had selected a house coife and about them how much stress they have in their life from morning to night

Name- vaishali Mule

Age: 37years

gender- female

profession- Housewives

Mrs vaishali is a House coife and she is married and a housecoife and from 15 years she is handling the home on everyday basis. She told that she had to coake up at at 5 am in morning and go to sleep at 11 in the morning and also breakfast for family then she had to dinner for family then she had a small business doing on her own in her family. She also has a not a proper sleep and then also do a continous coork for family

IV Teacher

the fourth person for my survey is one who makes the future of childrens she is a teacher

name : mandar patil

Age : 48

profession: teacher

gender- male

patil sir is a teacher in model english school and teaching in the school from the past 20 years. He has to handle various stress in his day to day life. He teaches various subjects to primary & secondary students. I asked him about the stress he is having he hold that. He has to complete the portion in time. keeping the students disciplined. and he also told that handling the parents of the students in meeting is a major task for him. and also to undertake various test and the result should be good for everyone is also a difficult task for him.

V fruit seller

My last person for the survey is a fruit seller who sells fruit on his daily basis to the customer

Name: Mahesh yadav

Age: 38 years

gender: male

profession: fruit seller

Mr Mahesh yadav is a fruit seller and sells fruit from the past 5 years and gained a lot of experience from that field he told that he Import fruits from other cities to sell it and also export to other cities; in this while exporting the fruits. He has to handle the stress about the fruits he has to sell wether they don't get destroy while exporting also he has to deal with various customer everyday while selling fruits also he has to go long days in a sunny days to sell the fruit. It is not fix that he will be having profit everyday he has to deal with profit and loss everyday.

conclusion:-

After taking ~~stress~~ the survey from five peoples we get to know that stress is become a common thing in everyone today's life and everyone has to deal with it, wether it is a autodriver, fruit seller, teacher working class people & House wives everyone has their own stress and there are some from middle class and some from high class and everyone has different type of stress

Saathi

Date __/__/____

NAME - SURAJ. V. Waghmode

ROLL NO - MF23133

DIV - B

class - fyBMS

TOPIC - VISIT TO VIDHAN BHAVAN

Date ___ / ___ / _____

EDUCATIONAL VISIT TO VIDHAN BHAVAN

On 29th febrvvary 2024, the SIA college of higher education has taken a visit to a coell known placed called as the VIDHAN BHAVAN. It was also called as the Industrial or education visit by the college. The Maharasthra vidhan sabha is the lower house of the legislature of the Indian state of maharasthra. It is situated in the Nariman point area of south Mumbai in the capital of Mumbai NOW presently there are 288 members in the legislative Assembly and are directly elected elected from the single seat constituencies. This is a Introduction and a short Information about the vidhan bhavan Mumbai the leader of this house is C.M Eknath shinde which plays a major role in the vidhan sabha. the vidhan bhavan is also called as the legislative Assembly of Maharasthra. where the solutions and problems of every politicians are discussed. the vidhan bhavan is a very strict area for the outsiders and also they are various rules and regulations to be maintained by everyone. The vidhan bhavan is a place or an assembly where a elected representative of the people come and discuss about the problem and

take the solution on it. As we seen many people were discussing their problem with the legislative body and take the solution. also we were also taken to the vidhan parishad were also there are other ministers and peoples who also discuss upon the problem and also on the infrastructure of India. They also take various budget for their problems. As we seen their about the rule and regulations. everyone has to maintain very silence in the meeting we very also told to keep the mobiles on silent mode. and also inside the vidhan bhavan there were office of the various famous politicians of every side. ~~very~~ various news channel were also present to take the live tele cast of the vidhan bhavan and parishad. We also get to know about the patience and silence from the peoples how to be silence and wait patiently for our turn. In vidhan Sabha and vidhan parishad we also get to know that only the elected people can be in the assembly to discuss about their problem.

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Project Guidelines for Foundation Course-III
(SYBMS, Environment Management 2023-24)

Date: 26/06/2023

Step No.1: Suggestion of Project topic of your interest related to the environment

Dear students, in Semester III you have to submit environment management project of 25 marks, in which you need to prepare a questionnaire, conduct a survey, collect primary data, analyse it, give suggestions and write the conclusion.

Suggest any topic of your interest related to environmental management in which you are willing to conduct research and give suggestions. Kindly revert on or before, 30th June 2023 till 4 pm.

Date: 27/06/2023

Step No.2: FC (Environmental Project) Topic registration and team formation

Dear students,

Kindly follow the steps given below

Step A: Register your FC project topic by entering your name and roll number in the available free slot in the sheet as per your choice on or before 1st August 2023, 4 pm. Kindly note that, the topic once registered will not be changed and teams will be formed as per your choice of your project topic.

Step B: Confirm the topic you have selected.

Date: 02/07/2023

Step No.3: Identification of team leader and preparation of questionnaire

Dear students,

1. Review attached pdf file of FC project topics chosen by the students, find your team member as per list.
2. Kindly note that, the team should be of five members only.
3. Discuss and identify one team leader from your team.
4. Prepare a questionnaire of 10 to 15 questions for getting data from primary survey.
5. Submit questionnaire on 7th July 2023 up to 4.00 pm.
6. Take approval on the final questionnaire and start data collection.
7. Mention topic, members, leader's name, contact number and roll number.

Date: 10/07/2023

Step No.4: Internal brain storming and external brain storming

Dear students,

1. Internal brain storming: Explore your topic/study in detail, discuss with your teammates
2. Write/type content in your own words only. Copy paste matter won't be accepted.
3. Content must include introduction, objectives, problems, suggestion and conclusion.
4. External brain storming: Each member of the team must have a conversation with 5 other people to know public awareness of your topic.
5. Start data collection after taking approval on the questionnaire.
6. Update your ideas and share with me before 14/07/2022
7. Review updated project topics chosen by all students.



Date: 15/07/2023

Step No.5: Talk with experts and project report drafting details

Dear students,

1. Review revised list of project topics chosen by all students, find your team members as per list. No team member will be allowed in the team without registration in google form. Team leader will be responsible for the same.
2. Mention the name of team leader/member, roll number, and sign.
3. Font: Times New Roman
4. Font size 12, Heading (Bold)
5. Project report will be of minimum 20 pages
6. Insert self-clicked photo related to your topic only, with source i. e. place where it is clicked and date. Google images will not be accepted.
7. It must contain interviews from experts.
8. Project report must fulfil your objectives of study, learning, challenges faced by people, public awareness of your topic, suggestion and conclusion.
9. Last date of submission of your project report is 19 August 2023 by 4 pm. after that project won't be accepted.

Date: 21/08/2023

Step No.6: PPT guidelines

Dear students,

1. Create your PPT in google slides only
2. Time duration of presentation will be 6 minutes for each group
3. Question and answers 2 mins for each group
4. Maximum 5 slides
5. Title slide1 College name, Class, Semester, September 2023, FC project presentation.
6. Title slides 2 Group no., Title project, Table of group members
7. Introduction slide
8. Survey
9. Learnings and observation
10. Suggestion and Conclusion



11. Last date of submission of your PPT is 25th August 2023.

Date: 28/08/2023

Step No.7: FC (Environment Management) Viva guidelines

Dear students,

Your FC viva is scheduled on 29 August 2023 at 08 am to 10.30 am and 30 August 2023 at 08 am to 10.30 am.

Dear students,

1. Review the list of team members of your group and check every detail like roll number, Full name, division, Group number, title of your project. Please contact me in case of any mistake.
2. Review the attached list of Viva scheduled, locate your respective group member with title and prepare accordingly for the same in the order given in the serial number.
3. Day 1: 18 August 2022 at 8 am to 10am.
4. Day 2: 19 August 2022 at 8 am to 10.30 am.
5. Attendance is mandatory for all the students on both the days.
6. Students who fail to give presentation on the day of viva will not be considered again.
7. Outline of the presentation is to be strictly followed i.e. (Title slide 1 and 2, Introduction slide, survey, learnings and observation, suggestion and conclusion).
8. Every team member has to present for 1 minute each.
9. Total time duration of the presentation is 6 minutes for each team.
10. After every presentation there will be a question-and-answer session of 2 minutes.
11. Audience (Students) will get extra marks for asking questions.
12. Team members have to give their introduction i. e. full name, roll number and division before starting their presentation.

Date: 29/08/2023

Step No.8: FC Final project and PPT submission details

Dear students,

1. Team leaders kindly submit your latest/updated soft copy of project
2. Submit your latest PPT
3. Submit the hard copy of project and PPT on 31 August 2023 before 4 pm. After that, it won't be accepted.

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Date: 25/09/2023

Project Report of SYBMS-FC-III (Environment Management) 2023-24

Project-based experiential learning was taught to SYBMS students,

Project evaluation criteria was:

1) Basic minimum reading, through secondary research on the topic
2) Primary research i. e. public awareness of the topic, survey from public, environmentalists, experts, field visit, conducted interview and noted the observations.
3) Data analysis and understanding of the topic from experts.

Results and outcomes:

1) Students selected topic of their own interest, which led them to form various groups having common interests, so, they made new friends, interacted with each other, developed leadership qualities and experienced management principles. In addition, they came with inventive input of their respective project topics.
2) They realized the need of human concerns for the environment in which they live in daily routine life.
3) Students realized and gave commitment, hereafter they would protect and conserve the quality of the environment.
4) Students learnt project management, grow more empathetic and became problem solver.
5) They made deep connections between ideas.

Faculty Convenor

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The SIA College of Higher Education
Dombivli (East), 421201.

Foundation Course 2023-24
Sem. III

Plantation in Dombivli

Sr.no	Team Members	Roll No
1	Chinthan Kumar	MF22006
2	Raj Sagale	MF22066
3	Abhinav Kadam	MF22029
4	Chetan Jadhav	MF22022
5	Pawan Mishra	MF22051

Division : B

Subject Name: Foundation Course, Sem III.

Academic Year: 2023-24

Faculty Name: Dr. Nitinkumar M. Patil.

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CERTIFICATE

This is to certify that the group (No.03) leader and members have worked and duly completed the Project Work in **"Foundation Course-SEM III"** for Second Year of Bachelor of Management Studies and their project is entitled, "**Plantation in Dombivli**" under supervision of **Dr. Nitinkumar M. Patil** for the third semester of the Academic year 2023-24. It is the own work of group members and facts reported by their personal findings and investigations.

Sr. No.	Name of Group Member	Roll Number
1	Chinthan Kumar	MF22006
2	Raj Sagale	MF22066
3	Abhinav Kadam	MF22029
4	Chetan Jadhav	MF22022
5	Pawan Mishra	MF22051

(Dr. Nitinkumar M. Patil)
FACULTY

(Mrs. Booma Halpeth)
COURSE COORDINATOR

Declaration

We, the undersigned members of this group, hereby declare our commitment and agreement to collaborate on the completion of the assigned project **"Plantation in Dombivli"**. This declaration outlines the terms and conditions of our joint effort, aiming to ensure fairness, accountability, and successful completion of the project.

Name and signature of students:

Sr.no	Name of Group Member	Signature
1	Chinthan Kumar(Leader)	
2	Raj Sagale	
3	Abhinav Kadam	
4	Chetan Jadhav	
5	Pawan Mishra	

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Introduction

- This project focuses on evaluating the state of plantation initiatives in Dombivli, a city in Maharashtra, India.

- The objective is to understand the existing efforts and their impact on the environment and sustainability.

- Through data gathered from various sources, including government reports, surveys, and satellite imagery analysis, the project assesses the current green cover, community participation, and compares Dombivli's plantation efforts with neighbouring regions.

- The findings reveal the city's progress in ecological conservation and its influence on local biodiversity. Additionally, the project provides valuable suggestions to enhance plantation strategies, encouraging community involvement and promoting environmental awareness.



- The ultimate aim is to help Dombivli become a greener and more environmentally conscious city for a sustainable future.



- **Objectives:**

Objective 1: Assess the effectiveness and extent of existing plantation initiatives in Dombivli.

To achieve this objective, we will conduct a comprehensive survey and collect data from various sources. We will reach out to relevant government departments, local authorities, and environmental organizations operating in Dombivli. Additionally, we will review official reports and publications that document past and ongoing plantation initiatives. This information will help us understand the scope, scale, and impact of the existing plantation projects in the area.

Objective 2: Evaluate the impact of plantation efforts on the environment and local biodiversity.



To evaluate the impact, we will conduct field studies and collaborate with environmental experts. We will assess the health and growth of planted trees and analyze their role in enhancing local biodiversity. Furthermore, we will study the

effects of plantation on soil quality, air quality, and water conservation in the region. To measure the overall ecological impact, we will gather data on wildlife population and their habitats in the vicinity of the plantation areas.

Objective 3: Analyze the level of community participation and awareness regarding plantation activities.

To understand community involvement, we will conduct surveys and interviews with local residents. These surveys will gauge their awareness of plantation initiatives, their participation in tree-planting drives, and their knowledge of the importance of environmental conservation.

Objective 4: Use satellite imagery to understand the changes in green cover and vegetation over time.



Satellite imagery will be acquired from reliable sources and will be used to analyze changes in green cover and vegetation

density in Dombivli over the past few years. The images will help us identify areas where plantation efforts have made a notable impact on increasing green cover and where more work is required.

Objective 5: Compare Dombivli's plantation efforts with neighboring regions to gauge its performance.

We will gather data on plantation initiatives from neighboring regions with similar ecological characteristics. This comparative study will allow us to benchmark Dombivli's plantation performance against others and understand its strengths and weaknesses. We will look into the factors that have contributed to success in other areas and identify areas of improvement for Dombivli.



Objective 6: Identify challenges and obstacles in plantation initiatives and suggest strategies for improvement.

To identify challenges, we will conduct interviews and workshops with stakeholders involved in plantation projects, such as government officials, environmental experts, and community representatives. We will gather their insights and experiences to understand the obstacles they have faced. Based on this information, we will propose practical strategies and recommendations to overcome these challenges and enhance the effectiveness of future plantation initiatives.

Objective 7: Provide policy recommendations to enhance and promote sustainable plantation practices in Dombivli.

We will conduct a thorough review of existing environmental policies and regulations related to plantation and conservation in Dombivli. By analyzing these policies and comparing them with best practices from other regions, we will develop specific policy recommendations to improve and promote sustainable plantation practices in Dombivli. These recommendations will be tailored to suit the local context and address the unique challenges faced by the region.



Data Source:

1. Government Reports: Accessing official reports and publications from relevant government departments such as the Forestry Department, Municipal Corporation, or Environmental Ministry. These reports may contain valuable data on past and ongoing plantation initiatives, budget allocation, and their impact on the environment.

2. Environmental Organizations: Gathering data from local and national environmental organizations operating in Dombivli. These organizations often conduct research, surveys, and studies related to environmental conservation and plantation efforts in the area.



3. Community Surveys: Conducting surveys among the residents of Dombivli to understand their awareness and participation in plantation activities. Surveys will help

gauge the level of community involvement and identify potential areas for improvement.

4. Satellite Imagery: Utilizing satellite imagery from reputable sources to analyze the changes in green cover and vegetation density in Dombivli over time. This imagery provides a visual representation of the area's environmental changes and helps in assessing the impact of plantation initiatives.

5. Interviews and Workshops: Conducting interviews and workshops with stakeholders involved in plantation projects, including government officials, environmental experts, and community representatives. These interactions will provide valuable insights, challenges faced, and suggestions for improvement.



6. Comparative Studies: Gathering data from neighbouring regions or similar cities with comparable ecological characteristics. This comparative analysis will help benchmark Dombivli's plantation efforts against others and draw useful lessons for enhancing the initiatives.

- **Methodology:**

Brief Methodology: Plantation in Dombivli.

1. Data Collection: Gathered information from government departments and environmental organizations about the existing plantation initiatives in Dombivli. This involved accessing official reports, statistics, and policies related to environmental conservation and plantation efforts in the area.

2. Community Surveys: Conducted surveys among residents to understand their awareness and participation in plantation activities. The surveys were designed to

gauge the level of community involvement, identify potential challenges, and gather suggestions for improvement.

3. Satellite Imagery Analysis: Utilized satellite images to assess the green cover and changes in vegetation over time in Dombivli. The analysis involved using remote sensing techniques to quantify the extent of green areas, identify trends, and evaluate the impact of plantation efforts on the overall environment.

4. Comparative Study: Compared Dombivli's plantation efforts with neighboring regions to understand its performance in the context of surrounding areas. This comparison provided insights into the relative success of plantation initiatives and highlighted areas where Dombivli could learn from neighboring regions.

5. Impact Analysis: Evaluated the impact of plantation on local biodiversity and wildlife habitats. This step involved studying ecological data, such as the presence of native flora and fauna, and assessing how plantation efforts contributed to conservation and ecological balance.

6. Challenges and Obstacles: Identified challenges and obstacles faced in implementing and maintaining plantation initiatives in Dombivli. This involved consulting with stakeholders, government officials, and environmental experts to understand the barriers that hindered successful plantation programs.



7. Policy Recommendations: Based on the findings and analysis, formulated policy recommendations for enhanced plantation strategies in Dombivli. These recommendations included practical and actionable steps to improve the effectiveness of plantation efforts and promote sustainability.

- **Findings:**

Brief Findings of the Project:

1. Dombivli has a moderate level of green cover, but there is a need for further efforts to significantly increase it.

2. Community participation plays a crucial role in successful plantation initiatives, and awareness campaigns are essential to encourage more involvement.



3. Satellite imagery analysis reveals a gradual increase in green cover over the past few years, indicating a positive impact of plantation efforts.

4. In comparison to neighboring regions, Dombivli's plantation initiatives are on par with some areas but lag behind others, highlighting areas for improvement.

5. Plantation activities have positively influenced local biodiversity and supported wildlife habitats, contributing to environmental conservation.

6. Challenges in plantation efforts exist, and strategic partnerships with NGOs, environmental groups, and corporates can help address these challenges.



7. To enhance the effectiveness of plantation initiatives, fostering environmental consciousness among the younger generation through tree-planting drives in schools and colleges is recommended.

8. Implementing tree adoption programs can ensure the proper care and maintenance of planted saplings, leading to better survival rates.

9. Policy recommendations aim to strengthen the overall plantation strategies in Dombivli and promote sustainable environmental practices.



- **Suggestions :**

Brief Suggestions for the "Plantation in Dombivli" Project:

1. Community Engagement: Encourage active participation of the local community through awareness campaigns, workshops, and tree-planting drives to foster a sense of ownership and responsibility towards plantation initiatives.

2. Collaboration with NGOs: Partner with environmental organizations and NGOs to leverage their expertise, resources, and networks to enhance the impact of plantation efforts in Dombivli.



3. Data-driven Approach: Utilize satellite imagery and data analytics to monitor and evaluate the progress of plantation projects over time, identifying areas of success and areas that require improvement.

4. School and College Involvement: Involve educational institutions in tree-planting programs to raise environmental

awareness among students and create a culture of sustainability from a young age.

5. Tree Adoption Program: Implement a tree adoption scheme where individuals or businesses can adopt and care for specific trees, ensuring their long-term survival and growth.

6. Corporate Partnerships: Forge partnerships with corporate entities to fund large-scale plantation projects, leveraging corporate social responsibility initiatives for environmental conservation.



7. Policy Advocacy: Advocate for supportive policies at the local and regional levels to promote and prioritize plantation efforts, offering incentives and benefits for individuals and organizations involved.

8. Green Cover Expansion: Identify areas with low green cover and strategize targeted plantation drives to increase vegetation and enhance biodiversity in those regions.

9. Monitoring and Evaluation: Establish a robust monitoring and evaluation system to regularly assess the effectiveness of plantation projects and adapt strategies based on feedback and outcomes.

10. Public Awareness Campaigns: Launch public awareness campaigns through various media channels to educate citizens about the importance of plantation, its impact on the environment, and ways to actively participate.

These suggestions aim to strengthen and improve the plantation initiatives in Dombivli, leading to a greener and more sustainable city with active involvement from the community and various stakeholders.



- **Conclusion:**

In conclusion, this project on "Plantation in Dombivli" sheds light on the significance of fostering a greener and more sustainable environment in the city. The findings indicate that while Dombivli has taken commendable steps towards increasing its green cover and supporting local biodiversity, there are areas that require attention and improvement.

Community participation emerged as a crucial factor in the success of plantation initiatives. Increased awareness and involvement of residents are vital to ensure the continued growth and maintenance of planted trees. The survey results revealed a positive trend in community awareness, but further efforts are needed to encourage active participation from all segments of society.



Satellite imagery analysis displayed promising signs of progress in increasing green cover over the years. Such data-driven insights can guide future plantation planning and resource allocation to areas that require more attention.

Moreover, the comparative study with neighboring regions provides valuable insights into Dombivli's standing in terms of plantation efforts. While some areas show parity, others are ahead, indicating

potential strategies and best practices that could be adopted to enhance Dombivli's initiatives.

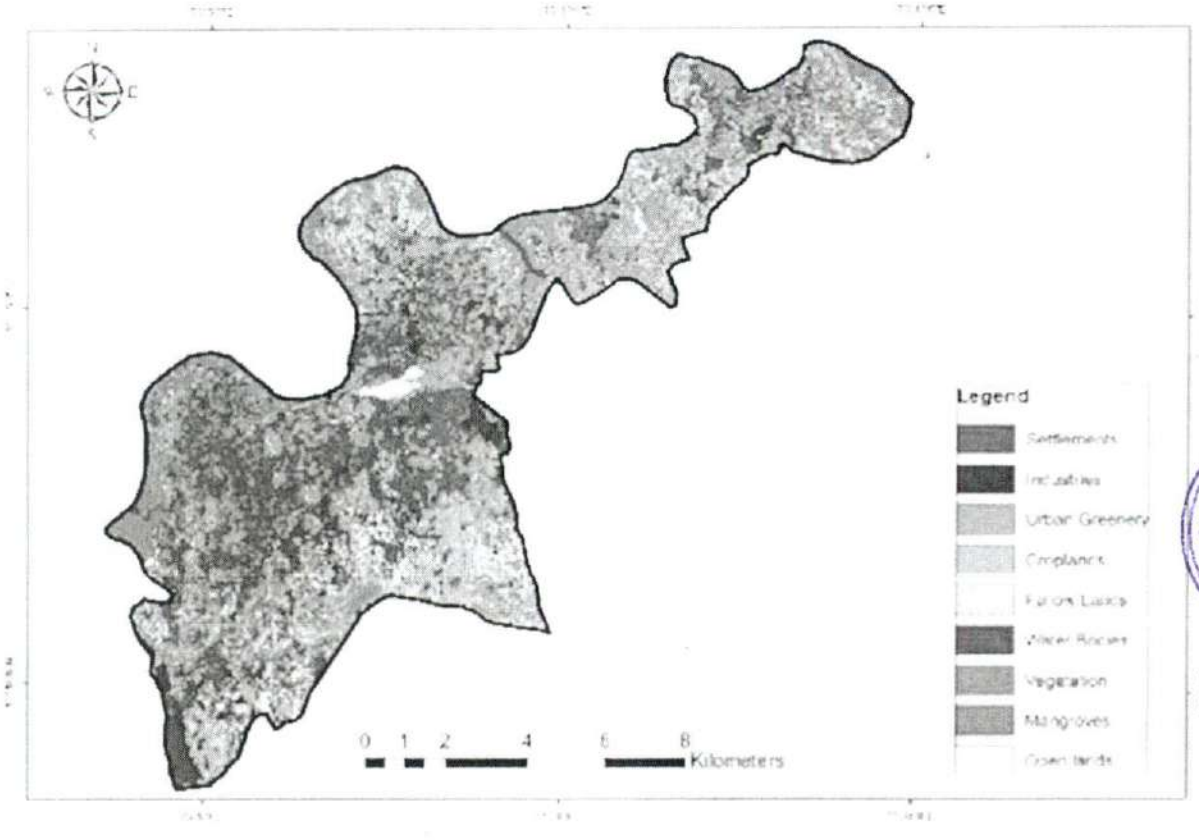
The positive impact on local biodiversity and wildlife is evident, emphasizing the importance of preserving and expanding green spaces for ecological balance and harmony between humans and nature.

However, challenges such as resource constraints and urbanization pressures pose obstacles to plantation efforts. To overcome these hurdles, the project proposes several actionable suggestions. Encouraging partnerships with local NGOs, educational institutions, and corporate entities can mobilize additional resources and expertise to drive plantation projects forward. Implementing tree adoption programs and engaging schools and colleges will foster environmental consciousness from an early age, nurturing a future generation of environmentally responsible citizens.



In conclusion, Dombivli has the potential to become a model city for environmental conservation through sustained dedication and collaborative efforts. By leveraging the community's enthusiasm, harnessing data-driven insights, and implementing strategic policy recommendations, Dombivli can enhance its plantation endeavors and create a greener and more sustainable urban environment for generations to come. The success of such initiatives in Dombivli can

serve as a valuable example for other cities and regions looking to embrace similar environmentally conscious practices.



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The SIA College of Higher Education

Academic Year 2023-2024

Subject – Foundation Course

Faculty Name – Dr. Nitinkumar Patil

Project Topic- Noise Pollution in Dombivli

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CERTIFICATE

This is to certify that the group (No.03) leader and members have worked and duly completed the Project Work **Noise Pollution in Dombivli** in **"Foundation Course-SEM III"** for Second Year of Bachelor of Management Studies and their project is entitled, Noise Pollution in Dombivli under supervision of **Dr. Nitinkumar M. Patil** for the third semester of the Academic year 2023-24. It is the own work of group members and facts reported by their personal findings and investigations.

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3	Harshita Halpani	MF 22087
4	Sadichcha Vishwasrao	MF 22099
5	Nidhi Gupta	MF 22018

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FACULTY

(Mrs. Booma Halpeth)
COURSE COORDINATOR

Declaration

We, the undersigned members of this group, hereby declare our commitment and agreement to collaborate on the completion of the assigned project **"Noise Pollution in Dombivli"**. This declaration outlines the terms and conditions of our joint effort, aiming to ensure fairness, accountability, and successful completion of the project.

Rekhakumari, Dimple, Harshita, Saddichcha, Nidhi



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INTRODUCTION

Dombivli, located in the Thane district of Maharashtra, India, is a bustling city that has experienced rapid urbanization and industrial growth over the years. With this growth, however, comes an increasing concern for noise pollution, which has become a pressing environmental issue affecting the health and well-being of its residents. This three-page essay will delve into the causes, effects, and potential solutions to noise pollution in Dombivli, aiming to shed light on this crucial problem.

The primary contributors to noise pollution in Dombivli stem from the urbanization and industrialization that the city has witnessed. Increased construction activities, the rise in vehicular traffic, and the presence of industrial units lead to constant noise generation. The city's population density and bustling commercial areas also contribute to the noise levels, with markets, public gatherings, and events adding to the ambient noise. Additionally, the lack of strict enforcement of noise regulations further exacerbates the problem, as many sources exceed permissible noise limits.

The effects of noise pollution on Dombivli's residents are far-reaching and encompass various aspects of their lives. One of the most significant consequences is the impact on public health. Prolonged exposure to high noise levels can lead to stress, anxiety, and sleep disturbances, which, in turn, can result in various physiological and psychological issues. Studies have shown that noise pollution can also lead to cardiovascular problems, such as hypertension and heart diseases. For students and professionals, excessive noise can hinder concentration and productivity, affecting academic and work performance. Additionally, noise pollution disrupts the tranquillity of residential areas, leading to decreased overall quality of life and decreased property values.

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Recognizing the seriousness of noise pollution, the government has taken some initiatives to address the issue. Noise regulations, such as the Environment Protection Act and the Noise Pollution (Regulation and Control) Rules, have been established to limit noise levels in various zones and times of the day. However, the implementation and enforcement of these regulations remain a challenge. Local authorities must take a proactive role in monitoring noise levels and imposing penalties on violators. Public awareness campaigns can also be effective in educating residents about the harmful effects of noise pollution and encouraging community participation in reducing noise levels.

Mitigating noise pollution in Dombivli requires the collective effort of the community, industries, and the government. Residents can play a vital role by adopting noise reduction practices at the individual level, such as using earplugs, installing noise barriers, and promoting quieter modes of transportation. Encouraging and supporting the use of public transportation can help reduce traffic noise and congestion. For industries, implementing noise control measures in their operations, such as soundproofing equipment and machinery, can significantly contribute to noise reduction. Moreover, industries should strictly adhere to noise regulations and take responsibility for their environmental impact.

Noise pollution in Dombivli is a pressing issue that demands immediate attention and action from all stakeholders. The city's rapid urbanization and industrial growth have resulted in increased noise levels, adversely affecting the health and well-being of its residents. By raising awareness, enforcing noise regulations, and encouraging community participation, Dombivli can take significant steps towards reducing noise pollution. A concerted effort from the government, industries, and residents is crucial to creating a quieter and healthier environment for the city's inhabitants. With effective measures in place, Dombivli can strive to strike a balance between development and environmental preservation, ensuring a better quality of life for its residents.

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OBJECTIVES

The objective of addressing noise pollution in Dombivli is to create a healthier and more sustainable urban environment by mitigating the adverse effects of excessive noise levels on the well-being of its residents and preserving the overall quality of life in the city.

Noise pollution has become a significant environmental concern in Dombivli due to rapid urbanization, industrial growth, and increasing population density. The objective is to identify the root causes of noise pollution and implement effective measures to reduce noise levels and their impact on the community.

Firstly, the primary objective is to protect public health. Prolonged exposure to high noise levels can lead to stress, anxiety, sleep disturbances, and other health issues. By implementing noise reduction strategies, the city aims to minimize these health risks and improve the physical and mental well-being of its residents.

Secondly, addressing noise pollution is essential to enhance the overall quality of life in Dombivli. Noise can disrupt the tranquillity of residential areas and affect the daily lives of its inhabitants. Creating quieter and more peaceful neighbourhoods fosters a sense of community and improves the living conditions for everyone.

Thirdly, reducing noise pollution aligns with sustainable urban development goals. By adopting noise control measures, the city can ensure that future growth and development are carried out in an environmentally responsible manner, minimizing noise emissions from construction activities, transportation, and industries.



MEASURES TO TAKEN BY PUBLIC

The public plays a crucial role in mitigating noise pollution in Dombivli. By adopting responsible practices and promoting noise reduction measures, residents can contribute to creating a quieter and healthier urban environment. Here are some measures that the public can take to address noise pollution in Dombivli:

1. Use Quieter Modes of Transportation: Opt for public transportation or electric vehicles to reduce noise from vehicles, especially during peak hours. Carpooling and using bicycles can also help decrease traffic noise and congestion.

2. Maintain Vehicles and Equipment: Regularly maintain vehicles and machinery to ensure they operate at optimal noise levels. Faulty engines or equipment can generate excessive noise, which can be avoided with proper upkeep.

3. Be Mindful of Horn Usage: Use vehicle horns only when necessary and avoid unnecessary honking. Excessive honking contributes significantly to noise pollution in congested areas.

4. Soundproof Homes and Buildings: Insulate homes and commercial buildings with soundproofing materials to reduce indoor noise levels. This can help create quieter and more peaceful indoor environments.

5. Organize Noise-Free Events: When organizing events or gatherings, choose venues away from residential areas and implement measures to control noise levels. Limiting loud music and announcing event rules regarding noise can help minimize disturbances.

6. Participate in Community Awareness Campaigns: Support and engage in local initiatives that raise awareness about the harmful effects of noise pollution and promote noise reduction measures.

7. Respect Quiet Zones and Timings: Observe quiet zones and times, especially during late hours and early mornings. Silence in these areas is essential for maintaining a peaceful environment for residents.

8. Report Noise Violations: Report instances of excessive noise to local authorities or law enforcement. Encouraging strict enforcement of noise regulations can discourage noise pollution.

9. Encourage Green Spaces: Advocate for the creation and preservation of green spaces and parks, which can act as buffers against noise pollution and provide natural soundscapes.

10. Practice Noise Control at Home: Be mindful of noise levels within the household. Avoid loud music, television, or activities that may disturb neighbours, especially during late hours.

11. Promote Noise-Reducing Technologies: Encourage the use of noise-reducing technologies in industries and construction sites to minimize noise emissions.

12. Support Eco-Friendly Initiatives: Promote eco-friendly practices that reduce noise pollution, such as using electric or battery-operated equipment and machinery.

By collectively taking these measures, the public can contribute to reducing noise pollution in Dombivli and create a more serene and sustainable living environment for everyone. It requires a joint effort from residents, businesses, and local authorities to address this critical environmental issue effectively.

CAUSES OF NOISE POLLUTION ON PUBLIC HEALTH

Noise pollution has a significant impact on public health, with numerous adverse effects on physical, mental, and emotional well-being. This essay will delve into the causes of noise pollution and its implications on public health in two pages.

1. Causes of Noise Pollution:

a) Urbanization and Transportation:
The rapid urbanization of cities like Dombivli has led to increased traffic congestion, construction activities, and the expansion of transportation networks. These factors are major contributors to noise pollution, as vehicular traffic and construction machinery generate significant noise levels throughout the day. Moreover, the constant movement of vehicles and the honking of horns add to the overall noise burden in urban areas.

b) Industrialization and Manufacturing:
As industrial activities grow in urban centres, the noise levels from factories, manufacturing units, and power plants rise. Industrial machinery, processing equipment, and exhaust systems create continuous noise emissions, impacting the surrounding neighbourhoods and workers' health.

c) Commercial Activities and Markets:
Commercial areas, markets, and entertainment venues also contribute to noise pollution. Restaurants, bars, and entertainment facilities often play loud music, leading to noise disturbances for residents living nearby. Street vendors, public announcements, and public gatherings in marketplaces further add to the noise levels in urban settings.

d) Construction and Infrastructure Development:
Construction activities, including excavation, drilling, and hammering, generate intense noise, especially during the development of new infrastructure projects. The construction of

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buildings, roads, and bridges in rapidly expanding cities like Dombivli can lead to prolonged exposure to high noise levels for residents.

e) Recreational and Leisure Activities:
Recreational activities and events, such as concerts, festivals, and sports events, can produce loud noise levels that extend far beyond the venue, affecting nearby residential areas. Fireworks and other celebratory activities during festivals can also contribute to noise pollution.

f) Domestic Noise:
Within residential areas, domestic noise sources such as loud music, television, home appliances, and domestic machinery can add to the overall noise pollution. For instance, air conditioners, generators, and household power tools can be sources of noise in residential neighbourhoods.

2. Implications on Public Health:

a) Physical Health Effects:
Prolonged exposure to high noise levels can lead to various physical health problems. Noise pollution has been associated with an increased risk of hypertension, heart diseases, and other cardiovascular issues. Chronic exposure to noise can elevate stress hormone levels, leading to elevated blood pressure and negative impacts on the cardiovascular system.

b) Sleep Disturbances:
Noise pollution disrupts sleep patterns, causing sleep disturbances and insomnia. Poor sleep quality affects overall health, leading to fatigue, irritability, and reduced cognitive function. Children and the elderly are particularly vulnerable to the detrimental effects of sleep disruption due to noise.

c) Psychological and Mental Health Impact:

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Syllabus of FIRST YEAR BACHELOR OF ARTS IN MULTIMEDIA AND MASS COMMUNICATION for Academic Year 2023-24

Sr. No	Subject Name	Scheme	GP	WL	Faculty Name
Semester: 1					
1	BAMMCA - 105 Current Affairs [Compulsory]	121 [25-75-0]	4	4	SHWETA ,
2	BAMMEC -101 Effective Communication-I [Compulsory]	121 [25-75-0]	3	4	MANJU SASIKUMAR,
3	BAMMFC -102 Foundation Course-I [Compulsory]	121 [25-75-0]	2	3	BABITA NAGDEV ,
4	BAMMFMC - 104 Fundamentals of Mass Communication [Compulsory]	121 [25-75-0]	4	4	PADMAJA ARVIND,
5	BAMMHM - 106 History of Media [Compulsory]	121 [25-75-0]	3	4	MANJU SASIKUMAR,
6	BAMMVC -103 Visual Communication [Compulsory]	121 [25-75-0]	4	4	DEEPIKA VINOTH,
Semester: 2					
1	BAMMCW-203 Content Writing [Compulsory]	121 [25-75-0]	4	4	Sankruti Kamble, Atharv Gupte,
2	BAMMEC-201 Effective Communication II [Compulsory]	121 [25-75-0]	3	4	MANJU SASIKUMAR,
3	BAMMFC-202 Foundation Course - II [Compulsory]	121 [25-75-0]	2	3	BABITA NAGDEV ,
4	BAMMID204 Introduction to Advertising [Compulsory]	121 [25-75-0]	4	4	RAJKUMAR PILLAI,
5	BAMMIJ-205 Introduction to Journalism [Compulsory]	121 [25-75-0]	4	4	PADMAJA ARVIND,
6	BAMMMGC-206 Media,Gender and Culture [Compulsory]	121 [25-75-0]	3	4	SHWETA ,

NOTE: GP : Grade Points, WL: Workload per week

Report Date: 15-Jun-2024

buildings, roads, and bridges in rapidly expanding cities like Dombivli can lead to prolonged exposure to high noise levels for residents.

e) Recreational and Leisure Activities:
Recreational activities and events, such as concerts, festivals, and sports events, can produce loud noise levels that extend far beyond the venue, affecting nearby residential areas. Fireworks and other celebratory activities during festivals can also contribute to noise pollution.

f) Domestic Noise:
Within residential areas, domestic noise sources such as loud music, television, home appliances, and domestic machinery can add to the overall noise pollution. For instance, air conditioners, generators, and household power tools can be sources of noise in residential neighbourhoods.

2. Implications on Public Health:

a) Physical Health Effects:
Prolonged exposure to high noise levels can lead to various physical health problems. Noise pollution has been associated with an increased risk of hypertension, heart diseases, and other cardiovascular issues. Chronic exposure to noise can elevate stress hormone levels, leading to elevated blood pressure and negative impacts on the cardiovascular system.

b) Sleep Disturbances:
Noise pollution disrupts sleep patterns, causing sleep disturbances and insomnia. Poor sleep quality affects overall health, leading to fatigue, irritability, and reduced cognitive function. Children and the elderly are particularly vulnerable to the detrimental effects of sleep disruption due to noise.

c) Psychological and Mental Health Impact:



Noise pollution can have adverse effects on mental health, leading to increased levels of stress, anxiety, and depression. Chronic exposure to noise can induce irritability, aggression, and difficulty in concentrating, affecting daily productivity and well-being.

d) Cognitive Impairment and Learning:

Children exposed to high noise levels, particularly during crucial developmental stages, may experience cognitive impairment and learning difficulties. Noise in educational settings can hinder students' ability to concentrate and negatively impact academic performance.

e) Hearing Impairment:

Excessive noise exposure can cause hearing impairment, especially in occupational settings with high noise levels. Long-term exposure to loud noise without proper protection can lead to permanent hearing loss.



METHODOLOGY

1. Noise Measurement and Monitoring:
The first step is to identify key locations for noise measurement and monitoring. This includes selecting representative sites in residential, commercial, industrial, and recreational areas. Sound level meters or noise dosimeters are used to measure the intensity of noise at different times of the day and night, capturing both peak and continuous noise levels.

2. Data Collection and Analysis:
Collected noise data is organized and analysed to determine patterns, trends, and variations in noise levels across different locations and time periods. Statistical analysis helps identify areas with the highest noise levels and potential sources of noise pollution.



3. Noise Mapping:
Using Geographic Information Systems (GIS) and spatial analysis, noise data is transformed into noise maps. These visual representations provide a comprehensive view of noise pollution patterns throughout Dombivli, highlighting noise hotspots and identifying areas where noise exceeds acceptable limits.

4. Source Identification:
Field surveys and data analysis help identify specific sources of noise pollution. These can include vehicular traffic, industrial activities, construction sites, commercial establishments, and recreational events. Each source's contribution to the overall noise levels is assessed.

5. Impact Assessment:
The impact of noise pollution on human health and the environment is evaluated through various methods. This includes studying the potential health effects on residents, such as sleep

disturbances, stress, and cardiovascular issues. The impact on wildlife and ecosystems is also assessed.

6. Compliance with Regulations:
The study compares the measured noise levels with existing noise regulations and guidelines set by local or national authorities. This helps identify areas where noise pollution exceeds permissible limits and assesses the extent of regulatory compliance.

7. Public Perception and Surveys:
Public perception of noise pollution is essential in understanding its socio-economic impact. Surveys and questionnaires may be conducted to gather residents' opinions, experiences, and concerns related to noise pollution in Dombivli.



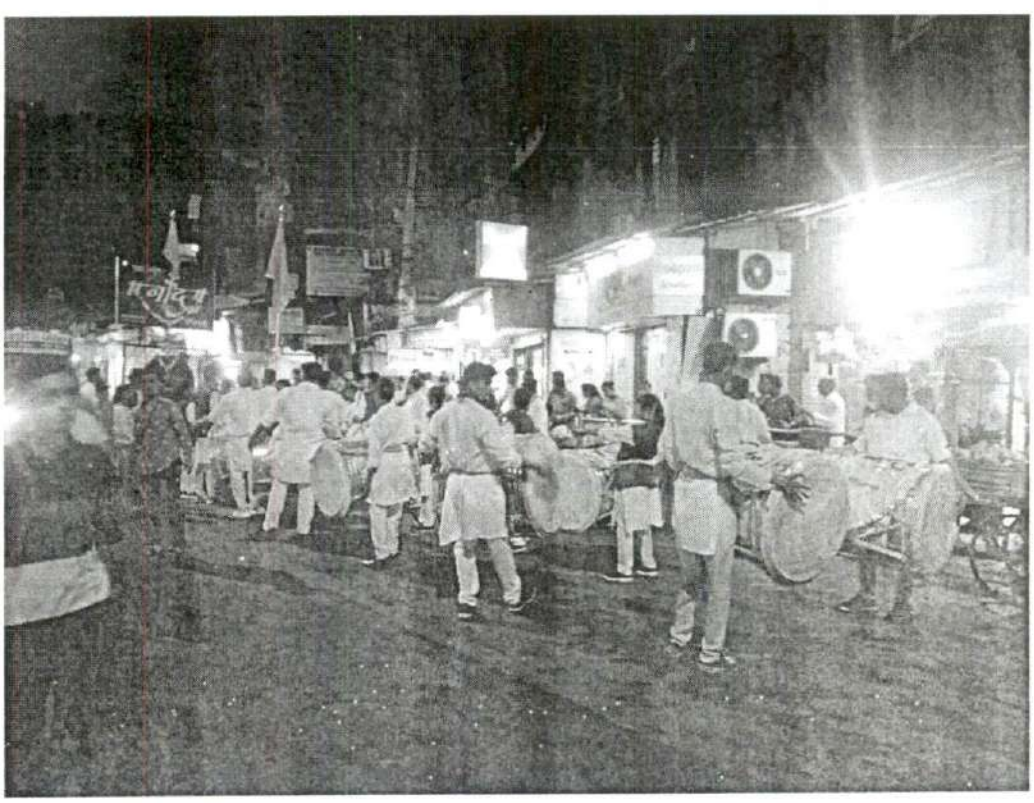
8. Mitigation Strategies:
Based on the findings, appropriate noise reduction and mitigation strategies are proposed. These may include implementing noise barriers, promoting eco-friendly transportation, enforcing noise regulations, and creating noise buffer zones in sensitive areas.

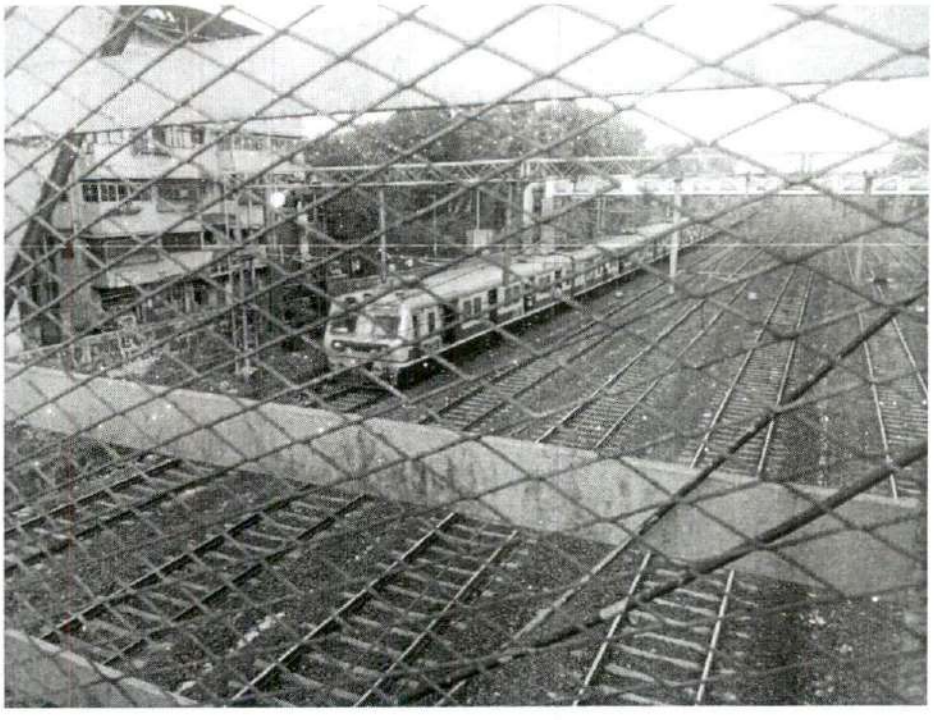
9. Recommendations and Reporting:
The final step involves compiling all findings, analyses, and recommendations into a comprehensive report. This report is presented to relevant authorities, urban planners, policymakers, and the public to raise awareness and facilitate informed decision-making for noise pollution control and management in Dombivli.

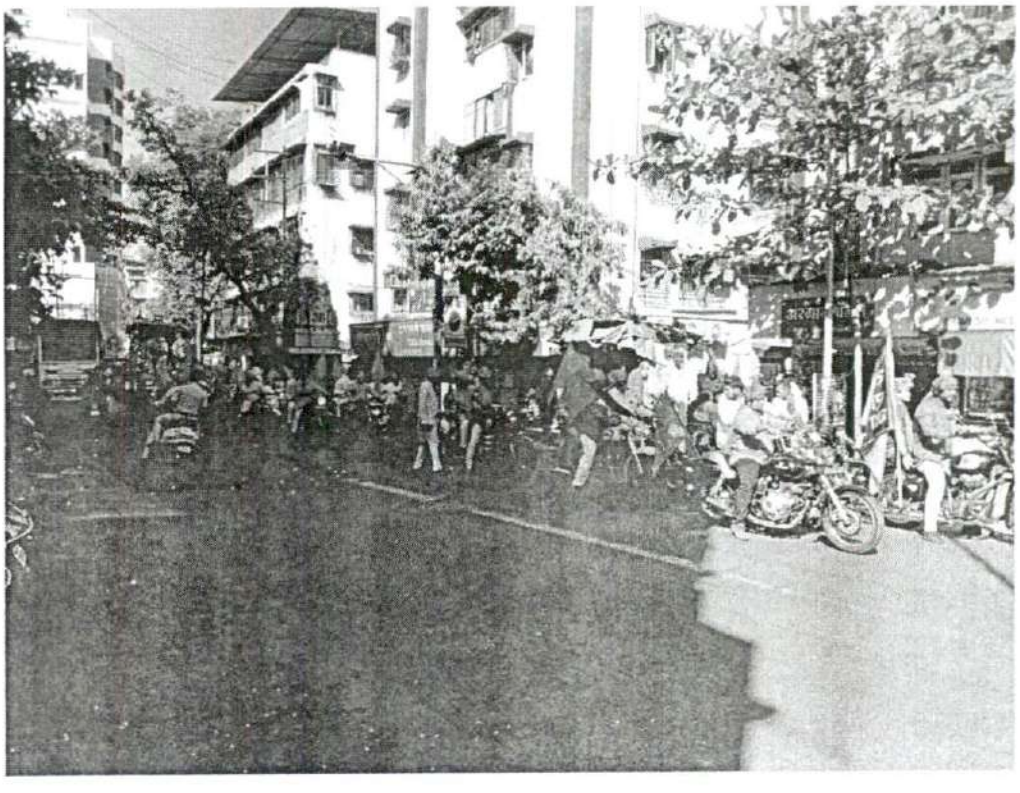
The methodology outlined above forms the foundation for effective noise pollution studies, providing valuable insights into the sources, impacts, and potential solutions for noise pollution in Dombivli.

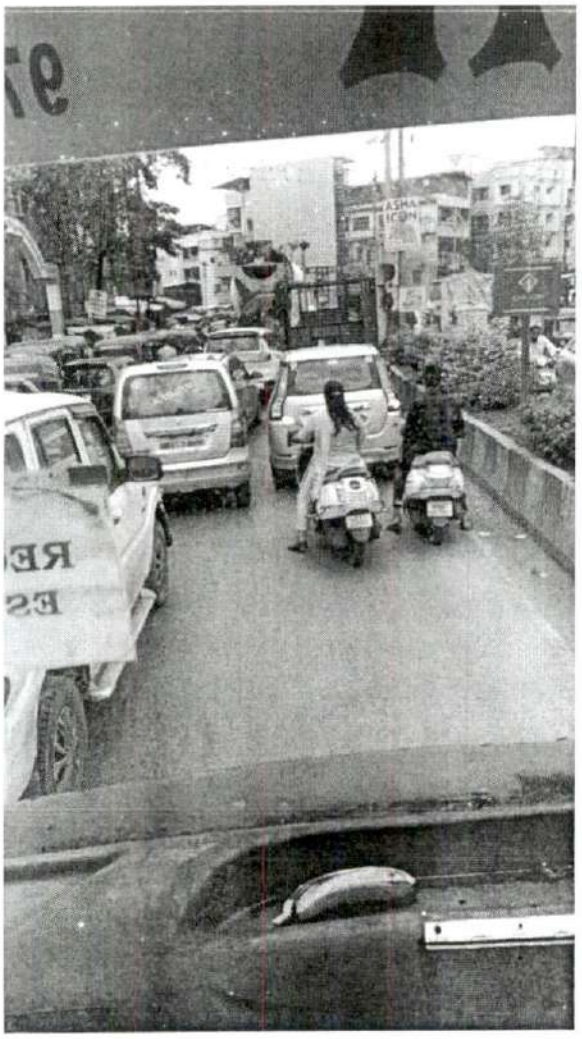
PICTURES OF NOISE POLLUTION IN DOMBIVLI

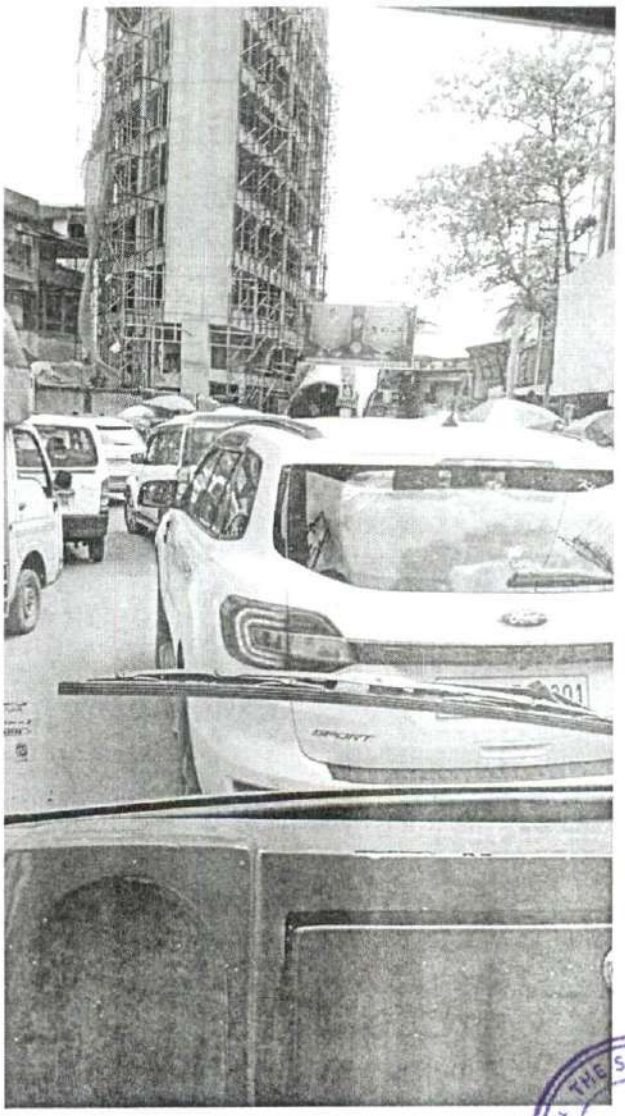




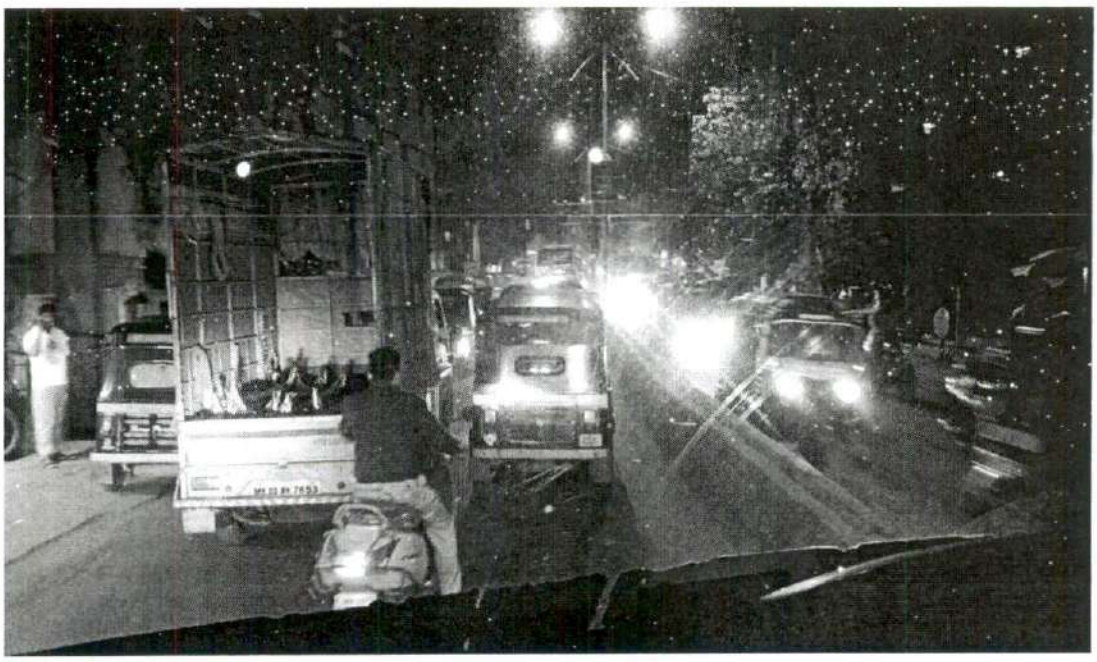




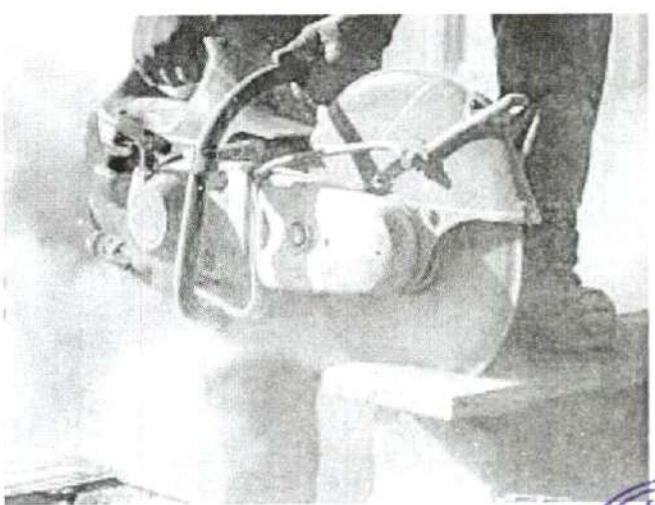




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SUGGESTION

Here are some suggestions to mitigate noise pollution

1. Strengthen Noise Regulations: Enforce existing noise regulations and establish stricter noise control measures for industries, construction sites, and commercial establishments. Implement zoning regulations to separate residential areas from noisy sources, ensuring peaceful living environments.

2. Public Awareness Campaigns: Conduct public awareness programs to educate residents about the harmful effects of noise pollution and the importance of reducing noise levels. Encourage individuals to adopt noise reduction practices at home and in public spaces.

3. Noise Barriers and Green Spaces: Erect noise barriers in busy areas to shield residential zones from traffic and industrial noise. Additionally, promote the creation of green spaces and parks as natural buffers against noise pollution.

4. Promote Public Transportation: Encourage the use of public transportation to reduce traffic congestion and noise emissions. Improve and expand public transit options to make them more convenient and accessible for residents.

5. Implement Quieter Infrastructure: Adopt quieter infrastructure and equipment for construction and development projects. Encourage the use of low-noise technologies and construction practices to minimize noise during urban growth.

6. Control Recreational Noise: Monitor and regulate noise levels at public events, festivals, and entertainment venues. Enforce strict guidelines for permissible noise levels during these gatherings to limit noise pollution in surrounding areas.

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7. Encourage Eco-Friendly Practices: Promote the use of electric vehicles, renewable energy, and eco-friendly machinery to reduce noise pollution from traditional fuel-powered sources.

8. Community Participation: Involve residents in noise pollution monitoring and reporting. Establish a platform for citizens to report noise violations, ensuring better compliance with regulations.

9. Noise Reduction in Schools: Implement noise control measures in educational institutions to create a conducive learning environment for students, reducing noise distractions in classrooms.

10. Green Building Design: Encourage the incorporation of noise reduction features in building design, such as soundproofing materials and proper insulation, to minimize noise transmission between units.

By implementing these suggestions, Dombivli can work towards mitigating noise pollution, creating a healthier and more sustainable environment for its residents and preserving the city's quality of life. A collaborative effort from the government, industries, and the public is crucial to effectively combat noise pollution and ensure a peaceful and vibrant cityscape for generations to come.

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CONCLUSION

In conclusion, noise pollution is a pressing environmental concern in Dombivli, with significant implications for public health, wildlife, and the overall well-being of its residents. The city's rapid urbanization, industrial growth, and increasing population density have led to a rise in noise levels, impacting various aspects of life in the urban landscape.

Noise pollution in Dombivli poses serious health risks, with prolonged exposure leading to stress, sleep disturbances, and potential cardiovascular problems. Moreover, the noise's adverse effects extend beyond human health, affecting biodiversity and ecosystem dynamics. Marine life in the nearby coastal areas, as well as terrestrial wildlife, face disruptions in their communication, navigation, and breeding patterns due to excessive noise.

Addressing noise pollution requires a multi-faceted approach, involving proactive measures from all stakeholders. Stricter enforcement of noise regulations, coupled with public awareness campaigns, is essential to ensure compliance and encourage responsible behaviour. Public participation is crucial in reporting noise violations and adopting noise reduction practices at the individual and community levels.

Creating noise barriers, preserving green spaces, and promoting public transportation can help mitigate noise emissions from transportation and industrial sources. Encouraging the adoption of eco-friendly technologies and quieter infrastructure will contribute to a more sustainable and quieter urban environment.

Noise pollution can be effectively addressed through collaborative efforts from the government, industries, and the public. By implementing comprehensive noise reduction strategies, Dombivli can work towards creating a harmonious and healthy living environment, where residents can enjoy a peaceful and sustainable

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quality of life. Preserving the city's natural soundscapes and reducing noise pollution will not only benefit current generations but also safeguard the well-being of future inhabitants, ensuring a vibrant and thriving city for years to come.



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NEWSPAPERS
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Date-15th December, 2023

class: SYBMS

Guidelines for FC-IV Project
2023-24

1. Make Group of 3-5 to work on the Project.
2. Project must be in the form of **Word Document**.
3. Formatting of **Project Text**
    a. Title page font size 14,
    b. Times New Roman,
    c. Margin 1 inch all 4 sides.
    d. Internal content font size 12
4. **The contents of the Project** must be strictly arranged as per the following format: • Title page
    - Name of the topic,
    - Roll No. and Name of Team Members,
    - Academic year,
    - Faculty Name

    • Certificate (as per format provided)
    • Declaration (as per format provided)
    • Index (in tabular format)
    • Introduction
    • Objective of Study
    • Methodology used for data collection.
    • Data analysis
    • Findings & Conclusion
    • Bibliography - Please note don't mention search engine names.
    Ensure complete website address link, author name, page numbers.
5. The Project file must be named with the Roll No. of student submitting the project.

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6. Every student must submit the project individually.
7. Last Date of Submitting Project: **31st December 2023**
8. **Printed Copy of the Certificate filled with all the details must be submitted at the time of signing Project Submission Sheet.**
9. The Project file to be submitted in PDF format only with size of Max. 1mb.
10. Submit your Project by using the Google Form link provided in your whatsApp Group.
11. Read all instruction provided in google form first and then fill it.
12. Link will stop accepting projects after **31st December 2023.**
13. Topics

1.Frauds and Scams
2.Governance in Business/ Government
3. Corporate Social Responsibility
4. Unethical practices in advertising
5. Unethical Practices in Marketing
6. Unethical Practices in HRM
7. Unethical Practices in Finance

Groups can choose any one from the above mentioned topic and relevant to the topic project to be prepared. It is advisable while submitting the group list select the topic and mention the same to avoid duplication.

Convener

Principal
PRINCIPAL
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DOMBIVLI (E)

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Declaration

We the undersigned solemnly declare that the report of the project work entitled Ethical issues in international business is based on our own work carried out during the course of our study.

We assert that the statements made and conclusions drawn are an outcome of the project work. We further declare that to the best of our knowledge and belief that the project report does not contain any part of any work which has been submitted for the award of any other degree.

Name and signature of students

Kaushikasingh Kaushikasingh

Vishal Wavhale

Suyash Patil

Riya Srivastava

Bhumika Sharma

Jayesh Ahirao.

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It is her / his own work and facts reported by her / his personal findings and investigations.



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ETHICAL ISSUES IN INTERNATIONAL BUSINESS

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Academic Year: 2023-24

Faculty Name:

Dr. Hastikumar Nagariya



Sr. No	Particulars
1.	Introduction Of Ethical Issues In International Business
2.	Objectives
3.	Methodology
4.	Data Analysis
5.	Findings & Conclusion
6.	Bibliography

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Introduction

Ethical issues in international business form a complex tapestry of moral challenges that arise when companies expand their operations across national boundaries. These ethical concerns encompass a broad spectrum of dilemmas, ranging from labor practices and human rights to environmental sustainability and fair competition.

One of the primary ethical considerations in international business revolves around labor standards. Companies operating in different countries face the challenge of ensuring fair wages, safe working conditions, and reasonable hours for their employees, especially in regions where labor laws might be less stringent or inadequately enforced. Balancing profitability with the well-being of workers becomes crucial in such scenarios.

Respecting and upholding human rights is another critical area. Multinational corporations encounter varying cultural norms and practices across different nations. Ensuring the protection of fundamental human rights, such as freedom from discrimination, child labor, and exploitation, is imperative. However, reconciling these rights with local customs and regulations can be complex.

Environmental sustainability presents an ethical imperative in international business. Companies must operate responsibly, minimizing their ecological footprint and adhering to sustainable practices in their operations and supply chains. Balancing economic growth with environmental stewardship remains a significant challenge in the global business landscape.

Corruption and bribery pose ethical challenges, particularly in countries where such practices might be prevalent. Maintaining ethical integrity and avoiding unethical behaviors are crucial while navigating markets with varying levels of transparency and corruption.

Cultural diversity adds another layer of complexity. Organizations must respect and adapt to diverse cultural norms, customs, and values in the regions where they operate. Understanding and accommodating these differences ethically is vital for successful global business interactions.

Fair competition is integral to ethical business practices. Companies need to uphold transparency and avoid engaging in anti-competitive behavior that could harm local businesses or consumers in the regions they operate.

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Lastly, supply chain ethics demand responsible sourcing, fair treatment of suppliers, and ethical management throughout the supply chain to prevent exploitation and ensure fair practices from procurement to production.

Addressing these ethical issues in international business necessitates the establishment of robust ethical guidelines, codes of conduct, and policies that align with moral principles across different cultural, legal, and economic contexts. Companies must strive to adopt ethical frameworks and strategies that promote responsible and sustainable business practices on a global scale while respecting the rights and well-being of all stakeholders involved.



Objectives

The objectives of addressing ethical issues in international business are multifaceted and aim to promote responsible, sustainable, and morally upright practices while operating across global borders. Some key objectives include:

Doing the Right Thing:

- Making sure that businesses act in good ways and follow moral rules when doing business in different countries.

Avoiding Problems:

- Trying to prevent legal or reputation problems that can happen if businesses behave unethically, like bribing or not treating employees fairly.

Building a Good Reputation:

- Trying to create a positive image by showing that a business cares about doing the right thing, which helps to gain trust from customers, workers, and others.

Taking Care of People and the Environment:

- Making sure that the company doesn't harm people or the environment and tries to help local communities where it operates.

Following Rules:

- Making sure the company follows the laws and rules in each country it operates in.

Respecting Different Cultures:

- Understanding and respecting the different ways people do things in different places, and making sure not to offend anyone's beliefs or customs.

Encouraging Fair Competition:

- Playing fair and not trying to unfairly beat other businesses.

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Being Fair to Suppliers:

- Making sure the company's suppliers are treated well and not taken advantage of.

Being Responsible in How Things are Made:

- Making sure everything the company makes is done in a way that doesn't hurt anyone or the environment.

Achieving these objectives requires the establishment of robust ethical frameworks, codes of conduct, and policies within organizations. It involves fostering a corporate culture that values integrity, transparency, and social responsibility while conducting business globally. Addressing ethical issues in international business contributes not only to the success and longevity of the business but also to the well-being of societies and the environment affected by its operations.

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Methodology

The methodology of studying about ethical issues in international business where we are monitoring and analyzing various issues in the international business like labour standards,cultural differences,environmental impact ,human rights violations etc.

And also we are collected all the data information and sample sities about the issues and also assessing their sources and impacts.

There are the various instruments and techniques such as code of conduct and ethical guidelines,ethics training and education,stakeholders engagement are use to analyze the data.

First we are defining all the objectives of our project and start to accessing the issues in particular businesses.

For Example:

Mc Donalds:

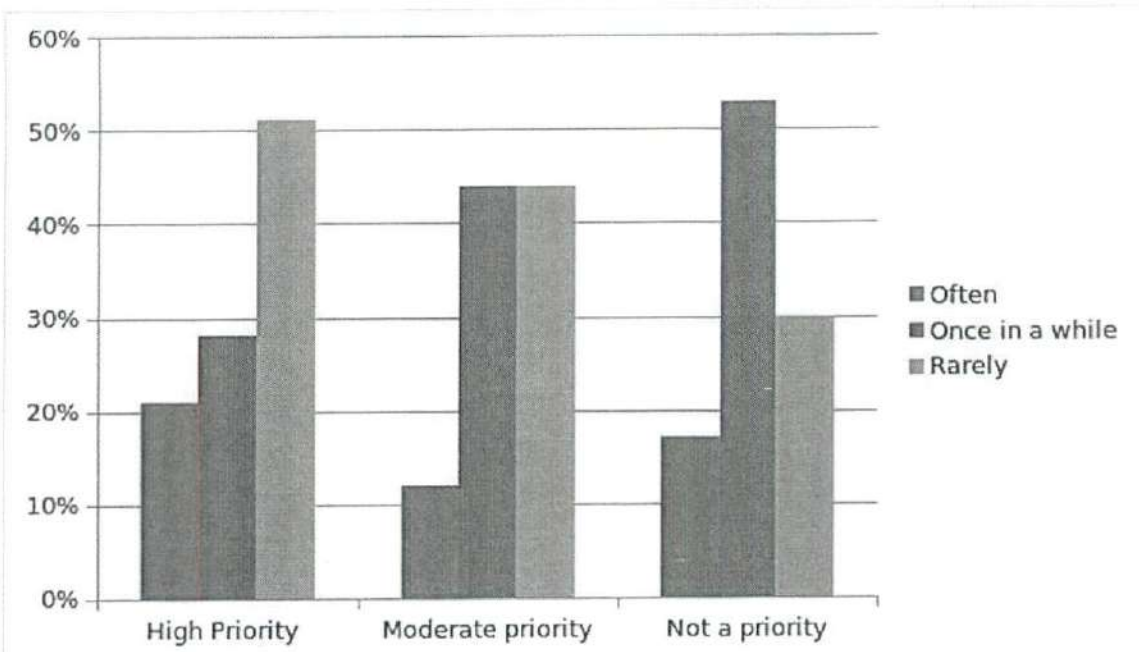
- There have been concerns about labor rights violations in McDonald's supply chain, particularly in relation to workers involved in the production of meat, fruits, and vegetables.
- These concerns include low wages, poor working conditions, and lack of union representation.



Data Analysis

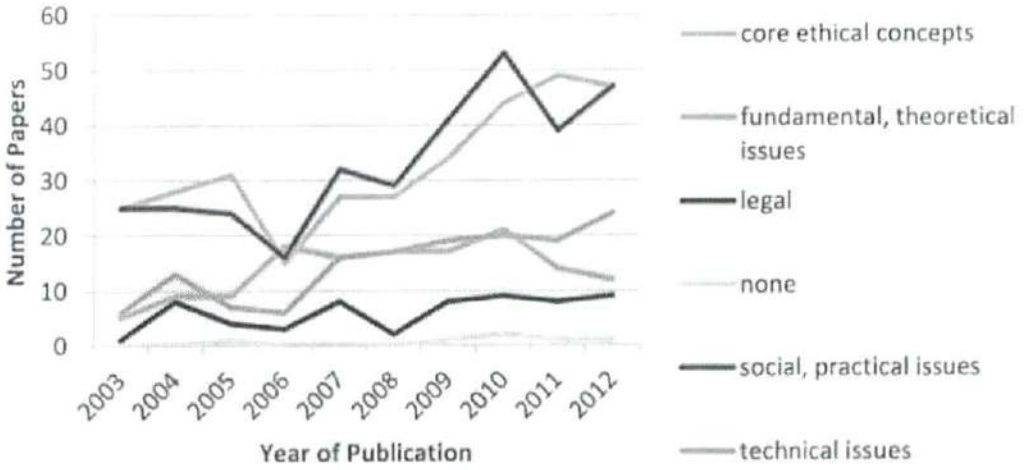
There are some examples such as:

Mc Donalds



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Ford



Findings & Conclusion

"Understanding ethics in global business is about doing the right things, like treating people fairly and protecting the environment, no matter where a company operates. It involves following rules, making good choices, and using information to solve problems early. By being responsible and fair, companies can do better business worldwide."

In international business, ethics play a crucial role in guiding companies to behave responsibly and fairly across different countries. It's all about making sure that businesses treat people well, follow the rules, and don't harm the environment, no matter where they operate. By using information and numbers to spot problems early and by making good decisions, companies can avoid ethical issues and fix things before they become big problems. Being responsible and fair in how they do business helps companies build trust, do better business, and make a positive impact on the world around them. Overall, understanding and applying ethics in global business means doing what's right, no matter where or how a company operates, to ensure fairness, respect, and sustainability for all involved.

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Bibliography

https://bit.ly/3NH53UM

https://bit.ly/48cyO8e

https://bit.ly/3RxrFYW



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Academic Year 2023-24

Subject – Foundation Course IV

Faculty Name – Mr. Hasitkumar Nagariya

Topic – Theories Of Corporate Governance

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CERTIFICATE

This is to certify that Sakshi Dilip Sonawane, Roll No. MF22085 has worked and duly completed his / her Project, *Titled:* Theories of Corporate Governance of "Foundation Course - IV" in Second Year of Bachelor of Management Studies under supervision and Guidance of Dr.Hasitkumar. H. Nagariya.

It is her / his own work and facts reported by her / his personal findings and investigations.

Dr.Hasitkumar. H. Nagariya
(FACULTY)

Mrs. Booma Halpeth
(COURSE CO-ORDINATOR)

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CERTIFICATE

This is to certify that Shruti Krishna Pednekar, Roll No. MF22123 has worked and duly completed his / her Project, *Titled:* Theories of Corporate Governance of "Foundation Course - IV" in Second Year of Bachelor of Management Studies under supervision and Guidance of Dr.Hasitkumar. H. Nagariya.

It is her / his own work and facts reported by her / his personal findings and investigations.

Dr.Hasitkumar. H. Nagariya
(FACULTY)

Mrs. Booma Halpeth
(COURSE CO-ORDINATOR)

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DECLARATION

DECLARATION

We the underdesigned solemnly declare that the report of the project work entitled Theories of Corporate Governance is based on our own work carried out during the course of our study.

We assert that statements made and conclusions drawn are an outcome of the project work. We further declare that to the best of our knowledge and belief that the project report does not contain any part of our work which has been submitted for the award of any other degree.

NAME & SIGNATURE OF STUDENTS

Sadichha Vishwasrao

Tanishka Jangale

Nidhi Gupta Nidhi

Sakshi Sonawane

Shruti Pednekar Shruti

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METHODOLOGY USED

For this project,we needed a lot of time and we mostly used information from the links mentioned in our data source.Also we have break down the project into manageable tasks and creat a timeline or schedule. We have communicate regularly with team members, ensuring everyone understands their roles and responsibilities. We have research and present various theories of corporate governance,such as Agency Theory, Stewardship Theory, Shareholders Theory And Stakeholders Theory.

We analyse the success or failure of these applications in achieving effective corporate governance.We have evaluate their strengths, weakness,and applicability in diverse organization ala contexts.



Data Analysis

https://www.proquest.com/docview/1664922954?sourcetype=Scholarly%20Journals



FINDINGS

Agency Theory

History:-The agency theory of corporate governance emerged in the mid-20th century and focuses on the relationship between principals (such as shareholders) and agents (such as managers) in corporations.

Key focus:- Focuses on the relationship between principals (shareholders) and agents (managers).

Stewardship Theory:

History: Stewardship theory emerged in the late 20th century as a response to traditional agency theory. It gained attention in the 1970s and 1980s.

Key Focus: Stewardship theory suggests that managers, acting as stewards, naturally work in the best interests of shareholders. It emphasizes the alignment of managers' and shareholders' interests without the need for extensive monitoring or incentives.

Shareholder Theory:

History: Shareholder theory gained prominence in the latter half of the 20th century, particularly in the 1970s and 1980s

Key Focus: Shareholder theory emphasizes that a corporation's primary responsibility is to maximize shareholder wealth. It highlights the agency problem and the need to align the interests of managers with those of shareholders.

Stakeholder Theory:

History: Stakeholder theory emerged in the 1980s and became more prominent in the 1990s.

Key Focus: Stakeholder theory expands the scope beyond shareholders to include various stakeholders (employees, customers, communities, etc.) in corporate decision-making. It suggests that a company's success depends on managing the interests of all stakeholders, not just shareholders.

Each theory reflects different perspectives on corporate governance, with stewardship theory emphasizing managerial integrity, shareholder theory focusing on maximizing shareholder value, and stakeholder theory advocating for a more inclusive approach considering diverse stakeholders' interests alongside shareholders'.

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CONCLUSION

In conclusion, these theories offer different perspectives on how companies should be governed, highlighting the importance of aligning incentives, managing various stakeholders, understanding external dependencies, and ensuring responsible management for sustainable success

In conclusion, these theories offer different perspectives on how companies should be governed, highlighting the importance of aligning incentives, managing various stakeholders, understanding external dependencies, and ensuring responsible management for sustainable success.



BIBILOGRAPHY

NEWSPAPER: NOT REFERRED

BOOK: TEXTBOOK

WEBSITES: https://papertyari.com/general-awareness/management/theories-corporate-governance-agency-stewardship-etc/



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A study on employee Preference and Attitude towards work from Home w.r.t to Geekom Logistech" Mumbai.

NAME OF THE STUDENT Shubham G. Mayekar **CLASS** TYBMS/HR
NAME OF THE GUIDE Tarun Kuels **SPECIALISATION** Human resource

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
	13/1/24	Research Guidance lecture				
	1/2/24	TOPIC Finalized				
	5/2/24	Introduction lecture				
	~~27/1/24~~					
	27/1/24	Garware Guidance lecture				
	5/3/24	Introduction				
	13/3/24	literature Review				
	15/3/24	Questionnaire				
	20/3/24	Finding & conclusion				
	27/2/24	first draft check				

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Training and development of candidates Applying for a job.

NAME OF THE STUDENT Manisanya Mahendran **CLASS** TYBMS
NAME OF THE GUIDE Tanu K. **SPECIALISATION** HR

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	13-1-24	Research guidance lecture				
2	1-2-24	Topic finalized				
3	5-2-24	Introduction				
4	27-1-24	Garware research guidance				
5	16-2-24	Chapter-1&2 changes suggested				
6	8-3-24	First draft checked				
7	23-3-24	Final draft checked				

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Stress & stress management Among the employees of Teleperformance.

NAME OF THE STUDENT : Devika Dundrapally **CLASS** TYBMS
NAME OF THE GUIDE : Tarun Kuchkian **SPECIALISATION** : Human Resource

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1.	13/02/24	Research Guidance Lecture				Devika
2.	1/02/24	Topic Finalized				Devika
3.	16/02/24	Introduction & Questionaire				Devika
4.	27/01/24	Gaurware Guidance lecture				Devika
5.	22/2/24	Chap 1 and 2				Devika
						Devika

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Study on employee Retention in Organica Biotech company Pvt. Lt

NAME OF THE STUDENT Sakshi R. Bhujbal **CLASS** TYBMS
NAME OF THE GUIDE Tour k. **SPECIALISATION** HR

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	13/01/24	Research guidance.				
2	23/01/24	Topic decided				
3	27/01/24	Research guidance lecture				
4	1/02/24	Topic finalised				
5	05/02/24	Introduction				
6	5/3/24	chapter - 2				
7	13/3/24	chapter - 3				
8	15/3/24	chapter - 4				
9	20/3/24	chapter - 5				
10	23/3/24	chapter - 6				
11	2/4/24	Findl Project				

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Aiinternship report on working on "Assesing behavioural competencies & Psychometric testing for working professiona in Kaledioscope the HR consultancy firm.

NAME OF THE STUDENT Sundar N. **CLASS** TYBMS
NAME OF THE GUIDE Team K **SPECIALISATION** HR

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	13-1-24	Research guidance lecture				
2	23-1-24	Topic finalized.				
3.	27-1-24	Gorwaze research guidance lecture				
4	16/2/24	Chapter 1&2 shown Changes Suggest				
5	1/3/24	Company's introduction & Changes Suggested				
6	26/3/24	first draft check				
7	27/3/24	final draft check				

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A study on HRIS at Amazon Company ltd Bhiwandi

NAME OF THE STUDENT Aman Gupta **CLASS** TYBMS
NAME OF THE GUIDE Tejas K **SPECIALISATION** HR

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
	13-1-24	Research guidance lecture				
	1-2-24	Topic finalized				
	5-2-24	Introduction				
	27-1-24	Company research guidance				
	22/2/24	Discussion				
	24/2/24	Questionnaire				
	1/3/24	Finding checked				
	10/3/24	Conclusion				
	21/3/24	first draft checked				
	23/3/24	final draft checked				

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A study on employee attitude towards diversity & inclusion initiatives in WNS

NAME OF THE STUDENT- Rutuja Lahane **CLASS** - TY
NAME OF THE GUIDE Tarun K. **SPECIALISATION** – HR.

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
	13/1/24	Research Guidance lecture				Rlahane
	1/2/24	Topic finalized				Rlahane
	5/2/24	Introduction				Rlahane.
	27/1/24	Ganwaze Research Guidance				Rlahane
	22/2/24	Questionaze finalized				Rlahane.
	27/3/24	findings &				Rlahane
	28/3/24.	finsl draft, second draft				Rlahane.

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A Study on Worklife balance among school teachers with respective Kalyan, dombivli area.

NAME OF THE STUDENT Vidhi S. Bhatti **CLASS** TYBMS
NAME OF THE GUIDE Tarun Jain **SPECIALISATION** HR.

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	13/1/2024	Guidence about the project & Topic				
2	23/1/2024	Topic decided				
3	27/1/2024	Research & Guidance lecture.				
4	15/2/2024	CH-1 completed				
5	28/2/2024	CH-2 & 3 completed				
6	1/3/2024	Questionare finalised				
7	6/3/2024	1st Draft checked				
8	28/8/2024	2nd Draft checked				

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Study on Gender diversity & Inclusivity in Novellus Inc.

NAME OF THE STUDENT Harshini Iyer **CLASS** TYBMS ~~(HR)~~
NAME OF THE GUIDE Tarun Sir **SPECIALISATION** HR

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	13/1/2024	First Guidance Lecture				Iyer
2	5/2/2024	Topic & Introduction				Iyer
3	1/2/2024	Topic Finalised Lecture				Iyer
4	27/1/2024	Guidance Letter				Iyer
5	3/3/2024	Introduction				Iyer
6	~~7~~/3/2024	Questionnaire				Iyer
7	~~8~~/3/2024	~~Fir~~ Finati Chapter 2				Iyer
8	20/3/2024	First Draft Check				Iyer
9	16/3/2024	~~Chapter~~ Literature Review				

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A Study on employee perception and attitude towards rotation night shift in IT/BPO Sector

NAME OF THE STUDENT :- Aparna Srinivasan Iyer **CLASS :-** TY BMS
NAME OF THE GUIDE :- Tarun Kukreja **SPECIALISATION :-** HR

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SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	13/01/24	Research guidance lecture				Aparna
2	23/01/24	Topic decided				Aparna
3	27/01/24	Research & guidance lecture				Aparna.
4	30/01/24	Chapter 2				Aparna.
5	4/02/24	Chapter 3 & 4				Aparna.
6	15/03/24	Chapter 5				Aparna.
7	25/03/24	Chapter 6 & 7 & Conclusion				Aparna.
8	30/03/24	final doc				Aparna.

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A Study on attitude of employees towards E-recruitment of Mumbai

NAME OF THE STUDENT Binal Jalla **CLASS** TYBMS
NAME OF THE GUIDE Tarun sir. **SPECIALISATION** HR. City

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SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1		Topic finalise				
2	5/2/24	First Guidance lecture				Jalla
3	17/2/24	Introduction				Jalla
4	8/3/24	Review literature.				Jalla
5	17/3/24	questionnaire.				Jalla
6	22/3/24	First Draft check				Jalla.
7	3/4/24	Final First Draft check				Jalla.

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An internship report on Recruitment and selection in Lernx Company.

NAME OF THE STUDENT Nandini chaudhari **CLASS**
NAME OF THE GUIDE **SPECIALISATION**

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SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	13/1/24	Research & Guidance				@haudhari
2	27/1/24	Guidance lecture				@haudhari
3	30/1/24	Topic Decided.				@haudhari
4	5/2/24	Introduction				@haudhari
5	18/2/24	Chap 2 & 3				@haudhari
6	28/2/24	Chap 4 & Review.				@haudhari
7	1/3/24	Chap 5, Conclusion.				@haudhari.

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A Study on effects of training on employee Performance.

NAME OF THE STUDENT Nikhil Ashok Singh **CLASS** TYBMS

NAME OF THE GUIDE Tarun K. **SPECIALISATION** HR

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
	5-2-24	Topic finalised				NSingh
	25-2-24	Introduction				NSingh
	25-3-24	Questionire				NSingh
	2-4-24	chapter 4 & 5				NSingh
	3-4-24	First draft				NSingh

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A study on training and Development in Life Insurance company.

NAME OF THE STUDENT Prith D. Mourya **CLASS** TYBMS
NAME OF THE GUIDE Tarun Kurkian **SPECIALISATION** BMS

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1)	30/1/2024	Research guidance				Prith.
2)	27/1/2024	Research guidance lecture				Prith
3)	3/2/2024	Topic decided				Prith.
4)	5/2/2024	Introduction				Prith.
5)	13/1/2024	Guidance lecture				Prith.
6)	3/3/24	Introduction				Prith.
7)	7/2/24	Questionnaire				Prith.
8)	8/3/24	Chapter 2				Prith.
9)	20/3/24	First Draft check				Prith.
10	16/3/24	Literature Review.				Prith.

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A Study on Performance mgt System in Oriental insurance Company.

NAME OF THE STUDENT Ashrita Nagaveera **CLASS** TYBMS B
NAME OF THE GUIDE Tanuja **SPECIALISATION** HR

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SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1.	13.1.24	Research Guidance lecture				Ashrita
2.	1.2.24	Topic Finalized				Ashrita
3.	5.2.24	Introduction lecture				Ashrita
4.	27.1.24	Software Guidance lecture				Ashrita
5.	16.2.24	Questionnaire Finalized				Ashrita
6.	9.3.24	1st findings checked				Ashrita
7.	11.3.24	1st draft checked				Ashrita
8.	12.3.24	2nd draft checked				Ashrita

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The Role of Training & Development of Employees in the Lalit Hotel.

NAME OF THE STUDENT :- Mitushi Dutta **CLASS** :- TYBMS
NAME OF THE GUIDE :- Tarun Kuckian **SPECIALISATION** (HR)

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1.	13/1/24	Research Guidance lect.				Mitushi
2.	1/2/24	Topic finalized				Mitushi
3.	27/1/24	First Guidance lecture				Mitushi
4.	16/2/24	Chp1 & literature Review discus				Mitushi
5.	25/2/24	Chp 4 Traning & developing				Mitushi
6.	28/2/24	Questionnaire finalised				Mitushi
						Mitushi
						Mitushi

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An internship report on Recruitment and Selection in Genxhire Services.

NAME OF THE STUDENT Payal Sunil Ambre. **CLASS** TYBMS
NAME OF THE GUIDE Tarun Kuckian. **SPECIALISATION** HR

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1.	19/02/24	Topic finalised.				
2.	11/03/24	Introduction / chapter 2/3				
3.	30/03/24	chapter 4				
4.	2/04/24	Finding and recommendation				

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A study on job delegation in job satisfaction

NAME OF THE STUDENT Ritesh Kadam **CLASS** TYBMS ~~HR~~ A
NAME OF THE GUIDE Tanuja **SPECIALISATION** HR A

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SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
	3/11/24	Research guidance lectures				
	1/2/24	Topic finalist				
	5/2/24	Introduction				
	27/11/24	Research ganeware				
	25/3/24	Chapter 3				
	25/3/24	chapter 4				
	2/4/24	findings & Recommendation				

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A Study on training & development in impact Guru Company.

NAME OF THE STUDENT Nikita Sanjay Kamble **CLASS** TY

NAME OF THE GUIDE Tarun K. **SPECIALISATION** - HR

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
	13/1/24	Research Guidance lecture				N.S.K
	1/2/24	Topic finalized				N.S.K
	5/2/24	Introduction				N.S.K
	27/1/24	Garware research Guidance				N.S.K
	22/2/24	General Disscusion				N.S.K
	25/2/24	Questionary finalize				N.S.K
	27/3/24	Findings				N.S.K
	28/3/24	First draft & Second draft				N.S.K

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A study on performance management system in Hexaware Pvt. Ltd. comp

NAME OF THE STUDENT : Rubaya Siddhiki **CLASS** : TYBMS
NAME OF THE GUIDE Tarun **SPECIALISATION** :- Human Resources (HR)

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1.	13/1/24	Research Guidance Lec				
2.	1/2/24	Topic Finalized				Rubaya..
3.	5/2/24	Introduction				Rubaya..
4.	27/1/24	Ganware Research Lec				Rubaya..
		Guidance.				Rubaya..
	5/3/24	Introduction Ch-1				Rubaya..
	13/3/24	Literature Review				Rubaya..
	15/3/24	Questionnaire				Rubaya..
	20/3/24	First draft Check				Rubaya..
	27/3/24	Finding & Conclusion				

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NAME OF THE STUDENT Shubham patnaik **CLASS** TY(BMS)
NAME OF THE GUIDE Sujith Raman **SPECIALISATION** (Finance)

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	5/2/24	A study to understand the perspective of Students towards various investment				~~SATNAIK~~
(2)	14/2/24	Discussion of Introduction and litreature review				
(3)	27/3/24	Discussion on Hypothesis				

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NAME OF THE STUDENT Priti Vijay Mhade. **CLASS** TYBMS.

NAME OF THE GUIDE - Sujith Ramn **SPECIALISATION** Finance.

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1.	1/2/24	A study the preception of people towards gold as an Invest -ment option.				P.Mhade
2.	14/2/24	Discussion of introduction and literature review.				P.Mhade
3.	27/3/24	Discussion on Hypothesis.				P.Mhade

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NAME OF THE STUDENT ÷ VISHAL. T. SAGARE **CLASS** ÷ TYBMS

NAME OF THE GUIDE ÷ Sujit Raman **SPECIALISATION** ÷ Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1)	1/2/24	Study is a impact of income on healthy life among the people of Dombivli				Sagare
2)	14/2/24	Discussion of introduction and litrature Review				
3)	27/3/24	Discussion on Hypothesis				

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NAME OF THE STUDENT Viraj Vijay Kumbhar **CLASS** - TYBMS

NAME OF THE GUIDE Mr. Sujith Raman **SPECIALISATION** - finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
	2/1/24	A study to understand				Viraj ..
		the Knowledge in the				
		stock market among				
		students in SIA				
		college				
	14/2/24	Discussion of introduction				Viraj ..
		and review of literature				
	27/3/24	Discussion of				
		hypothesis				Viraj ..

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NAME OF THE STUDENT – Bhoomi Jaiswal **CLASS** T4BMS

NAME OF THE GUIDE - Sujith Raman **SPECIALISATION** Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	05/02/24	To study the awareness of Forex market among students				Bhoomi Jaiswal
2	14/02/24	Discussion on Introduction and literature review				Bhoomi Jaiswal
3	27/3/24	Discussion on hypothesis -				Bhoomi Jaiswal

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NAME OF THE STUDENT Kanishma chaurasia **CLASS** TYBMS

NAME OF THE GUIDE Sujit Raman. **SPECIALISATION** Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	25/1/24	Topic- A study to understand the USAGE of UPI among Student of 18-21 year old.				Chaurasia.
2	14/2/24	Discussion on introduction and literature review.				Chaurasia.
3	27/3/24	discussion on hypothesis				Chaurasia.

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NAME OF THE STUDENT Dishant Rajbhar **CLASS** TYBMS
NAME OF THE GUIDE Swjith Raman **SPECIALISATION** Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	7/2/24	To understand the Impact of growth in Fintech Companies on Finance Among Youth				
2.	14/2/24	Discussion of Introduction & Literature Review				

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NAME OF THE STUDENT Aushad S. Patil **CLASS** TYBMS

NAME OF THE GUIDE **SPECIALISATION** Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
2	14/2/24	Discussion on introduction				
		and literature review				

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NAME OF THE STUDENT : Kunal M. Thakur **CLASS** TYBMS

NAME OF THE GUIDE **SPECIALISATION** Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1.	7/2/24	A study to understand the impact of education on investment decisions among youths.				Kunal
2.	14/2/24	Discussion on introduction and literature review.				

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NAME OF THE STUDENT Swayam Rai **CLASS** TYBMS
NAME OF THE GUIDE Sujith Raman **SPECIALISATION** FINANCE

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	2/1/24	A study to understand the impact of technology on investment strategies among student investor				
2.	14/2/24	Discussion of introduction and literature review				

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NAME OF THE STUDENT R. Girish Y. Naidu **CLASS** TYBMS

NAME OF THE GUIDE Sujith Raman **SPECIALISATION** Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	2/1/24	A study to understand mutual funds among genz as investment option				Girish
2	14/2/24	Discussion of introduction and literature review				

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NAME OF THE STUDENT Vaibhavi m Bharti **CLASS** TYBMS

NAME OF THE GUIDE Sujith Raman **SPECIALISATION** Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	14/2/24	A Study to understand				
		the awareness of				Bharati
		Commodity and derivatives				
		among undergraduates				
		in dombivli				
2	14/2/24	Discussion of introduction				
		& literature review				

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NAME OF THE STUDENT Aditya Sarvesh Singh **CLASS** TYBMS
NAME OF THE GUIDE Sujith Raman **SPECIALISATION** Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
	24/1/24	A Study on Saving and Investment avenues adopted by homemakers in Dombivli				Aditya
	14/2/24	Discussion on Introduction and Lit review of literature				Aditya

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NAME OF THE STUDENT Yash kundan **CLASS** TYBMS

NAME OF THE GUIDE Sujith Raman **SPECIALISATION** Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
	24/1/24	Study to explore investments				Yash
		for personal finance growth				
		among undergraduate students				
	14/2/24	Discussion on Introduction				Yash
		& Review of Literature				

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NAME OF THE STUDENT Pranav Pramod Tawde **CLASS** TYBMS

NAME OF THE GUIDE Sujit Raman **SPECIALISATION** Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	14-02-23	A study to understand perception of investors with regards to equity or mutual funds				P Tawde
2	14-02-23	Discussion on introduction and literature review				P Tawde

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NAME OF THE STUDENT Ranjana Rahani. **CLASS** TYBMS

NAME OF THE GUIDE Jyoti Raman **SPECIALISATION** Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1.						
2.	14-02-24	Discussion on introduction and literature review				

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NAME OF THE STUDENT Manish M. Satope **CLASS** TYBMS – B

NAME OF THE GUIDE Mr. Sujith Raman **SPECIALISATION** Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
	24/1/2024	A Study to identify the awareness of income tax on Salary among working women				M.M.Satope
	27/3/2024	Discussion on hypothesis				M.M.Satope

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NAME OF THE STUDENT Aarati Dilip Sawant **CLASS** - TYBMS

NAME OF THE GUIDE - Sujth Ramn **SPECIALISATION** - Finance

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	1/2/24	A Study to Understand				
		the Impact of Social				
		Media on Investment decision				Aarati
		adopted by youth				
2	14/2/24	Discussion of introduction				Aarati
		and literature review				
3	27/3/24	Discussion on				Aarati
		Hypothesis				

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NAME OF THE STUDENT Sakshi U. Satpal **CLASS** TYBMS

NAME OF THE GUIDE Sujith Ramn. **SPECIALISATION** Finance.

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	1/2/24	A study to undertund the Impact of UPI payment on Expenditure incurred by youth.				Sakshi
2.	14/2/24	Discussion of introduction and literature review				Sakshi
(3)	27/3/24	Discussion on hypothesis.				Sakshi

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NAME OF THE STUDENT Ridalki Shetty **CLASS** TYBMS

NAME OF THE GUIDE Rooshikesh Jade **SPECIALISATION** (HR)

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
	3-4-24	A study on employee engagement in Mcdonald's				Rshetty.
	1-2-24	Topics of the project discussed		completed		Rshetty.
	5-2-24	Discussion about objective of the study & research Methodology		COMPLETED		Rshetty.
	15-2-24	Questionnaire finalized		COMPLETED		Rshetty
	19-2-24	Literature Review		COMPLETED		Rshetty
	2-3-24	Checked survey responses		COMPLETED		Rshetty
	9-3-24	Data analysis & interpretation		COMPLETED		Rshetty.
	19-3-24	How to form findings, conclusions, suggestions & bibliography		COMPLETED		Rshetty.
	8-4-24	Internal viva conducted		COMPLETED		Rshetty.

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NAME OF THE STUDENT Vedant R. Sawant **CLASS** TY BMS - A

NAME OF THE GUIDE Mr. Roopnikesh Jade **SPECIALISATION** HR

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	1/2/24	Topic of the project dis				
2	3/2/24	Discussed about objective of		completed		
3	6/2/24	Data questionnaire finalized		Completed		
4	9/2/24	Discussed about literature		completed		
5	11/2/24	Checked the data response		completed		
6	4/3/24	Discussed about data analysis		Completed		
7	6/8/24	Discussed about findings		completed		
		conclusion suggestions				
8	8/4/24	Internal Viva conducted		completed		

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NAME OF THE STUDENT Pooja Deepak Thakkar **CLASS** TYBMS (HR).

NAME OF THE GUIDE Rooshikesh Jade. **SPECIALISATION** HR

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
	~~8/4/2024~~					
1	01/02/24	Discussed about TOPIC.		completed		Pooja
2	09/02/24	Explained Format of Project		completed		Pooja
3	15/02/24	Intro & Literature Review.		completed		Pooja
4	20/02/24	Objective Data Collection		completed		Pooja
5	28/02/24	Research Methodology		completed		Pooja
6	05/03/24	Data Analysis findings.		completed		Pooja
7	09/03/24	Conclusions.		completed		Pooja
8	29/03/24	Finalised Draft & Print.				
9	08/04/24	Internal Viva Conducted.		completed.		Pooja

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NAME OF THE STUDENT Aditi A. Shinde. **CLASS** TYBMS(HR) VI

NAME OF THE GUIDE **SPECIALISATION** HR

PROJECT GUIDANCE FOLLOW UP REPORT

SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	1/2/24	Topic of the Project Discussed		completed		Aditi
2	8/2/24	Discussed abt. Obj. & Limitation		completed		Aditi
3	18/2/24	Questionnaire finalised		completed		Aditi
4	1/3/24	literature review finalised		completed		Aditi
5	4/3/24	checked the survey response		completed		Aditi
6	9/3/24	Discussed abt. Data analysis		completed		Aditi
7	16/3/24	finalised interpretation		completed		Aditi
8	25/3/24	finalised finding & conclusion		completed		Aditi
9	8/4/24	Internal viva conducted.		completed		Aditi
10	8/4/24	external Viva conducted		completed.		Aditi

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NAME OF THE STUDENT Khushi Thakkar **CLASS** TYBMS-HR

NAME OF THE GUIDE Rooshikesh Jade **SPECIALISATION** HR

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SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	1-2-24	Discussed about Project Topic		Completed		Khushi
2	7-2-24	Discussed of objective, scope		Completed		Khushi
3	11-2-24	Questionnaire finalized		Completed		Khushi
4	17-2-24	Literature Review Discussion		Completed		Khushi
5.	22-2-24	Checked the Survey responses		Completed		Khushi
6	26-2-24	Discussed data analysis & interpretation		Completed		Khushi
7	29-2-24	Discussed on findings topic		Completed		Khushi
8	2-3-24	Discussion on recommendations		Completed		Khushi
9	4-3-24	Discussion on conclusion		Completed		Khushi
10	8-3-24	Internal Viva Conducted		Completed		Khushi

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NAME OF THE STUDENT Anushri Atulwadke **CLASS** TYBMS

NAME OF THE GUIDE Rooshikesh Jade **SPECIALISATION** HR

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SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
	1st Feb 2024	Topic of the project discussed		completed		Anushri
	8th Feb 2024	Discussed about objective of the study, Research methodology		completed		Anushri
	12 Feb 2024	data questionnaire finalised		completed		Anushri
	20 Feb 2024	Discuss about literature review		completed		Anushri
	2nd march 2024	Survey Response		completed		Anushri
	10 March 2024	Discussed data Analysis & Interpretation		completed		Anushri
	17 march 2024	Findings, conclusion, Suggestion, bibliography		completed		Anushri
	25 March 2024 8 April 2024	Internal viva conducted		completed		Anushri

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NAME OF THE STUDENT Samiksha Shinde **CLASS** TYBMS

NAME OF THE GUIDE Rooshikesh Jade sir **SPECIALISATION** HR

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SNO	DATE	TOPIC DISCUSSED	REMARKS	STATUS	SIGNATURE	
					GUIDE	STUDENT
1	01/02/24	Topic of the Project discussed		completed		Samiksha
2	08/02/24	Objective of study & Research methodly discussed		completed		Samiksha
3	10/02/24	Survey Questionnaire finalized		Completed		Samiksha
4	15/02/24	literature review discussed		completed		Samiksha
5	22/02/24	survey response checked		completed		Samiksha
6	29/02/24	Discussed about data analysis		completed		Samiksha
7	7/03/24	Discussed about findings		completed		Samiksha
8	14/03/24	Discussed about recommdation		completed		Samiksha
9	30/03/24	Discussed suggestion & bibliography		completed		Samiksha
10	8/4/24	Internal Viva conducted		completed		Samiksha

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Sagarli, Dombivali (East) - 421202

"A STUDY ON ANALYSIS OF EMPLOYEE TRAINING CONDUCTED IN IDFC FIRST BANK"

Name:- Khushi Hitesh Thakkar

Tybms-HR

Roll.No:- MF21104

Seat.no:-2151834

2023-2024



CHAPTER 1
Introduction

- Training plays a crucial role in the banking sector due to its dynamic nature and the importance of keeping up with regulatory changes, technological advancements, and evolving customer expectations. Here's a summary of the introduction highlighting the significance of training in the banking sector:
- In the banking sector, training is essential to equip employees with the necessary skills and knowledge to perform effectively in their roles. This is particularly important in an industry that is constantly evolving due to changes in technology, regulations, and customer preferences. Training helps employees stay up-to-date with these changes, ensuring that they can provide the best possible service to customers.
- Additionally, training plays a vital role in enhancing employee motivation and job satisfaction. When employees feel that they are valued and have the opportunity to develop their skills, they are more likely to be engaged and committed to their work. This, in turn, can lead to higher levels of productivity and performance.
- Furthermore, training is crucial for ensuring compliance with regulatory requirements. Banks operate in a highly regulated environment, and employees need to be aware of and comply with these regulations to avoid legal issues. Training helps employees understand their responsibilities and the importance of compliance, reducing the risk of regulatory violations.
- Overall, training is an integral part of the banking sector, helping to ensure that employees have the skills, knowledge, and motivation to perform effectively in their roles, adapt to changes in the industry, and comply with regulations.



CHAPTER 2
Objective, Scope, Limitations

- **Objective:** The objective of training in the banking sector is to enhance the skills, knowledge, and capabilities of employees to perform their roles effectively. It aims to improve customer service, increase employee productivity, ensure compliance with regulations, and adapt to changes in technology and the business environment.
- **Scope:** The scope of training in the banking sector is broad and covers various areas such as customer service, product knowledge, sales techniques, compliance with regulations, risk management, and technology. It also includes soft skills such as communication, teamwork, and problem-solving. Training can be delivered through various methods, including classroom training, online courses, workshops, and on-the-job training.
- **Limitations:** Despite its importance, training in the banking sector has some limitations. One limitation is the cost involved in developing and delivering training programs. Training can also be time-consuming, taking employees away from their regular duties. Additionally, the effectiveness of training programs can be limited if they are not tailored to the specific needs of the employees or if they are not evaluated regularly to ensure they are meeting their objectives.



CHAPTER 3
Research design

1) Primary Data:

The primary data has been collected by administrating a questionnaire and employees of the company

2)Secondary Data:

The secondary data has been collected from the company, website, records, manual, brochures, annual reports, etc.

3) Tools of Data Analysis:

Statistical Tools have been use in the form of Pie-Charts.



CHAPTER 4
Findings

- In studying the importance of training in the banking sector, I've likely found that training plays a critical role in enhancing employee skills and knowledge, improving customer service, increasing productivity, ensuring compliance with regulations, and adapting to changes in technology and the business environment.
- I may have also discovered that training in the banking sector is broad, covering areas such as customer service, product knowledge, sales techniques, compliance, risk management, and technology. It can be delivered through various methods, including classroom training, online courses, workshops, and on-the-job training.
- However, I may have identified some limitations of training in the banking sector, such as cost, time constraints, and the need for tailored and regularly evaluated programs to ensure effectiveness.
- Overall, ,my study likely emphasizes the importance of training in the banking sector as a key driver of employee performance, customer satisfaction, and overall organizational success.



CHAPTER 5
Recommendations

- Encourage a culture of continuous learning and development among employees to keep up with industry trends, regulatory changes, and technological advancements.
- Develop and implement training programs that are tailored to the specific needs of different roles within the organization, ensuring relevance and effectiveness.
- Leverage technology for training delivery, such as e-learning platforms, virtual classrooms, and simulations, to make training more accessible and cost-effective.
- Incorporate on-the-job training and coaching to provide practical, hands-on learning experiences that enhance skills and knowledge.
- Ensure that all employees receive regular and up-to-date training on compliance requirements and regulations to mitigate risks and ensure adherence to legal standards.



CHAPTER 6
Conclusion

In conclusion, training is indispensable in the banking sector, serving as a linchpin for employee development, customer satisfaction, and organizational success. The fast-paced and highly regulated nature of the industry demands continuous learning and adaptation, making training a strategic imperative. Effective training programs, tailored to address specific skill gaps and industry trends, not only enhance employee performance and job satisfaction but also bolster customer trust and loyalty. Investing in training not only mitigates risks and ensures compliance but also cultivates a culture of innovation and excellence, positioning banks for sustained growth and competitiveness in the dynamic financial landscape.



CHAPTER 7
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- https://borgenproject.org/topic-1-introduction-to-human-resources-management/



THANK YOU

PROJECT TITLE 'A STUDY ON EMPOLYMENT TRAINING AND DEVELOPMENT ON VODAFONE IDEA LIMITED '

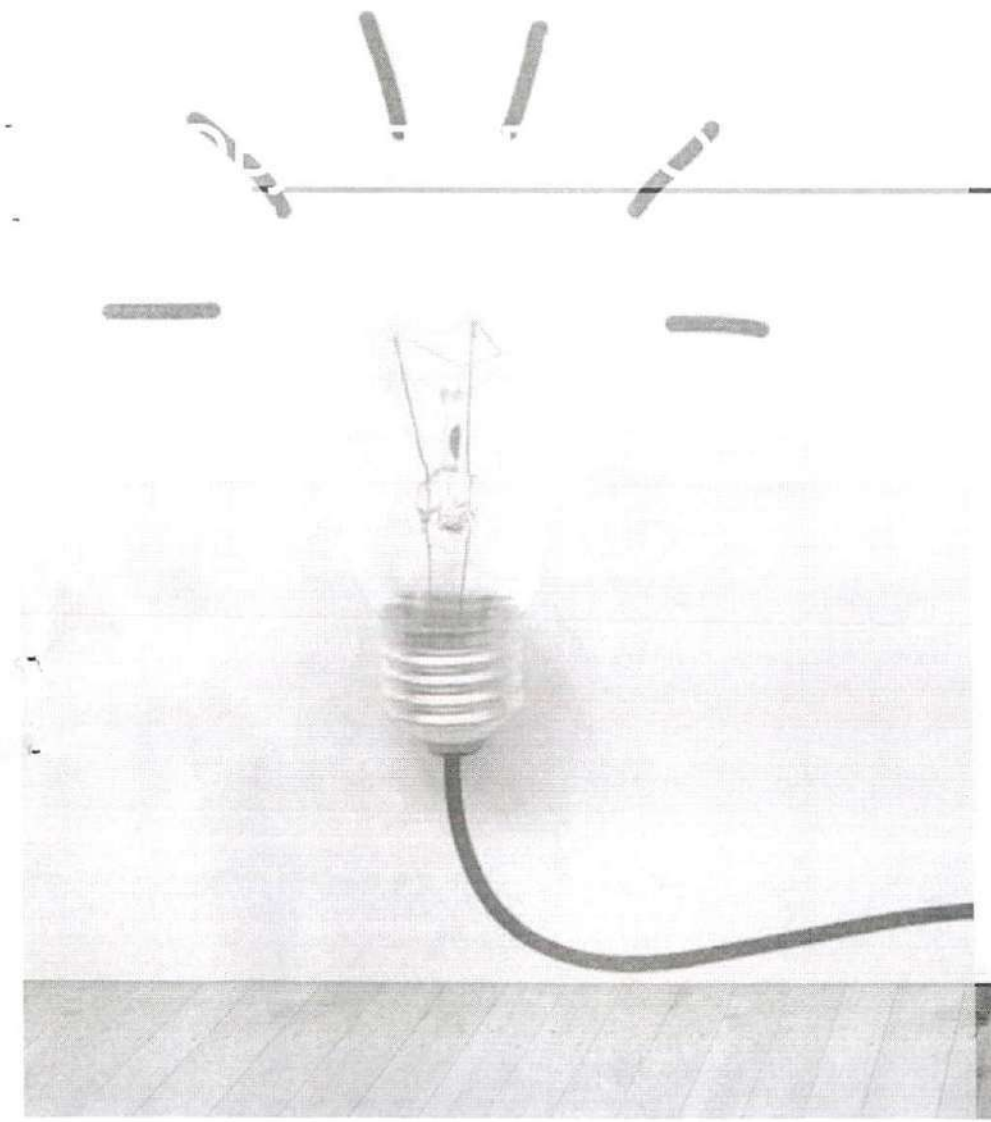
- Name – Pooja Deepak Thakkar
- Seat No – 2151833
- Project Guide – Mr. Rooshikesh Jade



INTRODUCTION

Overview: Vodafone is a telecommunicating company Overview of Vodafone Idea Limited, emphasizing the significance of training and development in maintaining a competitive edge in the telecommunications industry.

Purpose: Introduce the focus on how training and development practices impact employee performance and organizational growth.



- Objectives: To assess the effectiveness of training and development programs at Vodafone Idea Limited. To identify the relationship between these programs and employee performance.

- Scope: Examination of various training and development strategies employed by Vodafone Idea Limited, covering different departments and employee levels.

- Limitations: Study might be limited by the availability of internal data and the willingness of employees and Management to participate.

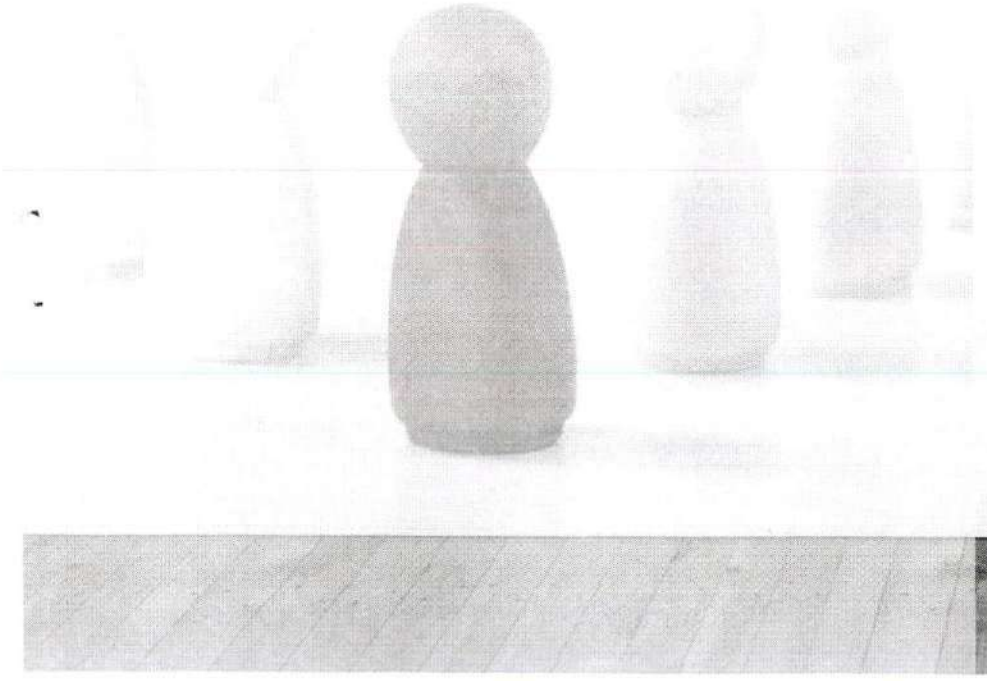


RESEARCH DES

- Data Sources: Primary data collected from interviews and surveys; secondary data sourced from company reports, industry publications, and academic journals.
- Analysis Technique: Statistical analysis of survey results.

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- Employee Satisfaction: High levels of employee satisfaction linked to comprehensive training programs.
- Skill Improvement: Significant improvement in employee skills and knowledge post-training.
- Performance Impact: Positive correlation between participation in training programs and employee performance metrics.



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RECOMMENDATIONS



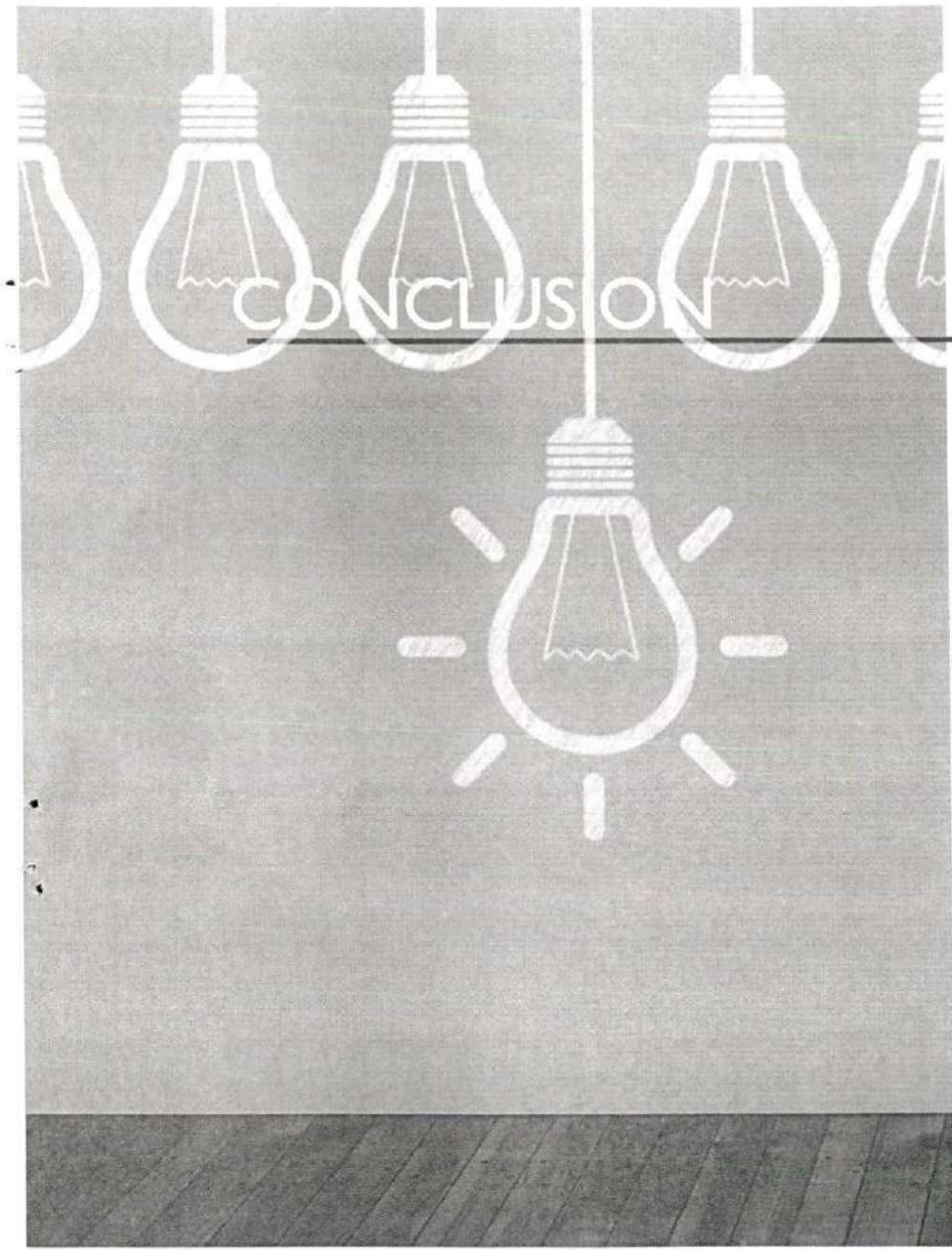
Continuous Learning: Implement a continuous learning culture through regular, updated training sessions.



Customized Programs: Develop personalized training programs understanding the specific needs of employees at different career stages.



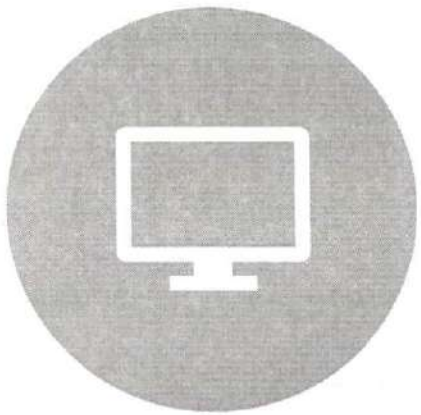
Feedback Mechanism: Establish a robust feedback system to continually assess and improve training effectiveness.



CONCLUSION

- Summary: Training and development are vital for Vodafone Idea Limited's success, directly impacting employee satisfaction and performance.
- Future Implications: Continuous investment in employee training is essential for sustaining competitive advantage and fostering innovation within the company.

BIBLIOGRAPHY



COMPANY WEBSITE



HTTP://WWW.IDEA.CO.IN

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STUDY ON EMPLOYEE INVOLVEMENT IN MANAGEMENT AND DECISION MAKING PROCESS IN MASYS SOLUTION PVT LTD

Name - Anushri Atul wadke

TYBMS-HR

ROLL NO – MF21113

SEAT NO- 2151835

2023-2024

INTRODUCTION

Employee involvement in management and decision-making processes is pivotal for fostering a culture of collaboration and empowerment within organizations.

By engaging employees in these processes, organizations can leverage their diverse perspectives, experiences, and expertise to make informed decisions that drive innovation, efficiency, and overall performance.

This approach not only enhances employee satisfaction and morale but also fosters a sense of ownership and commitment among staff members, leading to higher levels of productivity and organizational success.



OBJECTIVE OF THE STUDY

- Evaluate how employee involvement influences organizational performance.
- Identify effective strategies for implementing employee involvement.
- Analyze the benefits and challenges associated with employee involvement.
- Explore the role of leadership in facilitating employee involvement.
- Provide practical recommendations for enhancing employee involvement practices.

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SCOPE OF THE STUDY

- The scope of this study encompasses an in-depth exploration of employee involvement in management and decision-making processes across diverse organizational settings. It aims to investigate the extent of employee participation, examine various strategies for implementing employee involvement, and analyze its impact on organizational performance.
- Additionally, the study will explore the role of leadership in fostering a culture of employee involvement and assess the potential benefits and challenges associated with these practices. By considering different industries, organizational cultures, and technological advancements,
- the study seeks to provide comprehensive insights into the scope and implications of employee involvement for organizational success.

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LIMITATIONS OF THE STUDY

- Ethical concerns related to data privacy, confidentiality, and informed consent must be addressed to ensure the study's integrity.
- Resistance from organizational leaders or employees to participate in the study or adopt its recommendations could affect its effectiveness.
- Limited time for data collection and analysis may restrict the depth of exploration into employee involvement practices.

RESEARCH METHODOLOGY

Entire data has been collected and calculated up to the accurate extent is from primary as well as secondary sources i.e. No previous data was available on the basis of which calculations for graphical presentation is done

Primary data – The primary data collection method based on structured questionnaire.

The questionnaire was designed to gather the information employee perceptions of their involvement in decision making process

Secondary data – secondary data for this study collected from websites ,books , journal articals, magzines and from company brochures

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FINDINGS

When employees are involved in decision-making processes, they are more likely to support and embrace organizational changes, leading to smoother implementation processes. They feel valued and respected leading to increased job satisfaction and higher morale

Empowering employees to make decisions can lead to higher productivity levels . They are often more motivated to achieve goals they helped create

Employees at various levels of the organization bring diverse perspectives and ideas table . Involving them in decision making can result in more innovative solutions to the problem Involvement in decision making process encourages open communication . Teams are more likely to collaborate effectively towards common goals

Increased employee involvement in management and decision – making process has been linked to higher job satisfaction and a greater sense of purpose among staff members



RECOMMENDATIONS

- Foster an environment where employees feel comfortable sharing ideas and opinions Encourage open communication channels at all levels of the organization.
- Clearly define organizational objectives and communicate them to employees Involve employees in setting departmental and team goals aligned with the overall strategy.
- Offer training on decision-making processes and leadership skills Ensure employees have the necessary skills and knowledge to contribute effectively.
- Set up regular feedback sessions, surveys, or suggestion boxes . Actively listen to employee input and address concerns or suggestions promptly.



CONCLUSION

- Acknowledging employees efforts and implementing reward systems for innovative ideas and successful outcomes
- Encouraging open communication where employees feel comfortable sharing ideas and opinions
- Employee involvement leads to improved job satisfaction , higher morale , and increased productivity levels
- Diverse perspectives fostered by involving employees at various levels result in innovative ideas and creative problem solving

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Name – Vedant Rajendra Sawant

Roll no- MF21088

Department – BMS/HR

Seat no – 2151758

Guidance faculty – MR. ROOSHIKESH JADE



"A STUDY ON EMPLOYEE ENGAGEMENT STRATEGIES IN WEBCLOUD INFOTECH COMPANY, IN MUMBAI"

THE S.I.A. COLLEGE OF HIGHER EDUCATION
MUMBAI

CONTENTS

- Introduction
- Objectives, scope
- Research design
- Findings
- Recommendation
- Conclusion
- bibliography



Introduction

Engagement is an employee involvement with an interest in organizational principles. In the company business context employee engagement refers to working together with their colleagues to get effective tasks performance which leads to getting the productivity of an organization.

Employees will perform with a positive attitude towards the organization every employee will put effort into their work to get a good name for his organization.



Objective

- To measure current level of employee engagement in I.T. Industry.
- To examine the causative factors for the employee Engagement/Disengagement
- To assess the impact of demographic profile of the employees on their engagement.
- To identify the influence of organizational inputs on the engagement.
- To identify ways and means to enhance employee engagement in the organizations.

Scope

1. Talent Acquisition and Onboarding: Employee engagement begins from the moment a potential candidate interacts with the company. Creating a positive employer brand, offering competitive benefits, and providing a seamless onboarding experience are crucial for engaging new hires from the outset.

2. Professional Development and training: Continuous learning and skill development are essentials in the rapidly evolving field of IT. Employee engagement strategies encompass providing opportunities for training, workshops, and mentorships programs to help employees stay updated with latest technologies and advances their careers within the company.



Research Design

Primary Data

Primary data consisted of original information gathered for the specific purpose. Data was collected from the primary sources i.e. questionnaire was developed with the help of which personal interview were carried out. Also along with this researcher earned out personal interview.

Secondary Data

Secondary data is the second hand based data. The secondary data we picked are the authors and textbooks references.



Findings

- Shows that majority of employees agree with providing opportunities for professional development contribute to employee engagement in IT company

- Highlights that majority of the employees strongly express about the flexible work arrangement, such as telecommuting enhance employee engagement in IT company.

- Shows that majority of the employees believes that regular feedback & recognition is important for maintaining high level of engagement in IT company.

- It highlights that employee engagement survey helps the IT companies to assess the effectiveness of their engagement.

- The above table shows that majority of the employee believes in disregarding of well-being & mental health positively impacts employee engagement.



Recommendation

- It suggest that they value professionals development opportunities and are likely see them as important factors in there with the company

- To address the concern of employees who disagree with the flexible work arrangements like telecommuting, organizations should initiate open dialogue, clarify misconceptions and provide training and support and remain flexible in adapting policies based on feedback.

- Regular feedback and recognition are important for maintaining a high level of employee engagement in IT company because they empower employees, foster open communication, boost morale and align effort with company goals.

- Conducting employees engagement surveys in IT companies enables them to assess the effectiveness of their engagement strategies, identify areas for improvement, and make data driven decisions to enhance employees satisfaction, productivity and retention.

- It would likely lead to increased stress, burnout, and decreased productivity, ultimately harming both employees and long term success of company.



Conclusion

1.Effective employee engagement strategies are crucial for cultivating a thriving and innovative work environment with in IT companies.

2. Encouraging continuous learning, providing avenues for career advancement, and fostering open communication channels not only enhance job satisfaction and morale but also boost productivity, creativity, and retention rates.



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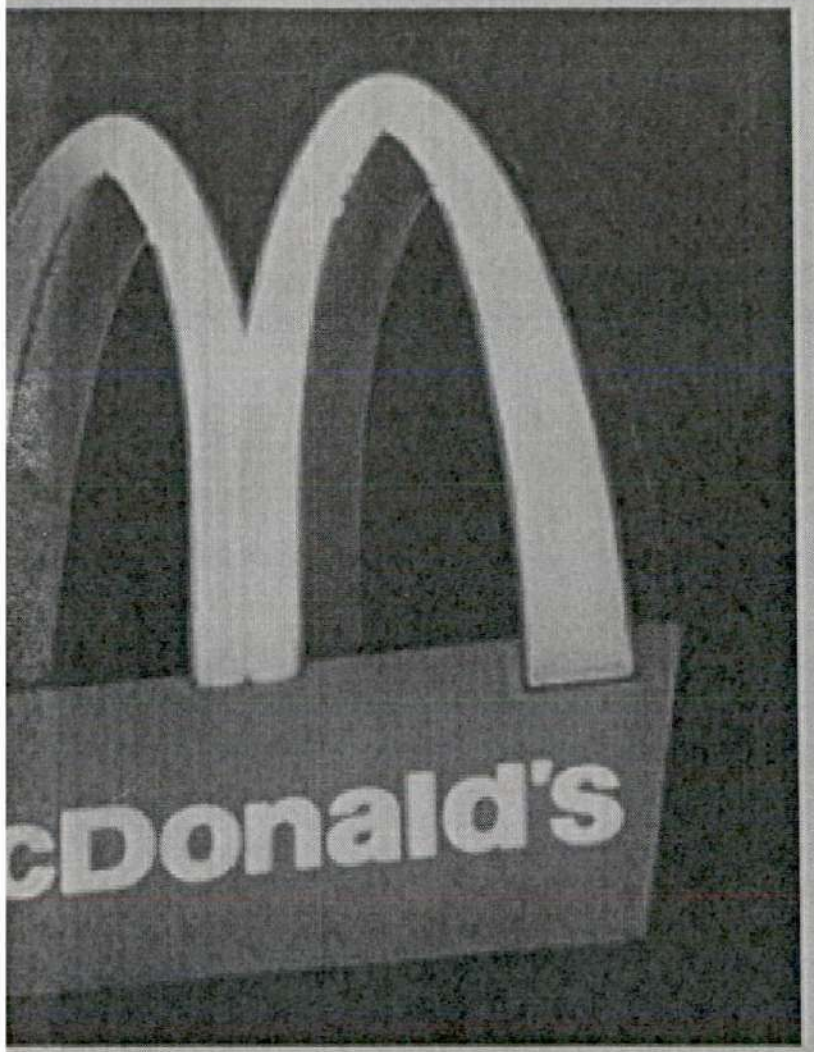
SEAT NO. 2151760

ROLL NO. MF21091

STREAM : BACHELOR OF MANAGEMENT STUDIES (HR)

PROJECT GUIDE : ROOSHIKESH JADE





A Study on Employee Engagement at McDonald's

Employee engagement is a crucial aspect of organizational success, and this study
into the factors that influence engagement levels at the global fast-food joint, McD
By understanding the key drivers of engagement, this research aims to provide ins
that can help McDonald's foster a more committed and enthusiastic workforce, ulti
leading to improved performance and customer satisfaction.

Objectives of the study:

To assess current levels of employee engagement among McDonald's employees.

To identify key drivers of employee engagement. To propose strategies for enhancing employee engagement.

To provide insights for future research.

To provide actionable recommendations to McDonald's management to identify gaps or area of improvement.

Scope of the study:

To study the relationship between employee engagement levels and organizational outcome.

To find out the effectiveness of current employee engagement initiatives and programs implemented by McDonald's.

To study employee engagement in various ways.

Limitations of the study:

There could be bias in the data collection process, such as self-reporting bias or researcher bias, which may affect the accuracy and validity of the results.

The findings of the study may not be applicable to other cultural contexts or regions, as employee engagement can vary based on cultural norms and values.

The study may have been conducted over a limited time period



RESEARCH DESIGN

Sources of data :

Primary data

The primary data has been collected by administering a questionnaire and employees of the company .

Secondary data :

Secondary has been collected from the company website, records, manuals, brouchers,annual reports, etc.

Tools of data analysis :

Statiscal tools have been used in the form of Pi-charts, and Diagrams.

SAMPLE TECHNIQUES:

Convenience sampling technique is used where the data is collected from McDonald employees who were readily available and accessible.

SAMPLE SIZE :

There are a total of 80 employees.



Key Findings

The majority of employees are satisfied with their current roles at McDonald's, indicating a positive work environment.

The majority of employees prefer part time shift rather than full time as they have flexible schedules

Managers who value employee input and help them overcome challenges foster a positive work environment, leading to higher engagement.

- Competitive wages, benefits packages, and recognition programs contribute to a more engaged workforce and boost employee morale.
- The strong company culture that aligns with employees value can create a sense of belonging and purpose.
- The majority of employees are younger in age (18-24) reflecting the diverse nature of McDonald's workforce.
- The job is not fixed of the employees, everyd work rotates. Like kitchen , cleaning , counter serving , etc. So it shows equality among emp



Recommendations for Enhancing Engagement

Employee of the Year Awards	Recognize and reward top-performing employees to motivate the entire workforce.
Increased Engagement Events	Organize more frequent team-building activities and social events to foster camaraderie and a sense of community.
Personal Milestone Celebrations	Acknowledge and celebrate employees' personal milestones, such as birthdays and work anniversaries, to make them feel valued.
Employee Assistance Programs	Provide support for employees' personal lives through programs like EAP to help them maintain a healthy work-life balance.
Comprehensive Training	Foster a culture of transparency and trust where employees feel comfortable sharing their ideas, concerns, and feedback.
Open Communication	Implement training programs that focus on both job-specific skills and company culture to empower and engage employees.

CONCLUSION :

Encourage ongoing efforts to enhance engagement levels, prioritize employee well-being, and align organizational goals with individual aspirations. Ultimately, emphasize that sustained employee engagement is vital for organizational success and employee satisfaction.

In short, this project on employee engagement has provided valuable insights into the critical factors influencing workforce satisfaction and productivity within our organization. effective communication emerges as a cornerstone of engagement, with clear and transparent communication channels playing a pivotal role in building trust, alignment, and a sense of belonging among employees. By encouraging open dialogue, soliciting feedback, and actively listening to employee concerns, we can create a culture of collaboration and empowerment that enhances engagement levels across the organization.

Additionally, the analysis underscores the significance of recognition and rewards in motivating employees and reinforcing their desired behaviors.



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38, MIDC Residential Area Dombivli Gymkhana Road,

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Proposed Budget for TYBMS ViVA - 2023-24

SNO	Heads	No of students	AMOUNT	Total
1	Internal Viva	136	150	20400
2	External Viva	136	150	20400
3	Travel allowances	4	200	800
4	Refreshments	10	150	1500
			Total	43100

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Principal

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38, MIDC Residential Area Dombivli Gymkhana Road,

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viva voce Remuneration for Internal Examiners-2023-24

SNO	Name of the faculty	No of students	AMOUNT	Total
1	Dr Padmaja Arvind	5	150	750
2	Booma Halpeth	16	150	2400
3	Rajkumar Pillai	15	150	2250
4	Dr Hasitkumar Nagari	20	150	3000
5	Tarun Kuckian	20	150	3000
6	Sujit Raman	23	150	3450
7	Mukul Kulkarni	13	150	1950
8	Ranjana Mhalgi	7	150	1050
9	Rooshikesh Jade	7	150	1050
10	Dhanabalu Naiker	10	150	1500
		136	Total	20400

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Principal

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viva voce Remuneration for Internal Examiners-2023-24

	Name of the faculty	No of students	AMOUNT	Travel allowa	Total
1	Dr Narayan Lad	37	150	200	5750
2	Dr Mayura Patil	37	150	200	5750
3	Suchitra Poojari	31	150	200	4850
4	Mrugaya Gaikwad	31	150	200	4850
		136	Total		21200

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/841/23-24

Date : 08/4/24

To

Dr.Mayura Patil

Assistant Professor

Satish Pradhan Dnyanasadhana College

Thane(W)

Dear Madam,

I would like to thank you for accepting our invitation as an external examiner for TYBMS Semester VI Project Viva-Voce examination for HR specialisation and assessing our student's projects.

Thanking you and looking forward for future association.

Warm regards

Booma V Halpeth

Convenor

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Dr Padmaja Arvind

Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

Recieved
S Patil
8/4/24

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Ref. No : SIAC/840/23-24 Date : 8/4/24

To

Dr.Mayura Patil.

Assistant Professor

Satish Pradhan Dnyanasadhana College

Thane (W)

Dear Madam,

It gives me immense pleasure to invite you as an external examiner for TYBMS Semester VI Project Viva-Voce examination for Finance specialisation. The examination is scheduled on 8th April 2024, at 10 am in the college campus.

Kindly provide the bank details along with Pan card and Aadhar card number.

Warm regards

Booma V Halpeth
Convenor

Dr Padmaja Arvind
Principal

PRINCIPAL
The S.I.A. College of Higher Education
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Ref. No : SIAC/840/23-24

Date : 8/4/24

To

Ms. Suchitra Dinesh Poojari

Assistant Professor

Manjunath College

Dombivli

Dear Madam,

It gives me immense pleasure to invite you as an external examiner for TYBMS Semester VI Project Viva-Voce examination for Human Resources specialisation. The examination is scheduled on 8th April, 2024 at 12 pm in the college campus.

Kindly provide the bank details along with Pan card and Aadhar card number.

Warm regards

Booma V Halpeth

Convenor

Received with thanks

Padmaja

Dr Padmaja Arvind

Principal

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Assistant Professor

Manjunath College

Dombivli

Dear Madam,

I would like to thank you for accepting our invitation as an external examiner for TYBMS Semester VI Project Viva-Voce examination for Human Resources specialisation and assessing our student's projects.

Thanking you and looking forward for future association.

Warm regards

V Booma

Booma V Halpeth

Convenor

Received
Suchitra

Padmaja

Dr Padmaja Arvind

Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

The South Indian Association's

Tel. : 0251 2449891 / 92

The S.I.A. College of Higher Education

Reaccredited B⁺ by NAAC
(Affiliated to University of Mumbai)

P-88, MIDC Residential Area, Dombivli Gymkhana Road, Near Balaji Mandir, Dombivli (East), 421 203.
Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/840/23-24

Date : 8/4/24

To

Ms Mrugaya Gaikwad

Assistant Professor

Satish Pradhan Dnyanasadhana College

Thane (W)

Dear Madam,

It gives me immense pleasure to invite you as an external examiner for TYBMS Semester VI Project Viva-Voce examination for Finance specialisation. The examination is scheduled on 8th April 2024, at 10 am in the college campus.

Kindly provide the bank details along with Pan card and Aadhar card number.

Warm regards

V Booma

Booma V Halpeth

Convenor

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Padmaja

Dr Padmaja Arvind

Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

THE S.I.A. COLLEGE OF HIGHER EDUCATION

Received Mrugaya 8.4.24.

The South Indian Association's

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/841/23-24

Date : 8/4/24

To

Ms Mrugaya Gaikwad

Assistant Professor

Satish Pradhan Dnyanasadhana College

Thane (W)

Dear Madam,

I would like to thank you for accepting our invitation as an external examiner for TYBMS Semester VI Project Viva-Voce examination for Finance specialisation and assessing our student's projects.

Thanking you and looking forward for future association.

Warm regards

V Booma

Booma V Halpeth

Convenor

Padmaja

Dr Padmaja Arvind

Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

Received
Mrugaya
8.4.24

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/841/23-24

Date : 8/4/24

To

Mr. Narayan Mohan Lad

Assistant Professor

Saket College of Arts, Science and Commerce

Kalyan

Dear Sir,

I would like to thank you for accepting our invitation as an external examiner for TYBMS Semester VI Project Viva-Voce examination for Marketing & Finance specialisation and assessing our student's projects.

Thanking you and looking forward for future association.

Warm regards

V Booma

Booma V Halpeth

Convenor

Padmaja

Dr Padmaja Arvind

Principal

The S.I.A. College of Higher Education
DOMBIVLI (E)

Received
08/04/24

The South Indian Association's

Tel. : 0251 2449891 / 92

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/846/23-24 Date : 8/4/24

To

Mr. Narayan Mohan Lad

Assistant Professor

Saket College of Arts, Science and Commerce

Kalyan

Dear Sir,

It gives me immense pleasure to invite you as an external examiner for TYBMS Semester VI Project Viva-Voce examination for Marketing & Finance specialisation. The examination is scheduled on 8th April at 10 am in the college campus.

Kindly provide the bank details along with Pan card and Aadhar card number.

Warm regards

Booma V Halpeth

Convenor

Dr Padmaja Arvind

Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

Recieved
nmlad
08/04/24

The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
Reaccredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

PROJECT DETAILS

BCOM (2023-24)

The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
Reaccredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

Project guidelines of FYBCOM-A Foundation Course-I 2023-24

Project no 1: Know your cultural past - 24/7/2023

Dear students,

1. Talk to your grandparents about their day to day culture as they were growing up, know thy cultural history, food history, economic history, social history, fashion history, linguistics history.
2. Find the family tree of your family and places and professions of various people in the family tree and location/geographical residence.
3. Repeat exercise 1 and 2 for neighbors.
4. Compare village/rural life and urban living through interviews and actual visits.
5. You have to write notes in your own words.
6. On the top of page write point no/question, sub headings and then elaborate. Minimum 10 pages assignment. Enquire deeply from your grandparents to get thorough knowledge.
7. Scan the notes clearly in pdf form and upload on the given link on or before by 6 pm, Thursday 3rd August, 2023
8. After scanning, rename the file as Roll no-Class-Div-Project1-Your Name and then upload.
   Eg. MF23001-FYBCOM-A-Project1-Shilpa Malani
9. FYBCOM-A- https://forms.gle/BjsGNiBc7moHdV2f8
10. Narrate a story in the class describing your experience.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.

- Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app) rename the file as mentioned above in point no 8 and upload the assignment as a single pdf document in google form.
- Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

Project #2 Local governance & creation of civic power in your neighborhood 10/08/2023

Dear students,

Let us do an activity to get an exposure to local governance around our place of residence, through finding answers to the following questions:

1. How many houses are there in your ward?
2. What are the amenities (Public amenities) available to your ward?
3. What are the challenges faced by the residents of your ward?
4. What according to you/resident can be the solutions to above?
5. What are the challenges that are faced by you (individual)?
6. Make a visit and talk to at least 10 different neighbors on common civic problems to get and generate answers to above questions. Brainstorm with your neighbors and write notes on how citizen groups can address local problems.
7. Along with your neighbors, plan and schedule a visit to your ward member's office. Share with him/her the situation of your ward, based on the above responses. Attempt to brainstorm the solution to your ward's situations. Request him/her in a very polite manner and with due respect and present the compilation of responses to questions 1-5.
8. On your hand-written report, mention the name of the ward member, address of your ward (locality) and get the signature and stamp of having the meeting done with your ward member.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.
- Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

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- Write the answers on foolscap paper in a very clean and readable handwriting. Scan your hand-written assignment pages (you can use mobile applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app)
- Scan the notes in pdf form and upload your project on the given link on or before 6 pm, Wednesday, 23rd August 2023.
- After scanning, rename the file as Roll no-Class-Div-Project2-Your-Name and then upload. Eg. CF23001-FYBCOM-A-Project2-Rajesh-Patnaik
- Link to upload the report: https://forms.gle/AzbnTR4NjetmnJDZ6
- Narrate a story in the class describing your experience.

Project 3: Visit to Astitva School, Dombivli - 24/08/2023

Dear students,

In view of creating social awareness among students, a visit to Astitva- A special school in Dombivli has been organized on Tuesday 05/09/2023. All the students are informed to be present for the same. Prior to the visit read about Cerebral Palsy and Autism. Also explore the website of Astitva school through the below given link:
https://www.astitvaschool.co.in/
https://www.astitvaschool.co.in/Deaf-and-Mute/Comprehensive-Methodology

1. It is necessary to know in advance about where we are going to visit. So that you all can observe very carefully and ask questions during the visit.
2. After the visit students have to write an experiential sharing report of minimum 2 pages. Elaborate your report as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.
3. Scan the notes clearly in pdf form and upload on the given link on or before 6 pm, Friday, 22nd September 2023.
4. After scanning, rename the file as Roll no-Class-Div-Project3-Your Name and then upload.
   Eg. CF23001-FYBCOM-A-Project3-Suman Nair
5. FYBCOM-A-https://forms.gle/qQkAT9n9NSp19iYh9
6. Narrate a story in the class describing your experience.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.

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- Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app) rename the file as mentioned above and upload the assignment as a single pdf document in google form.
- Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

Guidelines towards final submission of FC-I project reports - 23/09/2023

Dear students,

1. You have to submit the hand-written hard copy and a digital scan copy of your FC project reports along with the certificate (template given).
2. Sequence of submission should have the certificate page on the top followed by projects 1, 2 & 3 in sequence.
3. While submitting the soft copy of the report please make sure you scan & merge the certificate along with all the four projects in a single pdf document file and upload the same in the following given link.
4. Link for upload report pdf file:
   FYBCOM-A-https://forms.gle/xH6uWcfHccu2QHFe7
5. After scanning your project, rename the file in the following order:
   Roll No-Class-Div-Full Name-Sep23.
   Eg MF23001-FYBMS-A-Suman-Patil-Sep23
6. Deadline for uploading and submitting the form: Thursday, 28th September, 2023 by 7 pm.
7. Hard copy report submission on 30/09/2023.

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DOMBIVLI

The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
Reaccredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

Date: 03/10/2023

Project report of FYBCOM Foundation Course-I 2023-24

Project #1: Know your cultural past

In this activity, students had conversations with their grandparents, parents and explored their cultural, food, economic, social, fashion (clothing), and linguistics history. They made their family tree along with their occupation and location to get a clear idea about their culture from past till present and the same exercise was repeated with their neighbors also & students explored their cultural history also.

Outcome:

Cultural history:

Students heard and learnt from their grandparents and parents about their culture, traditions, rituals and norms and also about their upbringing. Head of the family was male and he was a strict person to look after the family, to maintain discipline in the joint family & to inculcate moral values in the family members & all the family members were supposed to obey the head of the family. Every culture has their own respective festive celebrations like Gudi Padwa, Shimga in Maharashtrians, Pongal in South India, Navratri in Gujarat & West Bengal, Chath puja in Uttar Pradesh. They also realized that there were some rigid norms of customs & traditions which have now become flexible because of education and modernisation.

Food history:

Students learnt that earlier people used to eat home made, healthy & nutritious food due

to which they had a long life. Living, cooking was very simple. Fish is the staple food in Konkan. People used to cook food by burning wood. Water was available at a distance of 10 kms. But now people are fond of eating junk & fast food which is very dangerous to our health & leading to more diseases & short life span. Though water is available for 2-3 hours, we complain that there is a shortage.

Economic history:

Earlier people were engaged in agriculture, sheer hard work, pay scale was low but people were satisfied. Grandparents struggled in agriculture. Now the pay scale is high but life is fast & mechanical which has created restlessness & stress among this young generation.

Social history:

Earlier there was a joint family concept of caring, sharing, helping,cooperating, obedience, and giving respect to elders. People were happy by playing outdoor games. Now due to migration in cities there is scarcity of accommodation. So nuclear families concepts have emerged and moral values are decreasing.

Fashion history:

Students learnt that people used to wear very simple and traditional clothes. Earlier people used to wear dhoti, kurta, lungi, shirt & sarees. Now people wear jeans, shorts, copying the western culture.

Linguistics history:

Students learnt that their parents and grandparents communicated in their respective mother tongue and regional languages only. But now because of education, modernization and migration to urban areas, youth are giving more importance to English and are keen to learn foreign languages.

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MUMBAI

Project #2 Local governance & creation of civic power in your neighborhood

In local governance project:

i) Students took efforts and observed the public amenities available in their ward, which earlier they used to ignore,

ii) Challenges faced by them (students) and their residents.

iii) Surveyed neighbors to discover problems and solutions.

iv) Students went to meet their local ward member and came to know about the number of houses in their ward.

In civic power project:

i) Students had a gathering with neighbors on common civic problems,

ii) Brainstorming with neighbors on how citizen groups can address local problems.

iii) In this step students went along with their parents, neighbors, and elders to meet their ward member and to discuss the problems and work out the solution.

iv) Students narrated a story in the classroom, describing their attempts.

Kindly glance through the project reports, of students who were very happy and gained lifetime learnings.

https://drive.google.com/drive/folders/13rTxxrZ4vtLDjGhnCFbB0M7G7APLn7cNzheBaMDodY2v1dhqVBijae_q5C5JBEL1ZPv8qUzn?usp=drive_link

We achieved following outcomes:

1 Students realized what is citizenship

2 They gained wonderful experience

2 Students became alert and aware about their area

3 Made friendship with neighbors and citizens

4 Their confidence increased

5 Sociological learning

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Project #3: Field visit to Astitva School for differently abled

The field visit to Astitva School differently abled was organized by The South Indian Association College of Higher Education, Dombivli on September 5th 2023. The main purpose of this visit was to create awareness about Cerebral Palsy and Autism among the students.

Before the visit students were asked to explore the website of Astitva School from which they came to know that this organization was set up on 6th September 1981 and completed 41 years of successful establishment. It deals with two categories deaf, mute and mentally retarded.

During the visit students observed that teachers use comprehensive methodology (sign language), speech therapy and interaction skills in their daily class schedule, which helps students to develop their physical, mental and emotional aspects of their personality, enabling them to independently live in the society. Teachers take a lot of effort and use charts, photos and drawings to make the concepts clear for students and have patience to teach children and wait for them to learn. Children in the school learn English, Maths and other subjects and after completing their graduation they have 3% reservation in working places. There were a total of 350 students in school and they were between the ages of 3 years to 21 years. The classes conducted were from 1st std to 10th std and the timings were from 10.00 am to 4.00 pm.

In each class, there were only 6-8 students and they sat around the teacher so that they could concentrate on what the teacher was teaching. The syllabus includes self-dependence, etiquettes, conversation, everyday activities etc. Children socialize, learn, have fun, play and experience an open environment without feeling embarrassed of their limitations.

The teacher of Astitva school shared with us that children enjoyed a lot with their classmates. They talked, laughed and expressed thoughts, views with their classmates.

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All students' listening capacity is different and early intervention is necessary. There were many therapies applied on students.

In school, children took part in various sports, games and extracurricular activities which made them feel happy. They were well-mannered and well-behaved. They enjoyed playing with smiley balls and hula hoops. As non verbal communication was only the mode to communicate and connect with the special children. Children were very happy and enthusiastic to meet young college students. They shared their art work with students. It was heartening to note that students were encouraged to study new things. Their teachers were very supportive. Everyone cheered the students and clicked some pictures with them.

SIA college students replaced their sympathy by love towards the retarded and disabled fellow beings. They observed that the specially abled children are so sharp and keen to learn new things. They were thankful to nature and parents for having everything in life and felt not to be ever complaining hereafter. Students also collected contributions among themselves and donated sports equipment worth Rs 6000 at Astitva school.

Record of FYBCOM Div-A students

No. of students who submitted their FC Projects	100
No. of students absent	—
Total no. of students	100

Faculty

Convenor

The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
Accredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

Notice

Date: 1/09/2023

In view of creating social awareness among students, a visit to 'Astitva- a special school', Dombivli (E), Tal. Kalyan, Dist. Thane, PIN 421 203 is organized for the students of F.Y.B. Com, F.Y.B.M.S. and F.Y.B.B.I. on Tuesday, 5th of September 2023 at 11.00 a.m. Students are informed to join the same.

Hema
Convener

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)
Principal

The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
Reaccredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

SIAC/235/23-24

Date: 21/08/2023

To.

The Secretary,
Astitva.
Non-Governmental Organization
SA, MIDC, Dombivli (E)
Tal. Kalyan, Dist. Thane, M.S.
PIN 421 203.

Sub.: Permission for visit to 'Astitva Special School' Dombivli (E)

Respected Sir/Madam,

In view of making students aware of various social issues, we are planning to organize a visit of first-year B. Com, BMS & BBI students (In the first 2 batches, each of 140 students and 3rd batch of 50 students) to the Astitva Special School, Dombivli (E) run by your organization. You are requested to kindly grant permission for the same so that, students can visit the school on three working days between 5th September to 7th September 2023 (One batch per day) between 11.00 am to 1.00 pm.

Thanking you in anticipation.

Yours Sincerely

Padmaja

Dr. Padmaja Arvind
Principal
The S.I.A. College of Higher Education
DOMBIVLI (E)

Recd
A+Sawant
21/8/23

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

PRINCIPAL

The South Indian Association's

Tel. : 0251 2449891 / 92

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P-88, MIDC Residential Area, Dombivli Gymkhana Road, Near Balaji Mandir, Dombivli (East), 421 203.
Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : Sec/Bon/23-24 Date : 9/9/23

To.
The Secretary,
Astitva Special School.
Non-Governmental Organization
8-A, MIDC, Dombivli (E)
Tal. Kalyan. Dist. Thane. M.S.
PIN 421 203.

Respected Madam,

I would like to thank you for the opportunity you have given our students to visit your Astitva Special School at Dombivli (E) on 05/09/2023. This opportunity expanded the social awareness of our students. We would extend thanks to your faculty members and supporting staff for providing detailed information about the school and answering the queries raised by our students during the visit.

Once again thank you for your support and guidance. Wish you all the best for the great work you are involved in. We look forward to more associations with you in the future.

Yours Sincerely

(Dr.Padmaja Arvind)
Principal

ASTITVA
PLOT NO.8,

9/9/23

The South Indian Association's

The S.I.A. College of Higher Education

Affiliated to University of Mumbai

Reaccredited B+ by NAAC

P-88, MIDC Residential Area Dombivli Gymkhana Road,

Near Balaji Mandir, Dombivli (East), 421203

CERTIFICATE

This is to certify that VISHAKHA KANJIBHAI JETHAVA., roll no. CF23041 has worked and duly completed their project work in 'Foundation Course-I' towards the First Year of Bachelor of Commerce for the academic year 2023-2024. The projects are titled as follows:

- **Know your cultural past**
- **Local governance & creation of civic power in neighbourhood**
- **Field visit to Astitva - School for specially abled children**

We further certify that the entire project work has been done by the learner under the guidance of Dr. Shilpa Malani.

It is their own work and facts reported by their personal findings and investigations.

Date of submission: 29.09.2023

Faculty
Dr. Shilpa Malani

Course Coordinator
Mrs. Hema Iyengar

NAME : JETHAVA VISHAKHA KANJIBHAI.

STD : FY BCOM

DIV : A

ROLL.NO : CF23041

CONTACT NO : 9653613734

EMAIL : vishakhajethava21@gmail.com

SUBJECT : FOUNDATION COURSE

PROJECT NO. 1 : KNOW YOUR CULTURAL PAST.

FOUNDATION COURSE

KNOW YOUR CULLURAL PAST !!

TITLE :- EXPLORING THE CULTURAL HISTORY OF MY GUJARATI KATHIYAWADI GRANDPARENTS

INTRODUCTION.

In this assignment, we embark on a captivating journey to explore the cultural history of my beloved Gujarati Kathiyawadi grandparents, who were born in the 1930s in the heart of Kathiwar, Gujarat, India. Through this advanture, we will delve into various aspects, including their economic history, social customs, fascinating fashion trends and the linguistic tapestry that shaped their lives. Let's embark on this enhancting voyage!

POINT 1 : ECONOMIC HISTORY

(A) AGRARIAN ROOTS

Elaboration :- Kathiawar, a region blessed with Fertile lands and abundant rainfall, witnessed my grandparent's families deeply rooted in agriculture. Farming was the lifeline of their livelihood and the rich soil allowed them to cultivate an array of crops such as millet, groundnut, cotton and sugarcane. The toil in the fields connected them profoundly with the land and the rhythm of nature.

(B) TRADITIONAL CRAFTS.

Elaboration :- Beyond the vast field, the artisan in our family wove their own enhancing stories. My maternal grandparent's family excelled in the art of weaving

creating, exquisite textiles that were sought after far and wide. The rhythmic clacking of looms filled the air as they produced colourful fabrics, reflecting the vibrant culture of Kathiwad. In other corners of the family, skilled carpenters crafted intricate woodwork adding splender to temples and homes alike.

POINT 2 : SOCIAL HISTORY
(A) STRONG COMMUNITY BONDS

Elaboration :- Family bonds were the very essence of Kathiawadi life. Joint families floorished, and my grandparents experienced the warmth of love and togetherness under one roof. Elders, the wstodians of wisdoms and experience were reversed and their counsel held immense valwe in shaping the family decision. Gatherings were a symphony of laughter and chatter with the whole clan partticipating in daily activities and celebrations.

(B) MARRIAGE AND TRADITIONS

Elaboration :- Marriage were a magnificent affair, entwined with age-old customs and rituals that celebrated the union of souls. The concept of "gotra" played a pivotal role in marriage alliance, ensuring compatibility within the clan. weddings were grand spectales, radiating with vibrant colors, melodious songs and the resplendent adornment of traditional attire as the couple embarked on their journey of love and togertherness.

POINT 3 : FASHION HISTORY
(A) VIBRANT TRADITIONAL ATTIRE

Elobration :- The canvas of Kathiwadi fashion was a materpiece of colors and Finesse. Men embraced the elegance of dhoti or kurta, complemented by the striking turbans that added flair to their personalities. The women, adnored in graceful sarees, exuded a magnetic charm, with intricate embroidery and mesmerizing mirror work bedazzling their attire. Traditional jewellery adorned them imparting a regal allure.

POINT 4 : LINGUISTICS HISTORY
(A) THE CHARM OF KATHIYAWADI DIALECT

Elobration :- Kathiwadi had its own unique dialect kathiyawadi, a lyrical fusion of words that enhanted anyone who embraced its charm. The dialect reasonated with colloquial expressions and delightful nuances, serving as a testmant to the rich linguistic heritage of the region. Its linguistic cadence connected people with their roots and cultural identity.

(B) LANGUAGE AND EDUCATION.

Elobration :- In the early 20th centary, Formal education was primely centered around teaching the regional language, Gujarati and occassionally Sanskrit. English proficiency was limited but as education evolved, English made is way into the curriculum. Despite the envoluing linguistic landscape, kathiyawadi remained firmly entrenched in their daily conversation; preserving the essence of their heritage.

POINT 5 : TRADITIONAL FESTIVALS AND CELEBRATIONS.

(A) NAVRATRI - THE FESTIVAL OF NINE NIGHTS.

Elobration :- The rhythmic beats the dandiya sticks and the vibrant swirls of ghagra-cholis resonated during Navrati, the grand Festival of nine night. people came together to celebrate the victory of good over evil, engrossed in the jubilant Garba dance, adding an electrifying aura to the Festivals.

(B) DIWALI - THE FESTIVALS OF LIGHTS.

Elobration :- Diwali is the Festival of light, illuminated the night skies with the radiance of countless diyas. Homes were adorned with intricate rangolis, and the sweet aroma of delicaies filled with air. families and friends exchanged heartfelt greetings and gifts, fostering an ambiance of joy, prosperity and unity.

POINT 6 : REGIONAL CUISINE

(A) SPICY AND FLAVORFUL DELIGHTS

Elobration :- Kathiyawadi Cuisine, renowed for its tantalizing flavours, offered a delectable array of dishes, The traditional thali adnorned with various rotis, dal, seasonal vegetables and flavorful spices exemplified theiry culinary power. The coastal regions enriched their gastrono-mic experiences with an array of seafood delights adding diversity to their platter.

POINT 7 : TRADITIONS IN MUSIC AND DANCE.

(A) FOLK MUSIC AND GARBA.

Eloboration :- Music and dance wove an intricate tapestry in the hearts of Kathiwadi people. Folk songs narrated the tales of valor, love and culture, enthralling listeners with their melodious tunes. Garba, the vibrant and rhythmic dance form, exemplified the celebration of life during festival like navrati, embodying the spirit of togetherness and devotion.

POINT 8 : FOLK ART AND CRAFTSMANSHIP

(A) COLORFUL ART FORMS

Eloboration :- Kathiyawadi folk art, steeped in vibrant hues, adorned the walls and hearts of the people. The traditional wall paintings and pottery depicted stories of devotion, mythology, and daily life, fostering a strong sense of cultural identity.

POINT 9 : EDUCATION AND TRANSFORMATION

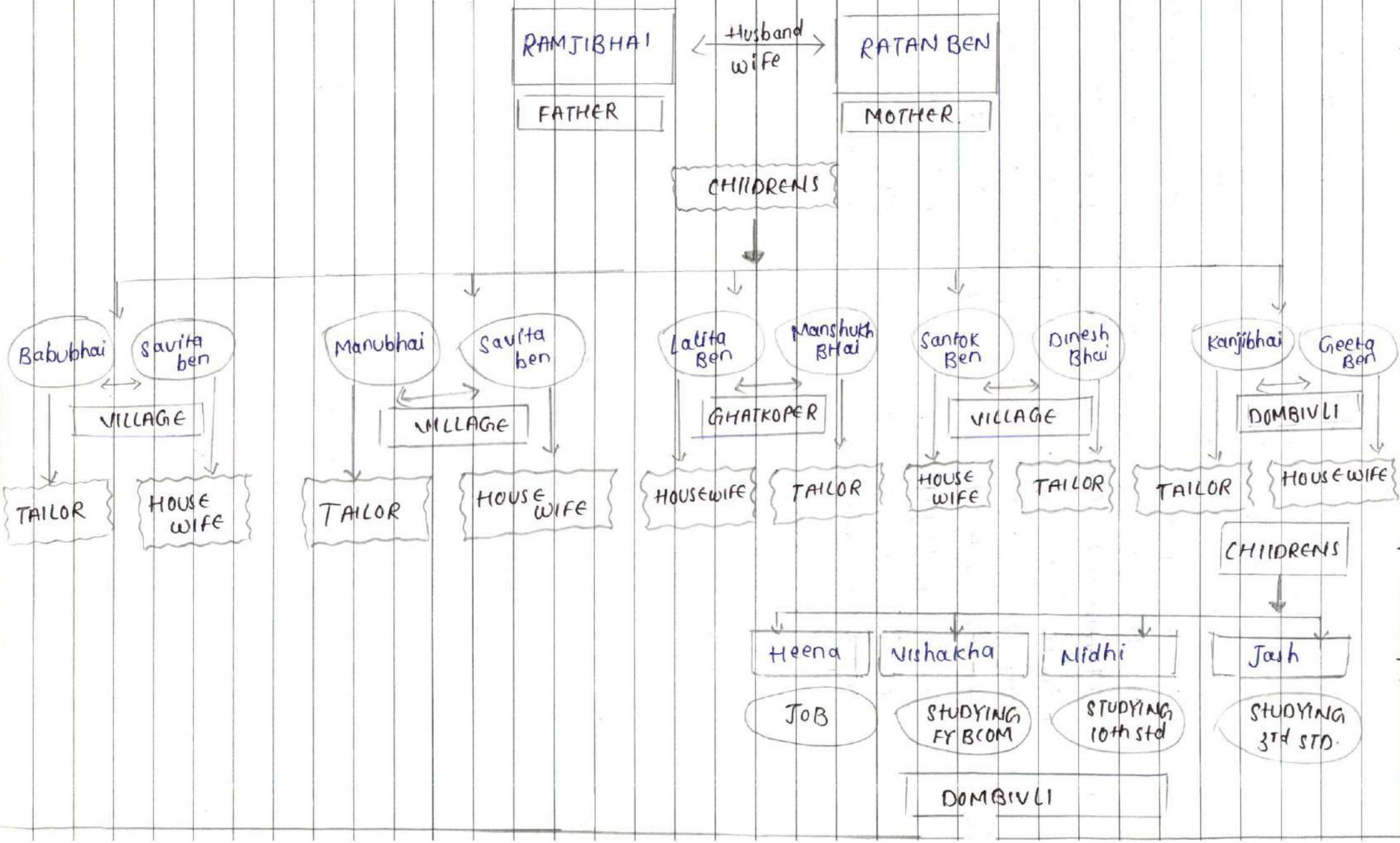
(A) ACCESS TO EDUCATION.

Eloboration :- In the early 20th century, access to education was limited, especially for girls. However with the passage of time, awareness about education importance grew, leading to improved literacy rates and increased opportunities for both genders.

CONCLUSION.

In conclusion, embarking on this journey to explore the cultural history of my Gujarati Kathiyawadi grandparents has been a mesmerizing experience. We have unearthed their agrarian roots, vibrant social customs, splendid fashion trends and the rhythmic charm of the Kathiyawadi dialect. Festivals and celebrations illuminated their lives while regional cuisine tantalized their taste buds. The amalgamations of music, dance art and craftmanship imprinted Kathiwadi vibrant heritage into their souls. As we bid farewell to this enhancing voyage, their legacy remains etched in our hearts, igniting a flame of cultural pride that continue to guide and inspire us for generation to come.

FAMILY TREE OF YOUR FAMILY - PLACES - PROFESSION.



NEIGHBOURS CULTURE

INTRODUCTION.

Maharashtra is the third largest state of India in terms of land area and second largest in terms of population in India. It has a long history of Marathi saints of varakari religious movements such as Dnyanesh-war, Namdev, chokhamela, Eknath and Tukaram which forms the one of bases of the culture of Maharashtra or Marathi culture.

Maharashtra had huge influence over India under the 17th century king chatrapati shivaji Maharaj of the Maratha Empire and his concept of Hindavi Swarajya. which translates to self rule of people. The state of Maharashtra spans multiple cultures which includes cultures related to Hindus, Muslims, Buddhists, Sikhs, christians etc Lord Ganesha, Maruti, Mahadeo in form of shivlinga, Khandoba, Kalubai devi and Lord vitthal are some of the deities worshipped by Hindus of Maharashtra.

RELIGIONS, CASTES AND SECTS

Marathi Hindus reverse many religious figures. Among the figures who originated in the region are Banka Mahar, Bhagu, Damajipanth, Kanhopatra, Karmamelam, Nirmala, Sadna, Sakhubai, Satyakam Jabali and Soyarabai

According to the 2011 census, Hinduism was the principal religion in the state of 79.83% of the total population while muslims constituted 11.54% of the total population and Jain population. Buddhism accounted for 6% in Maharashtra total population.

CASTE

The traditional caste hierarch was headed by the Brahim castes - the chitpavans, karhades, Deshastha, saraswat and chandraseniya kayastha prabhus. In Mumbai during British rule, this included the pathare prabhu and the Daivadnya Brahmin communities. The Marathas are 32% in the western Maharashtra and the kunbis were 7% whereas the other Backward class population was 27%.

The other castes in the intermediate category includ Gujjars and Rajputs who migrated centuries ago to Maharashtra from northern India and settled in North Maharashtra. The population of the Maharas was 8%.

ATTIRE

Traditional male attire in Maharashtra includes the dhoti also known as Dhotar and pheta. while a choli and nine yard saree locally known as Nauwar Saree or lugda is for women. Traditional attire is becoming rarer with trousers and shirts for males and five yard saree or salawar khameej for females as the popular replacement. The traditional attire is increasingly worn by Maharashtrians only during special occassions and festivals. Marathi women also wear gajra or veni made by flowers on their sarees. Maharashtra also has rich jewellery. Jewellery such as tanmani, bormal, ranihar, kolhapuri saaj, thushi are worn on the neck, bajuband on area of hand above elbow, painjain wore on ankles, kudi, bugdi, kudka, vel, Bali on ears, Marathi nath on nose, jodave on leg fingers.

CUISINE

Maharashtrian cuisine has distinctive attributes while sharing much with other Indian cuisines. Traditionally Maharashtrain have considered their food to be more austere than others. Maharashtrian cuisine include mild and very spicy dishes.

A typical Maharashtrian meal consists of boiled rice, bhakri or poli along with varan, aamti and cooked lentils or a specied vegetables. Bhakri is a integral part of Maharashtrian cuisine. Bhakri is a flame roasted bucolic bread made of flour of grains like pearl millet, rice, sorghum, amaranth and many others. Unlike other types breads like chapatis which are flattened by Rolling pin, Bhakri is flattened by hands. Batata vada, vada pav, puran poli, ukdiche modak, sabundana khichdi, pav-bhaji and Masala Bhat are some of the popular vegetarian dishes served throughout Maharashtra.

Non-vegetarian food consists of dishes mostly made of fish, chicken and mutton. some of the popular non-vegetarian dishes include SUKKa mutton, pandhra rassa, and tabmda rassa, which are originated from kolha-pur and saoji mutton which is popular in vidarbha.

The cuisine of Maharashtra can be divided into two major sections the coastal and the interior. kokan, the coastal region of Maharashtra has its own type of cuisine which is a combination of dishes influenced by Malwani, Goud saraswat Brahmin and Goan cuisine.

FAIRS AND FESTIVALS.

Gudhi padwa is celebrated as the first day of the Hindu year. Gudhi is Symbol- characterized by bamboo stick with a coloured silk cloth and gar-landed with flowers and sweet a top. Ganesh Chaturthi is the most important festival in Maharashtra. It is celebrated for ten days with huge fun fare.

Banganga Festival, Bhahubeej, Elephant festivals, Ellora Festival, Ganga Dashahara, Jivti puja, Kalidas Festival, Kojagiri pournima, Maharishtra Day, Naga panchami, Narali pournima, pola, shiv Jayanti and vat pournima are some of the important festivals of Maharashtra.

In Diwali, Kids build a replica of a fort, known locally as "Killa" as a tribute to Great Maratha King Chatrapati Shivaji Maharaj. They are made of mud and rocks and decked with mustarad shoots, mavals or toy soldiers, toy cannons and maniature animals.

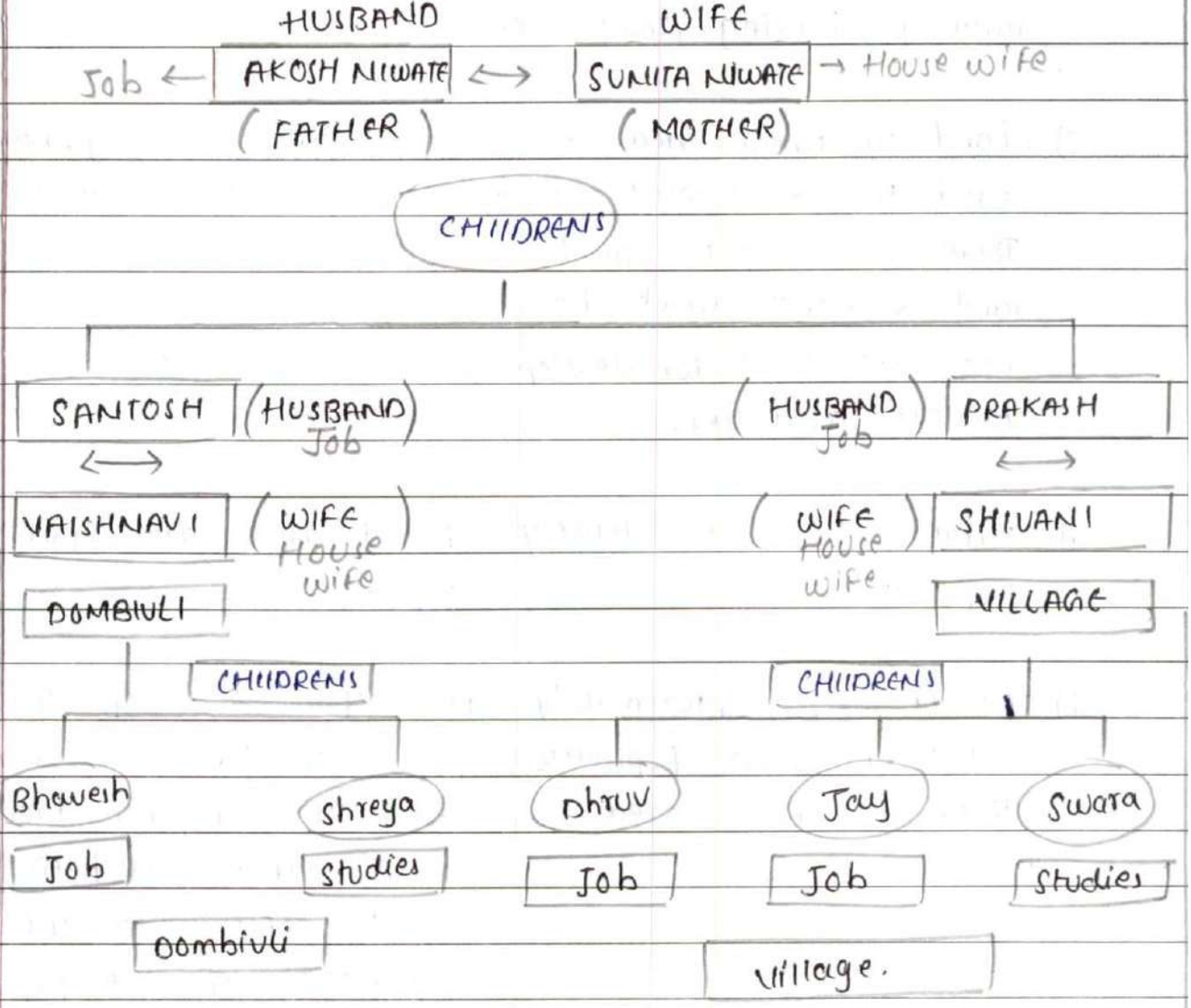
SPORTS

Sports is an important part of the culture of Maharashtra. cricket, kabaddi, hockey, kho-kho, badmiton and table tennis are popular Sports in the state. The wrestling championship like Hind kesari, Maharashtra kesari are very popular in the rural regions of Maharashtra. cricket is the most widely Followed and played sports in the state. Maharashtra has produced many Iconoic cricketers of India such as Sachin Tendulkar and Sunil Gavaskar. Horse riding, wrestling, fencing, archery and shooting were popular among the Famous Former rulers of Maharashtra.

CONCLUSION

Diversity comes naturally in this third largest state by area and second most populated state in India Maharashtra can also be called the land of scholars, saints and actors as many of the people From Maharashtra have succeeded in the field mentioned above. Maharashtra is known for its purogami culture Maha means big and Rashtra means nation. Maharashtra is indeed Maha in its size, population and culture. Maharashtra is famous for its unique customs and practices.

FAMILY TREE OF NEIGHBOUR.



COMPARISON OF VILLAGE / RURAL LIFE AND URBAN LIFE

	~~UBA~~ URBAN	RURUL
1)	Urban areas usually refers to cities suburbs and towns	Rural areas usually refers to village.
2)	Urban areas have more development in terms of access to infrastructure and connectivity like airports, ports, railways, housing, roads etc.	Rural areas usually don't have much development in terms of instructure.
3)	Land in urban areas is used for development activity There is usually not much land available which has not been used for develop -mental activities.	Rural areas usually have a lot of vacant lands without much development.
4)	Urban areas are densely populated.	Rural areas are sparsely populated.
5)	As of 2018, approximately 34% of India's population lives in urban areas.	More than 65% of India's population lives in rural areas as per 2018 figures. From 2008 to 2018 there has been a steady decline in the percentage of the population living in rural areas of India, due to migration.

6)	Although the total population living in urban areas is much less compared to Rural areas, the population density is very high in urban areas.	The population density is less in rural areas compared to urban areas.
7)	Urban areas have a scarcity of land.	Rural areas do not have land scarcity.
8)	There is very high pollution in urban areas due to high population density, vehicles and industries	There is not much pollution in rural areas compared to urban areas due to lesser vehicles, Lower population density and lesser industries.
9)	There is not much greenery in urban areas of India, Since most of the lands is occupied by buildings and roads.	There is more greenery in rural areas of India.
10)	Jobs are concentrated in the services, industry, manufacturing industry, trade and commerce.	Jobs are concentrated in agricultural activities.
11)	In urban areas, the problems of social barriers is minimal there are equal opportunities for jobs, education etc.	In rural areas of India, there is always a lot of difference in social status in rural areas due to gender, religion, caste, culture etc.

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STD :- FY BCOM

DIV :- A

ROLL NO :- CF23041

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SUBJECT :- FOUNDATION COURSE

PROJECT NO. 2 :- LOCAL GOVERNANCE AND CREATION OF CIVIC POWER.

FOUNDATION COURSE

ASSIGNMENT NO. 2

TITLE :- LOCAL GOVERNANCE AND CREATION OF CIVIC POWER.

Q) How many houses are there in your ward ?

→ Mainly, I live in Dombivli East under Sagarli Area. where there are many houses as per the building or society. In my particular area, there are more than 200 houses. And Now the area is developing so more houses are build up.

Q) What are amenities (public amenities) available to your wards ?

→ The amenities available in my area as follows.

1) Hospital
2) Medical shops
3) Schools
4) Food stalls
5) General stores
6) police stations
7) Playgrounds
8) Gardens
9) water supply, electricity
10) Transportation
11) street lights
12) Roads
13) Shopping centres
14) post offices
15) Health care centre
16) Dmart · Dmart

Hence, These are the some public amenities which I found in my ward.

Q) What are the challenges faced by the residents of your ward ?

→ The challenges faced by the resident in my ward are as follow :

1) Nowadays due to heavy Rains, there are biggest problem in Transport. The Roads are becomes so diggs which any vehicles are not able to travel from one place to another. Because of this problem, it is causing damage to vehicles and may happening accidents.

2) Second main problem is causes of water supply. Due to less Rains water, Residential are not getting water timely.

3) Hence, These challenges faced by the residentials and hope to get the solution soon. And even we had written letter to wardmember about our problems and hopefully they are taking action against these.

Q) What are according to you / resident can be the solution to above ?

→ The solution according to residentials for the problems are as follows :-

1) As we know, Every years Rainy seasons comes so Before damaging or it become damage we should do proper cementing of roads. So their may be less causes of Road Accidents. And Vehicles will move Smoothly.

2) Their is less water supply in Rainy ~~Re~~ Season due to less Rain fall so it should be storage of water. And then we should use it afterwards

3) In Rainy season, the electricity may cuts many time due to ~~stot~~ short circuit. so There should be proper wireing of electricity points.

4) Garbage problems is the biggest problem which we are faces to prevent this it should keep two different dustbin 1 for wet Garbage and 1 for dry Garbage. So that this will reuse in further. And cause less diseases.

5) Hence, these were some problems we faced and can be the solution of these problems.

Q> What are the challenges that are faced by you (individual) ?

→ The biggest challenge that are faced by us is Garbage.

- Due to Garbage openly thrown in Roads causes Deseases, harm animals, it smell the Areas., Health Issues like breathing problem, malaria, diarrhea etc.

- Another one is water, due to rainy season water are not purifyied and it maintain or remains the Germs into the water. And because of unpure or impure water again it cause health.

- As I travel's regularly, I face the problem of Roads. Due to Rainy season the condition of Road become very bad and give problematic to travel.

- In my Locality, sewers are also fulled up by the rain water. And it spreads diseases. And while travelling or childrens coming back to home they need to cross the sewers which is very dangerous for them and their health and many cases we hear that childrens fall into the sewer because the sewer are opened and fulled with which is not seen because of Rainy water.

Q) Make a visit and talk to at least 10 different neighbors on common civic problems to get and generate answers to above questions. Brainstorm with your neighbours and write notes on how citizen groups can address Local problems.

→

Sr.	Neighbour Name	problems	Solutions
1.	Santosh Niwate.	No proper water supply	Improve pipe water supply system
2.	vaishali Sharma	No proper Roads	Try to construct the strong road
3.	Arvind patil	No street lights	when he comes late from the office he suffers problems of street light. so it should improve the facility.
4.	Geeta Nair	people eat tobacco and ~~stipt~~ spit in nearest to her door.	To make rules on these and must tal action against it.
5.	Hitesh Sharma	No Security	Lack of security. It must be safty for the society people. Because of No Security, the thefts are getting easy to theft the things
6.	Rani yadav	No 24/7 medical	There are no night medicals. so it should give permission to be opened at night

			Because in emerency it can help.
7.	Anil patil	Lack of Transpor -tation.	There are no bus Stop near area. They have to go far to catch the buses.
8.	Heena Gain.	~~selling~~ selling unhealthy foods	In Markets, sellers sells the goods in low rate which is less qualitative goods
9.	Amruta Bhosle	No Dustbin Faciliy	There should be two different dustbin in every areas.
10.	Deepesh tawde	Lack of electrici -ty.	There should be proper wireing of the towers from where people will get proper electricity.

Q) Along with Neighbours, plan and schedule a visit to your ward member's office. Share with him / her the situation of your ward. Based on the above response. Attempt to brainstorm the solution to your ward's situation. Request him / her in a very polite manner and with due respect and present the compliation of response to question 1-5.

→ Firstly I went to the office and I ask for permission to talk about this topic. And luckily with very sweet and poliety I got response that come tomorrow at 11°clock and will discuss about the problems.

On Next day, I went and introduced myself with proper area name, college name and the purpose of meeting. I explained him in detail that I had got a project on these and we start conversation.

One by one I told all the problems which I individually faced and the problems which my neighbour faced and According to these I gave the my solution. I got positive reply by him. That they will improve the faciliy which is not proper. And Take Action whereever it is needed.

After the communication, I thanked ~~w~~ him and appreciate him to give a valuable time to me.

Q) • Name of ward Member :-

Mahesh Patil

• Address of your ward (Locality) :-

Sagarli, Gymkhana Near SIA college of higher education. Near/Opp to Datta Mandir.

• Signature of ward member :-



• Stamp of ward member :-

नगरसेवक
महेश बाबुराव पाटील
प्रभाग क्र.82 (अंबिका नगर)

NAME :- JETHAVA VISHAKHA KANSIBHAI

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SUBJECT :- FOUNDATION COURSE

PROJECT NO. 3 :- ASTITVA VISIT

FOUNDATION COURSE

ASTITVA VISIT REPORT

DATE :- 4th September 2023,
TIME :- 11:00 AM.

Goodmorning Everyone. My self VISHAKHA JETHAVA From FY BCOM A. Yesterday our college took us to a visit in a special school. "ASTITVA SCHOOL". And unfortunately I did not able to go and later on I asked my friends about the visit. She gave me all questioned, answers which I made her to ask. Each child there way having some kind of creativeness. But some students could not speak while other could not hear. The teacher used sign language to teach and the students too communica-ted the same way. Their life is certainly not easy especially when they need to interact with people outside the school.

For individual with hearing and speech impairments there are several things that can be helpful. some examples are:-

1) Sign language

2) Assistive devices

3) visual aids

4) Supportive environment

5) It's important to treat everyone with respect and understanding regardless of their abilities.

When they saw that, the degree college's student had come to meet them. They was so happy and excited to play with us. One by one they were showing their crafts, drawing, creativeity, games, dance etc. By seeing this we got emotional that they are so happy with what they are having.

Their teachers were giving information about these students. In women pregency time, the mother is not eating healthy food or not taking care of herself then this result to their child because of no proper nutrients and they got many disabilities like problem to see, problem to hear, problem to speak and many more.

In that school their were 250 students and teachers were well experienced by 31 years. And school got 25 awards. On 6th september 1981 it is an world Handicapped Day.

When we enter the each class, the students stands and welcome us by saying "Hello", "namaste" and made Handshake and capping. They were showing Alhabets using their hands, numbers, fruits names and many more. when we went to terrace the student were showing us their skills like dancing, skipping, doing skipping with the help of rings. They made us to do play with them.

One by One they were spelling their name and writing on the board. we spent very less time with them but learned many more things that they are not able to see the world like us but they are happy in their little world and happy with what they are having. The experience was very awesome.

And will visit it again. We should treat people with hearing and speech impairments with kindness, respect It is important to be patient and understanding and to communicate in ways that are accessible to them using clear gestures, facial expression and written communication can be helpful. ~~Rem~~ Remember to focus on their abilities rather than their disabilities and create an inclusive and supportive environment where they feel valued and include. Let's spread Love and acceptance. And our college had decided to give them some helpful gift. And want to make them happy God always blessed them.

Thank You !!

The South Indian Association's

The S.I.A. College of Higher Education

Affiliated to University of Mumbai

Reaccredited B+ by NAAC

P-88, MIDC Residential Area Dombivli Gymkhana Road,

Near Balaji Mandir, Dombivli (East), 421203

CERTIFICATE

This is to certify that Kavya Krishna Nayak, roll no. CF23077 has worked and duly completed their project work in 'Foundation Course-I' towards the First Year of Bachelor of Commerce for the academic year 2023-2024. The projects are titled as follows:

- **Know your cultural past**
- **Local governance & creation of civic power in neighbourhood**
- **Field visit to Astitva - School for specially abled children**

We further certify that the entire project work has been done by the learner under the guidance of Dr. Shilpa Malani.

It is their own work and facts reported by their personal findings and investigations.

Date of submission: 29.09.2023

Faculty
Dr. Shilpa Malani

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Course Coordinator
Mrs. Hema Iyengar

NAME: Kavya Krishna Nayak

STD: FY BCOM

DIV: A

ROLL NO: CF23077

SUB: Foundation Course

TOPIC: Project 1

Know Your Cultural Past

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CONTACT: 9892417581

DATE: 02/08/2023

NAME : Kavya Krishna Nayak

SEC : [illegible]

DIV : A

COLLEGE : [illegible]

SUB : Foundation Course

[illegible]

Know Your Culture Test

[illegible]

CONTACT : 9[illegible]5581

DATE : [illegible]

Know Your Cultural History...

Hello reader! My name is Kavya Krishna Nayak. I am studying in FYBCOM. There are many elements of Indian culture such as religions, mathematics, language, dance, music, cuisine, movies etc. In simple language cultural history means a person who knows about the culture, traditions which were followed in ancient times and till now they know and will pass it on to their future generation.

Now you have understood what is cultural history so its my time to reveal about my culture. Many students, teachers when they meet me they tell that I am from Gujrat, Maharashtra, etc. So what do you think where am I from? Basically, the language I speak at home is Konkani. So most of you will think that I am from Goa. So the answer is partial yes because my ancestral roots are from Goa but in ancient time my ancestors shifted from Goa to Karnataka due to some war. So, now I mostly refer myself as 'Kannadiga' or 'Manglorean'. The language spoken in Karnataka is Kannada, Tulu etc. that also varies from region to region. Right from my birth my native place is in Karkala, Udupi, Karnataka. The state Karnataka is very rich with greenery, its a place where if a laziest person wakes

up early in the morning and goes out, all the laziness will be vanished and the person will feel so calm, blessed and energetic. My culture is all about in which you are told to respect elders, eat proper nutritious food, always be blessed for the Almighty for the life which He has given to us, always pray to our 'Boothas and Nagadeva'.

So now let's understand my culture in detail with the help of following points:

Language:



The language of my culture is Kannada i.e. ಕನ್ನಡ. Kannada is a language which is spoken by most of the people in Karnataka. But the way Kannada is spoken depends on the region where the live or from which region they come from. The region from where I come is Udupi and in Udupi normal Kannada is spoken but in Kundapara, Bijapur the way of speaking Kannada is different.

Food History:



Food is a speciality of any culture. Every culture has their own unique food and the preparation technique used is also different. In South India, most of the food items are prepared by, rice, udid dal, coconut etc. The popular dishes, food items from my culture are Idli, Medu Vada, Appe, Uttapam, Masala Dosa etc served with sambhar and chutney. The thali of every wedding in Karnataka consist of Mango pickle, Sukha Bhaji, Gravy Bhaji, Rice, Rasam, Sambhar, Kheer, Papad, Puranpoli or Ladoo.



Clothing:

Every culture has its own unique and beautiful clothing. The clothing of my culture is as follows i.e:
For Men - Simple shirt, Lungi, Pants etc.
For Women - Kanjeevaram silk sarees, Mysore silk sarees.

But now-a-days due to urbanization and modernization people have started wearing

Jeans, Tops, etc. Because of this only the future generation will not be aware of our traditional clothing. Even now-a-days in wedding the bride prefers to wear gowns and not sarees. So it is our duty to protect and preserve our traditional clothes rather than those western clothes.

Occupation



The main source to earn money is to engage in any kind of occupation. The occupation can be in primary sector, secondary sector or tertiary sector. As we all know agriculture is the basic occupation in India that too in Southern India. As the land of southern part of India is very fertile to grow rice, ragi, sugarcane, corn, udid, moong etc are grown. Fruits and vegetables like Jackfruit, Pineapple, Cucumber, Madrasi Kakdi, Tendli, Bottlegourd, Pumpkin etc are also grown in Karnataka. Usually the farmers who grow these fruits, vegetables etc keep certain portion for themselves and the rest they sell it in the market.

Festivals:

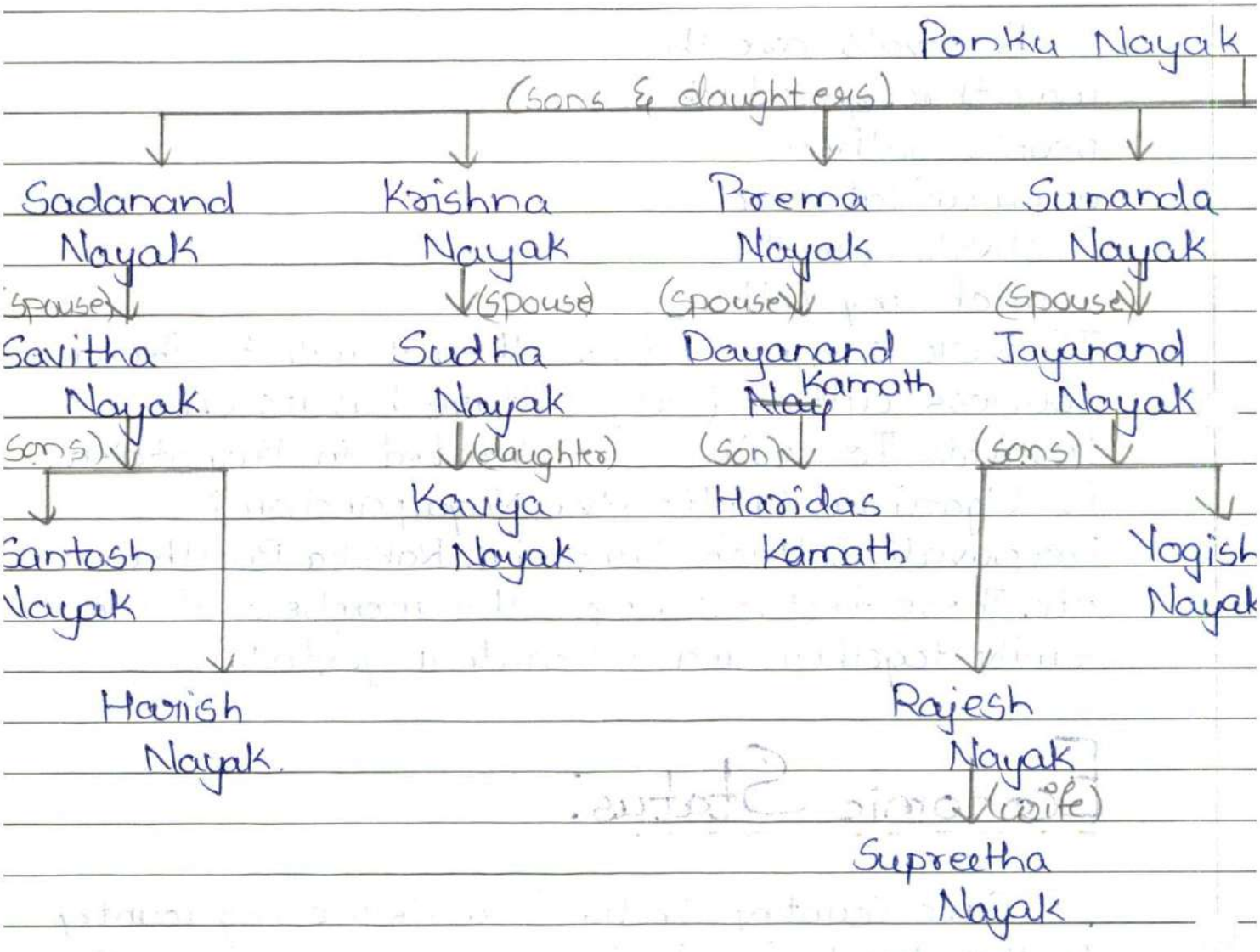


Festivals are the way through which people gather, communicate etc. Festivals are the soul of any culture. If there are no festivals then it will be like a soul less culture. Every culture has its own festivals. The festivals celebrated in Karnataka is Ugadi i.e. Gudi padva, Naga panchami, Deepavali, Suttachi Punav i.e. Raksha Bandhan etc. These festivals helps the members of the family together and celebrate it joyfully.

Economic Status:

Our country India is a developing country. In this developing India, the economy as well as the economic status is growing at a faster speed. Karnataka is a state which was fully village type but as the time passed the state is now a 60-70% urban state. As Industries, Hospitals, Schools etc are developed, people are earning more and are contributing more towards the economy.

Family Structure:



So above showed is my family structure. My family is a joint family in which I live in Mumbai whereas all other members are staying in village i.e. in Karkala. Whenever in my vaccations I go to my native place it is full of laughter, sharing thoughts, going on a field trip on our own fields which we own etc.

and Bhavani Nayak.

(sons and daughters)

- Pandurranga Nayak
  - Bachelor
    - (daughters)
      - Divya Nayak
- Vinoda Nayak
  - (Spouse) Dinesh Nayak
    - Deepti Nayak
    - Bhavya Nayak
- Kamalaksha Nayak
  - (Spouse) Jyoti Nayak
    - (daughters)
      - Manasa Nayak
- Umesh Nayak
  - (Spouse) Sangeeta Nayak
    - (daughter) Bhakti Nayak

Music / Dance:

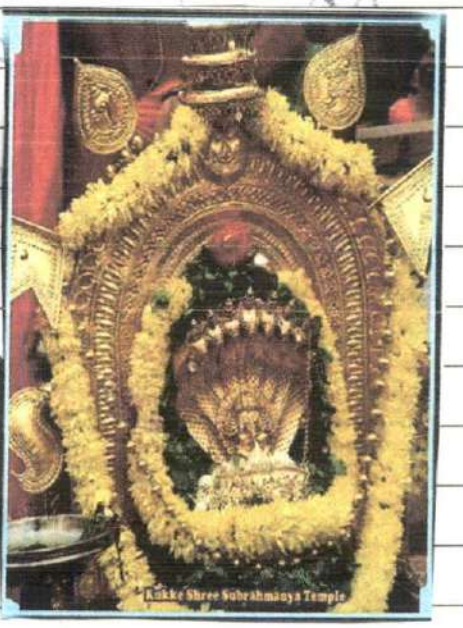


Dance is a type of art. Every culture has its own dance form. As you all know the film Kantara is a graphical or a film based on our 'Panjoorli Bootha'. In our culture to please our Boothas etc we perform Kola. It is very much enjoyed in our village. Yakshagana, Huli vesha etc are also certain dance forms of our culture.



Music is a way to our soul and heart. There are many types of music like happy, sad, romantic, devotional, K-pop, pop, etc But in Karnataka, Carnatic music, classical music, Bhajans etc play a pivotal role. A very famous singer, M. S. Subbalaxmi is renowned for her great Suprabhatas. The way of her song / bhajans pleases our mind in such a way that we as Kannadigas feel blessed to have her in our culture.

Pilgrimage



In every culture, there is devotion to our god. While we were kids we used to keep our favourite god but now I believe that there is only one Almighty but these all other Gods are incarnations of that Almighty. In our culture there are many temples across our State. The most famous temples in Karnataka are as follows:



- Kukke Shree Subramanya Temple.
- Shree Kshetra Dharmastala
- Shree Durgaparmeshwari Temple, Kateel
- Shree Krishna Math, Udupi etc.

My Friend's Cultural History

Hello! My friend's name is Riya Jain. She belongs to Rajasthani culture. Rajasthan is very famous for its palaces, bollywood weddings, food, clothing etc.

So let's take a brief information about my friend's culture.

Language:

The language which my friend speaks is Marvadi. I kind of enjoy hearing the language. Marvadi is a language which is written in Devanagari Script. Marvadi is widely spoken in Jodhpur, Bikaner, Jaisalmer, Barmer etc.

Food:

As we know every culture has its own cuisine. Some of the famous rajasthani dishes are Dal Baati Churma, Papad ro Saag, Bikaneri bhujia, Kanda Kachauri, Ghevar, Laapsi, Panjeeri etc. Even I also enjoy some of the above mentioned food items and are really tasty.

Clothing:

The clothing style of every culture is different. The Rajasthani clothing style is very famous in India. It consists of Chaniya choli, Dhoti Kurta, Ghagra, Heavy work lehangas etc which makes their clothing very beautiful.

Occupation:

In every culture, the men and women are engaged in some or the other occupation. Most of the rajasthani people are engaged in jewellery shops, business, industries, service or tertiary sector for their livelihood.

Festivals:

Festivals are the soul of any culture. In Rajasthan there are various festivals like Teej, International Kite Festival, Navratri, Parushan, Mahaparv, Shitlaastami, Elephant Fair, Braj Holi, Mewar Festival, Gangaur Festival, Jaipur Literature Festival etc are celebrated with great enthusiasm.

Economic Status:

In this developing country, every person is trying very hard to maintain their economic status and gradually take it to the next level. In Rajasthan as many of them do their own business they try to maximize their profit as well as develop or try to maintain our country's economy.

Family Structure:

The family structure of my friend is nuclear as she lives in Mumbai, Maharashtra with her parents. Her Family structure is as follows.

Mahendra Jain.
(Head)
↓
Reena Jain.
(Wife).
↓
Riya Jain. (Daughter)
Daksh Jain. (Son).

Music / Dance :

Music is a way to our soul and heart whereas dance is an art form or visualisation of steps, moves, beats etc. Every culture has its different music and dance. The most popular folk music and dance of rajasthan are Ghoomar, Bhavai dance, Kalbelia, Chari or Pot dance, Kachhi Ghodi, etc.

Piligrimage :

In every culture, the people believe in God. So there are many temples, piligrimage centers built for this purpose. Jaisihasham mandir, Shrinathji mandir, charbhujanath mandir, Karni Mata Temple, Eklingji temple etc are some of the famous temples and piligrimage centres of Rajasthan.

- Comparison of village and urban life through interviews and actual visits.

When I went to my neighbour's house for asking various things they were initially scared but slowly they became comfortable. According to them, urban life is better.

For them urban life is better because they feel that they have more independence, freedom as compared to their mom and dad. Communicati nowadays is faster and in village still a shop is 2-3 km away from house. In villages hospitals are in major cities so it takes very much time to take care of a patient whereas due to urbanisation every corner of the road has a hospital.

Now, If a person wants to communicate then he will directly call, send message through social media due to fast 4G, 5G network but in some villages there is no network service available so it becomes difficult for them to understand, communicate what they want to do.

My Culture Highlights



→ Agriculture in our village

South-Indian Thali (Wedding Thali Served on Banana Leaf) ←

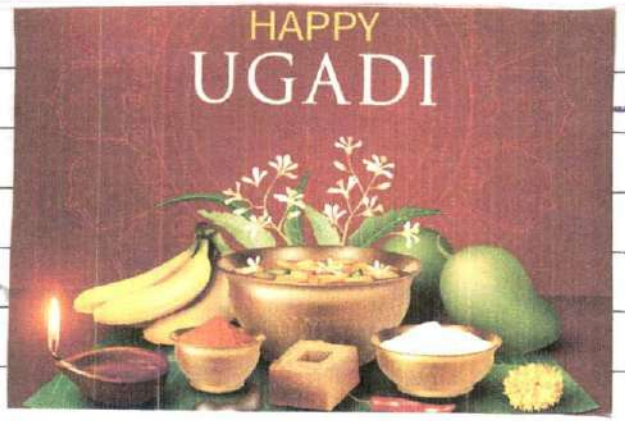




→ Manglorean bride in Kanjeevaram saree.

Manglorean groom in Shirt, Shawl and Lungi. ←





→ Ugadi i.e. Gudipadva

Lord Shiva Statue ←
in Murdeshwar, Karnataka.





→ Shree Durgaparmeshwari Temple, Kateel.



Huli Vesha Dance. ←



→ Yakshagana.

NAME: Kavya Krishna Nayak.

STD: FY BCOM

DIV: A

ROLL NO: CF23077

SUB: Foundation Course.

TOPIC: Project-2

Local Governance In Your Neighborhoo

Email-ID: kavyakindre@gmail.com

CONTACT: 9892417581

DATE: 22/08/2023

Hello Reader!

Myself Kavya Krishna Nayak studying in FYBCOM(A) and living near our college area. The area in which I live is Azde Pada which is after Sagarli in Dombivli East with pincode 421203.

Q1. How many houses are there in your ward?

The area Azde is divided into two parts i.e. Azde pada and Azde gaon. There are various constructions going on in our area. Now mostly here are buildings of 4 floors to and highest is 7 floors in Azde pada and 10 floors in Azde Gaon. So approximately there are over 2500 - 3000 houses in Azde pada and the overall houses in my ward i.e. Azde area is 8000 - 9000.

Q2. What are the amenities (Public amenities) available in your ward?

Public amenities are those that which are available to everyone in the area or ward which is provided by the government. Following are the public amenities available in my ward:

1. Electricity Supply
2. Water Supply

3. Hospitals and Clinics.

4. Playgrounds.

5. Gardens

6. Schools and Colleges.

7. Well-constructed roads.

8. Shopping centres like Ramkrishna Bazaar etc

9. Fitness centres.

10. Chemists and Druggist etc.

Q3. What are the challenges faced by the residents of your ward?

The main challenges faced in our area is the roads of all small areas are not in a good state as compared to the main roads. There are constructions going on of roads as well as buildings. But during the time of building construction there are some people who waste the water, make sounds purposely. During rainy days the roads are filled with water and develop potholes due to which it becomes difficult for rickshaws, scooters, trucks etc to move from there. Due to this problem many drivers refuse to go from or in the inside area of ward. There are many people who throw

the garbage on roads etc. which contributes to soil pollution, bad smell, and various diseases like dengue, malaria etc.

Q4. What according to you/resident can be the solutions to above?

According to me a concrete road should be constructed to avoid potholes on road which will help in better transportation and will not lead to accidents. If anyone is found harming the environment a strict action should be taken so that the another person will think twice before doing that mistake. Two types of dustbin i.e. Dry waste and Wet waste dustbins should be kept in residential area so that the wastes are decomposed properly.

Q5. What are the challenges faced by you at individual level?

As mentioned earlier all the challenges faced by our ward or people living in my ward are same. But particularly in rainy seasons due to potholes filled with water the vehicles don't see them and they go with a fast speed so at that time if any student including me is going to school, college his or her dress gets ruined and he/she cannot change his or her dress which makes that person very uncomfortable.

Q6. Make a visit to your neighbours and ask them the challenges faced by them.

Name of the neighbour	Problems faced by them	Solutions to their problems.
1. Navya K. Naik	No proper roads as she goes school with her friends	To construct a strong concrete road.
2. Meghna Shetty	Problem of Transportation	To construct roads and provide public transport.
3. Pooja Kadam	Only two to three street lights	Installment of active street lights
4. Satish Shetty	Water supply time is limited.	The time limit should be atleast 40-45 minutes
5. Mohit Gupta	No Society gate.	To ask scretary of the society to construct it from building's fund.
6. Rahul Sharma	Drinking and driving the vehicles.	Strict action should be taken and their license should be cancelled.

7.	Manohar Kalan.	No garden for children to play	There is plenty of land which should be utilised for gardens.

Q7. Roles and responsibilities done by our Ward member for our Ward?

The name of our ward member is Vinod J. Kalan. He has fulfilled and is true to his position. So following are the role and responsibilities fulfilled by our ward member for the betterment of our ward:

1. Tree plantation programme.
2. Free distribution of books
3. Construction of roads
4. Vaccination drives during COVID-19.
5. Various Entertainment Programmes which include Deepotsav, Ganesh Chaturthi etc.
6. Cleaning of drainage systems.
7. Swacch Bharat Abhiyan etc.

So, I Vinod J. Kalan the ward member of Azde area is signing the project made by Kavya K. Nayak who is studying in SIA college of Higher Education and I also give thanks to teacher Dr. Shilpa Malani mam for encouraging students in taking initiative to meet the ward member and discuss the problems.

V. J. Kalan

नगरसेवक
श्री. विनोद जयराम कालण
कल्याण डोंबिवली महानगरपालिका

NAME: Kavya Krishna Nayak.

STD: FY BCOM

DIV: A

ROLL NO: CF23077

SUB: Foundation Course.

TOPIC: Project 3

Visit To Astitva School

EMAIL-ID: Kavyakindre@gmail.com.

CONTACT: 9892417581

DATE: 22/09/2023



Hello Reader! Myself Kavya Nayak from FY BCOM. Our Foundation Course Teacher Dr. Shilpa Malani Mam had arranged a visit to Astitva School which is in Dombivli East. So I will be sharing my experience through this project.

As mentioned above Astitva school is located in Dombivli (East), Near Pendharkar College and I also stay nearby but I have not heard about this school. I only knew that there is school for deaf and dumb students in Dombivli but didn't knew it was so close. But when I came to know about this I couldn't stop but was very excited to go there.

On 5th September, 2023 we went there and it was the most memorable day of mine. We met so many students and they were of loving nature, welcoming, sweet etc etc. I literally have no words to express how happy they were looking when we had gone to meet them.

Their teachers told us how they take their education even in these conditions and they become very successful persons just like us. The students there were very bright, sharp. I was feeling that even if we have all things we don't give value for that but by seeing them that I should appreciate whatever I have and should not be sad for the things I don't have.

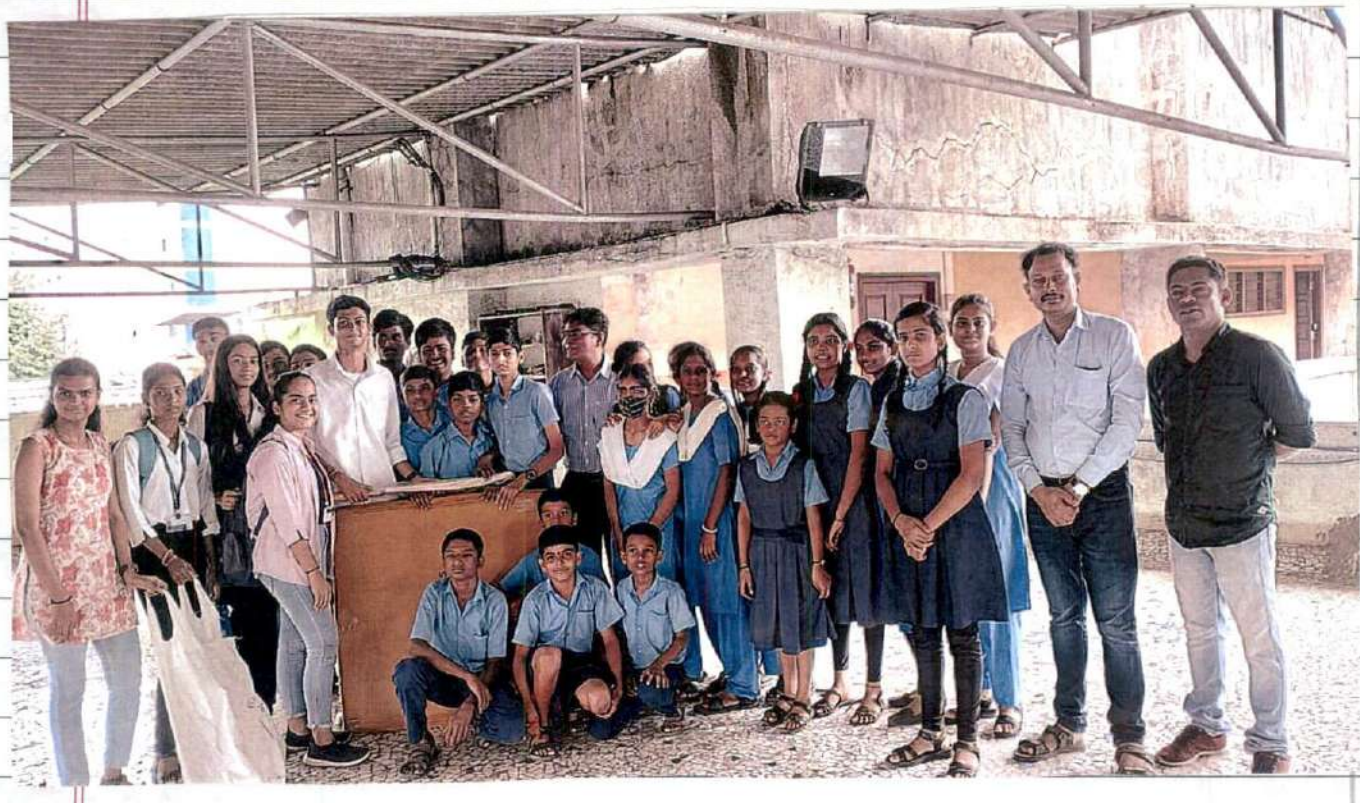
The teachers also discussed with us how the childrens are born like these. If the women smokes, drinks alcohol, does not take proper care of herself in pregnancy and if she fells on her stomach etc then there is possibility of childrens to born with hearing or talking problem.

As a normal human being can hear the voice range from 0-35 or 40 decibels. And above 40 decibels are the ones who have disability of hearing. Even if they want to purchase the hearing machine then it costs 40-50

thousand rupees which every family could not afford it.

So when we weare leaving from each class the students were so good that they were trying to tell bye with their eyes, hands and I could feel that emotion. We all students were so happy that we were thinking to spent the whole day there.

And at last we all students decided to make some contribution and give something useful to those students. So we did it and almost ₹3,000 was collected and from this money we decided to give them some sports material so that they can also indulge in sports activities.



Page No.
Date

So this is the photo we took while giving the sports material to the students and you can see how happy they look and they literally said, "Thank you" in the most pleasant way.

I literally and whole heartedly thank Shilpa Mam for taking us to this visit and everyone was so happy after this visit.

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Project Guidelines for Foundation Course
(F. Y. B. Com, Foundation Course-I 2023-24)

Date: 24/07/2023

Step No.1: Suggestion of Project topic of your interest related to FC

Dear students, in Semester I you have to submit FC project of 25 marks, in which you need to prepare a questionnaire, conduct a survey, collect primary data, analyse it, give suggestions and write the conclusion.

Suggest any topic of your interest related to foundation course in which you are willing to conduct research and give suggestions. Kindly revert on or before 30th July 2023 till 4 pm.

Date: 27/07/2023

Step No.2: FC Project Topic registration and team formation

Dear students,

Kindly follow the steps given below

Step A: Register your FC project topic by entering your name and roll number in the available free slot in the sheet as per your choice on or before 1st August 2023, 4 pm. Kindly note that, the topic once registered will not be changed and teams will be formed as per your choice of your project topic.

Step B: Confirm the topic you have selected.

Date: 04/08/2023

Step No.3: Identification of team leader and preparation of questionnaire

Dear students,

1. Review attached pdf file of FC project topics chosen by the students, find your team member as per list.
2. Kindly note that, the team should be of five members only.
3. Discuss and identify one team leader from your team.
4. Prepare a questionnaire of 10 to 15 questions for getting data from primary survey.
5. Submit questionnaire on 6th August 2023 up to 4.00 pm.
6. Take approval on the final questionnaire and start data collection.
7. Mention topic, members, leader's name, contact number and roll number.

Date: 14/08/2023

Step No.4: Internal brain storming and external brain storming

Dear students,

1. Internal brain storming: Explore your topic/study in detail, discuss with your teammates
2. Write/type content in your own words only. Copy paste matter won't be accepted.
3. Content must include introduction, objectives, problems, suggestion and conclusion.
4. External brain storming: Each member of the team must have a conversation with 5 other people to know public awareness of your topic.
5. Start data collection after taking approval on the questionnaire.
6. Update your ideas and share with me before 18/08/2023
7. Review updated project topics chosen by all students.

Date: 19/08/2023

Step No.5: Talk with experts and project report drafting details

Dear students,

1. Review revised list of project topics chosen by all students, find your team members as per list. No team member will be allowed in the team without registration in google form. Team leader will be responsible for the same.
2. Mention the name of team leader/member, roll number, and sign.
3. Font: Times New Roman
4. Font size 12, Heading (Bold)
5. Project report will be of minimum 20 pages
6. Insert self-clicked photo related to your topic only, with source i. e. place where it is clicked and date. Google images will not be accepted.
7. It must contain interviews from experts.
8. Project report must fulfil your objectives of study, learning, challenges faced by people, public awareness of your topic, suggestion and conclusion.
9. Last date of submission of your project report is 16 September 2023 by 4 pm. after that project won't be accepted.

Date: 21/08/2023

Step No.6: PPT guidelines

Dear students,

1. Create your PPT in google slides only
2. Time duration of presentation will be 6 minutes for each group
3. Question and answers 2 mins for each group
4. Maximum 5 slides
5. Title slide1 College name, Class, Semester, September 2023, FC project presentation.
6. Title slides 2 Group no., Title project, Table of group members
7. Introduction slide
8. Survey
9. Learnings and observation
10. Suggestion and Conclusion



11. Last date of submission of your PPT is 20th September 2023.

Date: 21/09/2023

Step No.7: FC Viva guidelines

Dear students,

Your FC viva is scheduled on 21st September 2023 at 08 am to 10.30 am and 22nd September 2023 at 08 am to 10.30 am.

Dear students,

1. Review the list of team members of your group and check every detail like roll number, Full name, division, Group number, title of your project. Please contact me in case of any mistake.
2. Review the attached list of Viva scheduled, locate your respective group member with title and prepare accordingly for the same in the order given in the serial number.
3. Day 1: 21 September 2023 at 8 am to 10am.
4. Day 2: 22 September 2023 at 8 am to 10.30 am.
5. Attendance is mandatory for all the students on both the days.
6. Students who fail to give presentation on the day of viva will not be considered again.
7. Outline of the presentation is to be strictly followed i.e. (Title slide 1 and 2, Introduction slide, survey, learnings and observation, suggestion and conclusion).
8. Every team member has to present for 1 minute each.
9. Total time duration of the presentation is 6 minutes for each team.
10. After every presentation there will be a question-and-answer session of 2 minutes.
11. Audience (Students) will get extra marks for asking questions.
12. Team members have to give their introduction i. e. full name, roll number and division before starting their presentation.

Date: 22/09/2023

Step No.8: FC Final project and PPT submission details

Dear students,

1. Team leaders kindly submit your latest/updated soft copy of project
2. Submit your latest PPT
3. Submit the hard copy of project and PPT on 30th September 2023 before 4 pm. After that, it won't be accepted.

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Date: 25/09/2023

Project Report of F.Y.B. Com, FC-I 2023-24

Project-based experiential learning was taught to F.Y.B. Com students,

Project evaluation criteria was:

1) Basic minimum reading, through secondary research on the topic
2) Primary research i. e. public awareness of the topic, survey from public, environmentalists, experts, field visit, conducted interview and noted the observations.
3) Data analysis and understanding of the topic from experts.

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F.Y BCOM DIV – B

FOUNDATION COURSE-I

PROJECT REPORT 2023-2024

CHILD ABUSE IN INDIA

Sr. No	Name of the Student	Leader/members	Roll No.
1	YADAV SHIVAM AMARJIT	LEADER	CF 23149
2	SAROJ SHIVAM HIRALAL	MEMBER	CF 23111
3	RAJBHAR ABHISHEKH DHARMANATH	MEMBER	CF 23103
4	SHARMA SANDEEP SHRINATH	MEMBER	CF 23118
5	SINGH SURAJ RAKESH	MEMBER	CF 23126

F. Y. B. Com

Dov. B

September 2023

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8	RECOMMONDATION	17



CHILD ABUSE IN INDIA

Introduction

India is home to over 19 percent of the world's children, making it the country with the largest child population in the world. It inherently defines the country's role in becoming a safe haven for children in this ever- changing society. The nation therefore provides its children with a host of rights – fundamental and legal while enshrining the importance of their protection, care and development in its overall policies, schemes and objectives.

Regardless of every affirmative action taken with respect to children through numerous acts and amendments, their condition has not changed much over time. The fact that children are the most vulnerable section of society has not varied even after decades of independence. Initiating from the first 5-Year Plan, successive governments came up with various policy reforms and laws for changing the conditions of children and uplifting their standards of living. Yet exploitation, abuse, labour and abandonment remain the ground reality of children across India.

Amongst these, Child Abuse is one of the most common, frequent and highly prevalent challenges in the present atmosphere. The root cause of which is mostly found in the poverty ridden sections of society, with domestic violence, substance abuse and illiteracy complementing the difficulty of the situation.

Child Abuse - The Concept

Child Abuse can be defined as any act, failure or negligence on the part of any individual; adult or child, that leads to a severe threat to the life and development of a child and results in prolonged physical and psycho-social impacts on his/her health and well- being.

It can be an actual or potential harm to a child's survival, dignity, development and socialization arising out of sexual, physical, emotional or psychological maltreatment or exploitation. It is a real and prominent predicament that generally occurs through familiar channels including parents, relatives and caretakers.

Child Abuse in all its forms and manifestations is a global issue that has been highly misunderstood and underestimated over the years. It is extremely prevalent in India as well, where it is rooted in social, economic and cultural practices to a great extent.



- Bullying

Signs of Physical Child Abuse:

- Unexplained Bruises, welts or cuts etc.
- Fearful or shy behavior etc.

- Child Emotional Abuse -

Emotional Abuse is often observed as a pattern of behavior that hampers the child's emotional development, making it extremely difficult to prove. The lack of evidence in the case of Child Emotional Abuse is considered as a major challenge to the existing Child Protection System. Emotional Abuse is almost always present when other forms of abuses are identified in a child.

The Child Emotional Abuse primarily comprises of following instances:

- Isolation or Exclusion of a Child
- Stigmatizing a Child
- Failure to provide a supportive environment
- Caregivers not responding to a child's emotional needs
- Blackmailing a Child

Signs of Child Emotional Abuse

- Excessive Shyness and Fear
- Behavioral Extremes
- Antisocial Behavior
- Inappropriate Age Behavior

Child Sexual Abuse -

The Child Sexual Abuse is an involvement of a child in a sexual activity that he/she does not fully understand and approve of. Primarily, the child is naturally uninformed of the sexual activity and while being developmentally unprepared for the act, is unable to give an informed consent.

Child Sexual Abuse is primarily divided into two major types:

Contact Type -

- Kissing or holding in a sexual manner
- Forcing to touch genital areas

achieve their full intellectual potential.

Parents should always have a watchful eye for their children. They should promptly take note of any unusual and abnormal behaviour of the child and channels of communication and interaction between the elders and children should always be kept open. The child should feel free to talk about anything happened to it which is not to its liking and instead of blaming the child; the caretaker should see that the young ones are not easy to go prey of the sexual abusers. There is need to enlighten the parents. guardians and caretakers of children for the various methods to cope with the situation and to adopt proper rehabilitative measures in dealing with these sexually abused children.

Cycle of child abuse as per researcher perspective

Conclusion:

The causes leading to sexual abuse of young one within a family are found to be lack of communication among parents, no or very less interaction with parents, deprivation of teenage needs of love and affection, breaking of values about brother-sister and other close relationships. Because of this, victims usually lacks the faith in relationship and family system. This shows that the only place, which gives a sense of protection and security for every human being, _family' has become for the children generally unreliable place and the persons who are the known, the trusted persons and are exceeded to be care takers and protectors have turned into villains and destructors of the future of children. Such individuals are waitingfor the right opportunity to initiate contact with the child and then gradually to engage there in sexual activity. The child is losing their faith and trust in members of her family and family relationship. Indian culture had taught them to respect and trust the elders in the family.

Recommendations :

Above discussion indicates the severity of the problem. Even though the sexual abuse is a subject of social issue, most people would rather not think or talk about it. It continued to be shrouded in secrecy and taboos. In spite of its invisibility, the issue is common in Jammu and Kashmir

Gender

socialization

Patriarchal

Society

Power

Inequality

Family

Realations

Gender

Discrimination

Child Abuse

Bibliography :

- Illiteracy, more number of children, and lack of parenting skills were the major causes for child abuse. So the need for intervention of government to restrict the early marriage of girls and should providerequired parenting skills training, during or after the pregnancy time itself, by appointing social workers or counsellors in the public health centres or social welfare board.
- Economic crisis is one more cause for abuse against children and hence the government should give necessary training for pay creating exercises to expand their economy.
- Parents should be gender sensitive persons.
- Consuming liquor is one of the foundations for abuse and it ought to be annihilated from the general public by the mediation of government to restrict the use and moving of liquor.
- Parents ought to have great ordinary exercises

and hear the voice of the children.

- Monitoring Committee may be established in the school, with responsible teachers who should be gender sensitized and have involvement in social work to take care of the cases of children and to give protection to them.
- The child protection schemes should be informed to all children as well as teachers and parents.
- Media publicity should be made available so that it would help solving the problem by showing programmesprevailing on subject of sexual abuse towards a child and publishing

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of articles enabling the people getting awareness of the concerned issue. So electronic media should be used to spread awareness to enhance sensitivity and knowledge of people's upon this issue.

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(EAST)

F.Y. B. COM DIV – B

FOUNDATION COURCE – I

PROJECT REPORT 2023-2024

NEED OF OLD AGE HOME

Sr. No	Name fo the Student	Leader/members	Roll No.
1	BAPPA DHARTI RAGHU	Leader	CF 23188
2	GUPTA ANSHIKA ARVIND	Member	CF 23191
3	ASHISH YADAV	Member	CF 23193
4	JANA SUJAL SAMIR	Member	CF 23194
5	MARGAJE PRITI RAMCHANDRA	Member	CF 23195

F. Y. B. Com

Dov. B

September 2023

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CERTIFICATE

This is to certify that the group (no-19) leader and members have worked and only completed the Project work in " **Foundation Course-I**" for First Year of Bachler of commerce and their project is Entitled **" NEED OF OLD AGE HOME."** Under supervision of **Dr. Nitinkumar M. patil** for the second Semister of the Acadmic Year 2023-24. It is the own of group members and facts reported by the their personal Finings and investgations.

Sr. No	Name fo the Student	Roll No.
1	BAPPA DHARTI RAGHU	CF 23188
2	GUPTA ANSHIKA ARVIND	CF 23191
3	ASHISH YADAV	CF 23193
4	JANA SUJAL SAMIR	CF 23194
5	MARGAJE PRITI RAMCHANDRA	CF 23195

(Dr. Nitinkumar M. Patil)

(Mrs. Hema Iyengar)

DECLARATION

Project Name: **NEED OF OLD AGE HOME**

WE FY B.com Div-B declare that this project is our own work, based on my personal study and/or research and that I have acknowledged all material and sources used in its preparation, whether they be books, articles, reports, lecture notes, and any other kind of document, electronic or personal communication.

we confirm that we have identified and declared all possible conflicts that I may have.

Dharti, Anshika, Ashish, Sujal, Priti



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6	CONCLUSION



Introduction

Old age homes are needed in this time. There are several advantages of a senior assisted living residence. Firstly, here, people are treated with love, care and compassion. Secondly, these homes have a dedicated medical team which comprises qualified doctors, nurses, and caregivers who are available round-the-clock. Secondly, our senior assisted living home, Aurum has tie-ups with several superior hospitals, pathology labs and ambulance services to provide prompt medical service during any emergency. Thirdly, apart from assisted living services, elders get to live in a senior community where they can form new friendships, engage in group activities and live life in a carefree way.. Some of the key highlights of facility features provided by Aurum are-

- Wheelchair friendly campus
- Anti-skid flooring in shower and WC area
- Security Grab-bars in Shower and WC area
- Elder-friendly bathrooms
- All season temperature-controlled rooms
- Emergency call bells in bedroom and bathroom
- Generous storage areas
- Personal micro kitchenette
- LED televisions
- Work desk
- Well-ventilated and well- lit rooms
- Medical facilities available at Aurum
- 24×7 on-site nurses trained in Advanced Cardiac Life Support (ACLS)
- Dedicated Memory-care unit
- Annual blood tests



- Medical emergency room
- Daily visit from doctor
- On site Clinical psychologist
- On-Site Happiness creators
- Daily vital-check
- Medicine management
- Tele/video consultation with doctor
- Hospital coordination
- Discounted healthcare packages
- Regular health feedback to family
- Pharmacy agreements
- Ambulance tie-ups
- Tests done for – cardiac health, neurology, nephrology, oncology
- Full-body checkup

There are several reasons why elders need to stay in an assisted living residence. living area promising the best kind of life to elders.

Objective:

The main aim of this project is to understand the need of old age home in present scenario.

Methodology:

The present project is based on secondary data and interviews of senior citizens.



Findings

The home which cares for the old age people or senior citizens is termed as Old age Home. These homes are meant to protect, guard, nurture, feed, and groom geriatricians. Old age Homes are basically found in Metropolitan Cities to provide a pleasant part of retirement life. It can be also termed as a Retirement home

In the current moving world and the commitment, every family has to fulfill their needs, both husband and wife are forced to work. That too in this digital era, most people prefer working abroad as an aspiration or career upgradation. So, it becomes hard for them to take care of their parents.

It is a desire for everyone in this world to take care of their parents. Yes, we at AayushkaLiving understand your pain points and address them with the same care and love you provide. In our Senior Citizen home, we maintain a positive environment, Flexi rental model, and personalized members to take care of them.

One of the biggest advantages is, Old age people who travel for treatment to metropolitan cities to stay for a month period can be benefited from these homes.

Advantages of Old Age Homes:

As a Children of Senior Citizens, you can rest assured that your parents are in safe hands.

The people over old age homes would be of the same age group. So, this will take them to the next level of association. As most of them have the same mindset, love and care will be shared among them.

They share their happiness, sweet memories, unmet goals, past stories, their loves, and family. This increases a bond and this boosts their dopamine level.

It allows the Geriatric people to feel the same as their home. Most of the old age homes are in-built by Assisted Living facility providers. It is an upgraded version of a retirement home.

The major problem for a senior citizen is multiple health challenges, anxiety, and depression. They might require complete attention for them to monitor.

Unlike the older homes in rural areas, Assisted Living homes are administered with indoor games like chess, carrom board, photo puzzles, etc.

As most senior citizens are born to stress, Aayushka Living caretakers keep them engaged with outdoor activities like walking over lanes, basic cardiac workouts, cycling, etc.

Assisted living-based Old age homes can add value by offering personalized grooming and care.

We at Aayushka Assisted Living, offer 24/7 nursing home, on-call doctor consultation,

Suggestions

you are elderly and ailing, do you stay in your home, and if so, how? Long-term care insurance is costly, and doesn't always cover living in a nursing home or other facility. Rick Kahler, president of Kahler Financial Group in Rapid City, S.D., has some sound guidance on this crucial question:

When most of us hear "long-term health care plan," we think of insurance. Not necessarily so. While a LTCI policy may be part of your health care planning, it isn't a plan. Even those who don't need such insurance need a long-term health care plan.

I recently heard a presentation by Carolyn McClanahan, MD, CFP. She says about 70% of Americans will need some type of long-term care. Your odds of needing it increase as you get older and are also higher if you are female, have a family history of chronic health conditions, have a poor diet, don't exercise, or live alone.

Two major issues to consider in creating your own long-term care plan are where you will live and how you will pay for the care you are likely to need.

Most seniors want to live in their own homes "until their toenails turn blue," as Dr. McClanahan puts it. No matter how appealing this is, it may not be realistic. Here are some important items she says to consider that can make your home old-age friendly:

Close proximity and access to needed services like grocery stores, restaurants, and medical facilities

Available interaction with others

A plan for home maintenance

Accessibility for wheelchairs and walkers

Minimal stairs, level surfaces, and the ability to accommodate ramps inside and out

Investing Digest: Know what's moving the financial markets and what smart money is buying with Forbes Investing Digest.

Email address

Sign Up

By signing up, you accept and agree to the Terms of Service (including the class action waiver and arbitration provisions), and you acknowledge our Privacy Statement.

Non-skid floors, baths, and showers

Grab bars and easy-to-reach utilities

Cameras at floor levels (the least intrusive) to monitor your activity

Whether the home can be dementia proofed

Whether in-home medical and support services are available, you are willing to use them, and you can afford them.

Even with a goal of staying in your home, your plan should specify how to determine if it's time for you to move into a long-term care facility: perhaps

when friends or family feel it's a safety issue, you can no longer perform certain functions, or transportation becomes an issue.

The second large concern, of course, is how to pay for long-term health care. This is where LTC insurance can come in handy, but it is expensive and often doesn't cover all the costs. Paid care includes nursing facilities, which are the most expensive alternatives, followed by assisted living facilities, independent living apartments, adult day care, and in-home care.

However, most long-term health care is unpaid. In 2015, 34.2 million adults provided unpaid health care services to seniors, with a value of $522 billion. Half of them, or 17.1 million people, do so because they have no other choice. The average caregiver spends 24 hours a week providing care, with 25% of them spending over 40 hours a week, and will serve in this role for an average of four years. The average cost to caregivers in lost wages, benefits, and out-of-pocket expenses is $300,000 to $700,000.

The more retirement savings you have, the more you can avoid placing this burden on your family members, If you are approaching retirement without adequate income, you may want to consider working longer or reducing spending now to provide for your long-term needs.

http://kahlerfinancial.com/about-kahler-financialObviously, we are a nation that isn't planning well for old age. Many of us feel that by not talking about long-term care planning it somehow won't become a reality. The ultimate reality is that, by not planning, most elders and their caregivers will have few to no options when they need care. Creating your own long-term health care plan

before you need it can increase your options and help you live out your life with more comfort and dignity.

Conclusions

The project work concludes that old age homes have become the need of the hour today. It is accepted that senior citizens are desired to be taken care of properly. In case of working family members, it becomes difficult. Thus, the option of old age home should be accepted without any hesitation.



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Near Balaji Mandir, Dombivli (East), 421203.

Project guidelines for FYBCOM Foundation course-II 2023-24

Project 1: Guest lecture on Human Rights 1/12/2023

Dear students,
As a part of your Foundation Course subject, a guest lecture is organized on the topic Human Rights on Saturday 9th December 2023 at 10 am in the classroom number G5. All the students are informed to remain present. This will set the base for your 2nd project of FC-II.

- Before the session, please read thoroughly about Human rights in the Indian Constitution, fundamental rights in India.
- Read about the National Human Rights Commission of India.
- After the session every student has to write a 2 pages report on Human rights in their own words and submit by Monday 18th December 2023. Copied matter will not be accepted.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.
- Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app) rename the file as
- After scanning your project, rename the file in the following order:
- Roll No-Class-Div-Full Name-Dec23.
- Eg CF23001-FYBCOM-A-Shilpa-Malani-Dec23
- Elaborate your report as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.
- Link for upload report pdf file: https://forms.gle/fvBNnQNe4wuwxppR6

Project #2: Electronic waste management 11/12/2023

Dear students,

1. This is an individual assignment where we all will be working for SEWRS i.e SIA-E-waste recycling society.
2. Every student has to collect minimum 10 and maximum no limit e-waste items from your family, neighbors, friends etc.
3. Items can be old discarded batteries, unusable mobile phones, chargers, headphones, keyboard, mouse, desktop, TV, camera, plastic wires, pendrive, CDs, DVDs etc
4. Weigh each item **digitally** and mention it in your google form and table on a foolscap paper.
5. Table must include Sr. No., Name/List of e-waste items collected, No of items collected, weight of each item, Total weight of each item & e-waste collected from.

Sr. No.	Name/List of e-waste items collected	No of items collected	weight of each item	Total weight of each item	E-waste collected from

Sr.no.	Name of e-waste item collected	No.of items	Weight of each items (Grams/Kgs)	Total weight of each item	E-waste collected from
1	Charger	1	90grm	90	Anushree (Friend)
2	Battery	1	50grm	50	Aarti (Friend)
3	Earphones	1	12grm	12	Ananya (Friend)
4	Pen drive	1	50grm	50	Prerna (Friend)
5	CD	1	10grm	10	Pooja (Friend)
6	Watch	1	50grm	50	Bala Kaka (Neighbour)
7	Wires	1	15grm	15	Subodh kaka (Relative)
8	Remote	1	20grm	20	Shweta(Relative)
9	Mouse	1	150grm	150	Dinesh(Neighbour)
10	Bulb	1	100grm	250	Manoj(Neighbour)
	Total	10	547gram	547	

Total items collected :- 10
Total weight of the items collected:- 547 grams.

6. Collect and store items at your home by Saturday, 23rd December 2023 before 8 pm and fill the details of e-waste collected in a google form.
7. After collecting e-waste you will be informed shortly about bringing that e-waste to the college campus.
8. You have to write notes in your own words describing what e-waste you have collected, from whom you collected, its weight and your experience while interacting with people.
9. Scan the notes in pdf form and upload on the given link on or before 6 pm, Sunday 24th Dec, 2023.

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10. FYBCOM-A-https://forms.gle/rYGGLJ4BHSUUP4518
11. Narrate a story in the class describing your experience.

Instructions:

- On the cover page write your Full name, Class, Division, Roll No, Contact number and email id.
- Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app) rename the file as mentioned above in point no 8 and upload the assignment as a single pdf document in google form.
- Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

Project #3 Demographic survey on stress **10/01/2024**

Dear students,

In this assignment you have to conduct a demographic survey on stress from the following range of people:

1. Fruit/Grocery vendors
2. Housewives
3. Working class people
4. Shopkeepers
5. Government employees
6. Rickshaw/Cab/Bus drivers
7. Coolies/Load pullers on railway station
8. Traffic police
9. Teachers
10. Health care professionals i.e Doctors, nurses
11. Daily wage laborers .

1) Each student must have a conversation of 5 mins with a minimum of 5 different professions.

2) Ask them about the stress in their lives and how they are managing them.

3) In survey you need to focus on Name, profession, age, gender, workplace, working hours, traveling hours/daily travel duration, how much do they travel, does traveling add to their stress, family income group i.e Lower middle class/Middle class/ Upper middle class, what and how much stress they have in their lives and how they manage stress.

4) Explore your topic/study in detail.

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5) You have to write notes in your own words only. Google form survey will not be accepted.- You have to conduct a face to face survey.

6) On the top of the page write profession, questions/ conversations and then elaborate. Minimum 10 pages assignment. Enquire deeply to get thorough knowledge.

7) Scan the notes in pdf form and upload on the given link on or before 6 pm, Thursday 25th Jan, 2024.
https://forms.gle/dq5NnZq6VPqQRD4K6

8) Narrate a story in the class describing your experience.

Instructions:

1. On the cover page write your Full name, Class, Division, Roll No, Step no-1/2/3, contact number and email id.
2. Write the answers on full scape paper in a very clean and readable handwriting, scan your assignment pages (you can use applications like Clear Scanner app, Notebloc Scanner app or Kaagaz Scanner app) and submit hard copy of project in college and upload scanned copy on google drive link shared.
3. Elaborate your answers as much as you can but in your own words only. Text copied from the internet will not be accepted or tolerated.

Project 4: Visit to Maharashtra Vidhan Bhavan 24/2/2024

Guidelines for visit:
Dear students,

1. We have arranged a visit for SIA students to observe the functioning of Assembly and live discussion in the assembly houses as a part of your FC subject Maharashtra State Legislature (Maharashtra Vidhan Bhavan), Nariman Point on 29th Feb, 2024.
2. Transportation charges for the same is **Rs 250** per student.
3. Make payments on Gpay no: 9820558982
   Name of account holder: Atharva Khandge
4. While transferring amount, kindly write your full name, class & div
   Eg Shilpa Malani, Fybcom A
   Date of visit: 29th Feb, 2024.
5. Session time at Vidhan Bhavan is 1.30 pm to 3 pm.
6. So we will start at 9.15 am from college and will be back approximately 6.30 pm to 7 pm.
7. Only first cum first serve students will be selected for the visit.

8. Have your breakfast from home and carry your lunch boxes and water bottles. Not a single rupee is required if you carry your own lunch box. You can have lunch in the bus.
9. Last date for registration is 27th Feb 2024 before 6 pm.
10. Kindly Register from below Link and upload payment screenshot https://forms.gle/xyaxGTeJPg4xbMuQ9
11. After registration join whatsapp group https://chat.whatsapp.com/IBPxmlSS1to6zRWBvgeIJ0

Guidelines for experience sharing report submission

1. Students who are visiting Maharashtra State Legislature please carry a notebook and pen along with you to observe each and everything at the court as you have to describe and write an experience sharing report of the visit in your own words only.
2. Copied report will not be accepted.
3. It is mandatory to upload your report on or before 5th March, 2024 before 7pm on the link: https://forms.gle/s2ycQNJek7bbWg2r9

Guidelines towards final submission of FC-II project reports Hard copy- 14/3/2024

Dear students,

1. You have to submit the hand-written hard copy and a digital scan copy of your FC project reports along with the certificate (template given).
2. Sequence of submission should have the certificate page on the top followed by projects in sequence.
3. While submitting the soft copy of the report please make sure you scan & merge the certificate along with all the four projects in a single pdf document file and upload the same in the following given link.
4. Link for upload report pdf file: https://forms.gle/faiPNufryqXN1EBR7
5. After scanning your project, rename the file in the following order:
6. Roll No-Class-Div-Full Name-Mar24.
7. Eg CF23001-FYBCOM-A-Shilpa-Malani-Mar24
8. Deadline for uploading and submitting the form (soft copy): **Friday, 8th March, 2024 by 7 pm.**
9. Hard copy report submission on **09/03/2024.**

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Date: 15/04/2024

Project report of FYBCOM Foundation Course-II 2023-24

Project 1: Guest lecture on Human Rights

Bachelor of Commerce (B.Com) Department of The S.I.A College of Higher Education Dombivli East organised a session on the topic Human Rights with the objective to create awareness about the primary rights of the citizens which are justifiable and written in the constitution, among the students of FYBCOM on Saturday 9th December 2023 at 10 am in the classroom number G5. The session was conducted by Advocate Pawan Jaichandani, Bombay High Court. Teacher in charge for the session was Dr. Shilpa Malani.

The session started at 10:10 a.m. by welcoming the chief guest Adv. Pawan and the felicitation was done by Dr. Nitin Patil. Anchoring was done by Asmita Jayprakash and Suman Gupta. Sir explained to us how the constitution was formed, what were the reasons for framing the constitution and he explained to us about the fundamental rights of the Indian citizens. Sir also shared live cases of human rights violation handled by him.

The session ended with a round of discussion and a vote of thanks.

Outcome: The participants came to know about basics of human rights, when and how it can be violated, what are fundamental rights, how the constitution came into force and where are we supposed to approach when the rights are violated. This session inspired students to pursue law as a career. 49 students from FYBCOM attended this session.

Project #2: Electronic waste management

In this activity, students collected e-waste items like old discarded batteries, unusable mobile phones, chargers, headphones, keyboard, mouse, desktop, TV, camera, plastic wires,

pendrive, CDs, DVDs etc from their family, neighbors, friends etc. After collecting e-waste items, students mentioned the details of the list of e-waste items collected, from whom e-waste is collected, weighed each item digitally and wrote an experience sharing report on the same while interacting with people.

Outcome:

1. 66 students participated in this activity and collected 41.10 kgs of e-waste.
2. Students improved their communication, convincing skills increased their self confidence.
3. This community based project led them to make friendships with strangers, neighbours etc.
4. Students enjoyed doing this project and felt a sense of encouragement towards waste management and expressed that they would like to make more contributions in future.
5. By doing this assignment students realised that lots of e-waste is available at their own house and which was being dumped till now in open areas, harming our environment. Students expressed that this is the smartest move with a better approach & their family members were happy as due to this assignment their houses were cleaned & at least some part of the drawer can now have an empty space.
6. Students were very happy with this realistic project, as they had a wonderful experience communicating with the people. Communicating with strangers was a bit challenging as many expressed their introvertedness but convinced people and made them aware about serious environmental problems.
7. Students shared that their friends studying in other colleges also want their college to give such projects. And their neighbours, friends were very proud to extend a helping hand to save our environment. Their neighbours expressed that they will also take admission of their child in SIA college due to such projects.

Project #3: Demographic survey on stress

Nowadays there is no life without stress. In this project, students conducted a demographic survey on stress from the following range of people and found the observations:

1) Rickshaw driver:

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Rickshaw drivers shared with students that people bargain with them, customers make arguments while making payments and they have the stress of inflation, rising petrol prices but customers are not ready to pay them. They also have the risk of accidents, they have competition with ola/uber and they also have problems due to continuous sitting posture, due to air and noise pollution. They don't have any time for rest, nor for lunch. They also have the stress of their kids fees which is almost upto 1 lacs, but there were less passengers during the pandemic. Rickshaw drivers also face seasonal problems like sweating in summer, cold in winter and they get wet in the rainy season.

Stress management: They are trying to put their rickshaw in the ola app and they manage stress positively by spending time with family and negatively by drinking alcohol, smoking etc.

2) Housewife:

They have the stress of managing their home, buying vegetables, managing the budget for the entire month, handling tantrums of their children, They don't get sufficient rest. Deciding what to cook, cooking a variety of dishes for everyone, refilling water everyday, paying light bills. Housewives also have the stress of their children's marriage, increasing children's weight, also gives them stress. They struggle with time, they have no holiday. In this pandemic, housewives were overburdened with their kids' studies take out time for their studies, as tuition classes were closed, look after them switch on the video during their exams. They also had physical and financial stress and where there is a joint family, the kitchen never closes, there is always a change in time table.

Stress management: Children along with their father have planned to give their rest to their mother on Sunday by self cooking. Housewives manage stress by planning from night. Some housewives read books, listen to music, watch comedy shows, talking with friends, making travel plans, praying, meditation etc.

3) Doctor:

Doctors are surrounded full day with sick and frustrated people. They have to go frequently for emergency visits. They hardly get any family time. As the number of patients increases, the stress of doctors also increases. They work for almost 10 to 12 hours/ day. They don't have any leaves. They have stress when people don't follow their instructions. After managing the family they rush to open their clinic, and if sometimes they get late patients get

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irritated. During pandemic doctors were mostly stressed because of the death of thousands of patients. Doctors are also stressed when salesmen force them to recommend their specific prescription only.

Stress management: Doctors meditate, exercise, go for massages etc.

4) Fruit vendor:

Fruit vendors have stress when they don't get supply on time, their family condition is bad, difficult to manage household expenses, sometimes they make losses when fruits perish and they have to put in trash. Presently due to the war between Russia and Ukraine there is a lot of up and down in the market, due to which the prices of fruits and vegetables rise. They wake up early in the morning at 4 a.m. do exercise and then go to the wholesale market to buy vegetables and fruits. They have the stress of going digital, as they are less educated and they'll be exploring online platforms to sell their veggies and fruits. They are stressed as their stock gets rotten and if it doesn't get sold. During travel, fruits get pressed and deteriorate. Managing a home is challenging for them, they have a stress of their future as they have to regularly pay rent of the house and other household expenses but income is uncertain. In the pandemic as they were not allowed to move freely they had to face a lot of financial issues. They are stressed when the stock deteriorates and they have to throw it. They hardly get any family time but they wish to travel and by continuously shouting they have pain in neck and one of the fruit vendors lost his voice.

Stress management: After doing hard work, they love to play with their kids, love to explore social media, the love to play games like Pub G, candy crush etc.

5) Shopkeeper:

Shopkeeper has the stress of pricing strategy, there is lot of competition in the market, long standing queue of customers at their shop, when the customer does not repay credit taken on time, bargaining customers, long working hours from 7:30 am to 11 pm., impatient customers, expiry of inventory etc

Stress management: Family time, travel etc.

6) Teacher:

Teachers have stress of travelling, due continuous standing posture they have body pain, handling students, completion of syllabus, less income, managing home and kids and

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school, paper assessment, preparing results, collecting assignments, administration work, No work life balance, no family time. During the pandemic teachers had a stress of managing their home, kids, preparing online presentations, learning new digital technologies, giving training of technology to parents, students, and understanding students. Teachers are stressed when students don't understand.

Stress management: By attending family gatherings, listening to music, reading books, upgrading ownself.

7) Working class people:

They have stress related to less salary, travel, rush in local train, pressure of targets, stress of boss, cold (thanda) food, in pandemic they had stress of salary cuts.

Stress management: By enjoying garam food on sunday and holidays, work from home reduces travel stress.

8) Traffic police:

They have stress related to continuous standing posture in summer, winter and rainy season due to rising population pollution, which is also increasing suffering from asthma etc.

Stress management: No work at home and 100% dedicated to duty at the workplace.

Project 4: Visit to Maharashtra Vidhan Bhavan

The SIA College of Higher Education Dombivli East, Departments of Bachelor of Commerce (B.Com) and Management Studies (B.M.S.) organised a study tour visit to Maharashtra Legislative Assembly i.e Vidhan Bhavan Thursday, 29th Feb 2024 as a part of their Foundation Course. The purpose of the visit was to provide students with firsthand exposure to the workings of the legislative assembly and council.

Students visited both the houses of Assembly viz. 'Vidhan Sabha' and 'Vishan Parishad'. All students visited the Assembly with great enthusiasm.

Transportation:

The group traveled to the Vidhan Bhavan in Mumbai from the institute premises in two buses at 9.30 am, ensuring comfortable and safe transportation for all participants.

Visit Highlights:



Upon arrival at the Vidhan Bhavan, the students' group was warmly welcomed by the staff and guided to the legislative assembly (Vidhan Sabha) where they were allocated 30 minutes to observe the proceedings. Students witnessed the debates, discussions, and legislative processes firsthand, gaining valuable insights into the state assembly's functioning.

Following the session at the Vidhan Sabha, the group proceeded to the legislative council (Vidhan Parishad) where they were granted another 30-minute session to observe the proceedings. Students actively engaged in observing the discussions and debates taking place in the council, further enhancing their understanding of the legislative process.

Key Learnings:

1. Understanding of Legislative Processes: Students gained a deeper understanding of the legislative processes, including the role of elected representatives, the importance of debates, and the passage of bills.
2. Civic Engagement: The visit encouraged students to become more actively involved in civic affairs and understand the significance of participating in the democratic process.
3. Practical Application of Academic Concepts: The visit provided students with practical exposure to concepts learned in their academic curriculum, bridging the gap between theory and real-world application.

Conclusion:

The visit to Vidhan Bhavan in Mumbai was a valuable educational experience for all participants, providing them with firsthand exposure to the functioning of the legislative assembly and council. The trip facilitated learning beyond the classroom and inspired students to become more actively engaged citizens. Such educational visits play a crucial role in broadening students' perspectives and fostering civic awareness. 26 students from FYBCOM & 15 students from SY & TYBCOM attended the visit.

Record of FYBCOM students

No of students who submitted their FC Projects	93
No of students absent	04
Total no of students	97

Faculty

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Convenor

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Notice

Date: 23/02/2024

This is to inform all the FYBCom, SYBCom, & FYBMS students that Departments of Bachelor of Commerce (B.Com) and Bachelor of Management Studies (B.M.S.) are organizing a study tour at Maharashtra Legislative Assembly as a part of your Foundation Course subject on Thursday, 29th Feb 2024. Timings of session at Vidhan Bhavan are 1.30 pm to 3 pm. So, we will start at 9.15 am from our college and will be back by approximately 7 pm. Transportation fees for the same is Rs 250/ student without food.

All the interested students are hereby informed to be register quickly for the same with the teacher in charge Dr. Shilpa Malani. Only first come first serve students will be selected for the visit.

Convener

Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

Sr. No	Class	Name of the Teacher	Signature	Name of the Student	Signature
	FYBCom - A	Dr. Shilpa. M		Monika Kannaujiya	
	FYBCom B	Dr. N [illegible] M. Patil		Khushi Gupta	
	FYBMS A	Manju Sasikumar		Siddhi Chavan	
	FYBMS B	Mukul K		Bhumi Sharma	
	SYBCom	Babita Nagdev		Shweta. J.	

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The South Indian Association's

Tel. : 0251 2449891 / 92

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P-88, MIDC Residential Area, Dombivli Gymkhana Road, Near Balaji Mandir, Dombivli (East), 421 203.
Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/646/23-24

Date : 15/1/24

To,
The Honorable Secretary
Maharashtra Vidhan Bhavan
Mumbai-400021

Subject: Seeking permission for students of The S.I.A. College to observe and study a live session of Maharashtra State Legislature

Respected Sir,

As a Principal of The S.I.A. College of Higher Education situated at Dombivli (East), I seek your provision and facilitation to visit the Maharashtra State Legislature for our 100 college students of FYBCom, SYBCom, FYBMS & SYBMS course (age: 18-19 year olds), to observe and understand the political institution of Legislative Assembly of Maharashtra and its functioning through experiential learning as a part of their practical training, on a suitable date may be allotted to the college by the State Legislature office.

In order to conduct the visit, I request you to grant us the permission to take our students along with faculty members. Our college offers courses like B. Com, B.M.S., B.B.I., B.A.F. B.M.M. and B.Sc.IT. and has been reaccredited B+ by NAAC.

For any queries kindly contact the teacher in charge:

Dr. Shilpa Malani (9404179337)

Email id : shilpa.malani@thesiacollege.com

Thanking you

Padmaja

Dr. Padmaja Arvind

Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

विधान भवन
बॅकबे रेक्लमेशन
विधान भवन मार्ग
मुंबई ४०० ०३२

तारेचा पत्ता : विधानमंडळ
दूरध्वनी क्र. : २२०२ ७३ ९९
फॅक्स क्रमांक : २२०२ ४५ २४

महाराष्ट्र विधानमंडळ

क्रमांक २८५७ /म.वि.स./ ग१-१
दिनांक 28 FEB 2024

प्रेषक,

सचिव-१ (कार्यभार)
महाराष्ट्र विधानमंडळ सचिवालय.

प्रति,

प्राचार्य / मुख्याध्यापक

१. सरस्वती सेकंडरी स्कूल,नौपाडा,ठाणे.	२. वीर वाझेकर, कला, सायन्स आणि वाणिज्य महाविद्यालय, नवी मुंबई	३. डॉ.बाबासाहेब आंबेडकर, महानगरपालिका शाळा, वरळी
४. वरळी सी फेस म.न.पा.शाळा, वरळी	५. वरळी नाका म.न.पा.शाळा, वरळी	६. मुंबई विद्यापीठ, डिपार्टमेन्ट ऑफ सिव्हीक ॲन्ड पॉलिटिक्स
७. फर्ग्युसन महाविद्यालय, पुणे	८. द एस.आय. ए. कॉलेज ऑफ हायर एज्यूकेशन, डोंबिवली	९. अभिनव कला, वाणिज्य व सायन्स वरिष्ट महाविद्यालय, भाईंदर, ठाणे
१०. शासकीय माध्यमिक व उच्च माध्यमिक आश्रम शाळा, पालघर	११. एस के सोमय्या कॉलेज ऑफ आर्टस, सायन्स ॲन्ड कॉमर्स, विद्याविहार	१२. गुरू नानक कला, वाणिज्य व सायन्स वरिष्ठ महाविद्यालय,मुंबई
१३. चिंतामनराव देशमुख प्रशासकीय संस्था, ठाणे	१४. नारी गुरसहनी लॉ कॉलेज, उल्हासनगर, ठाणे	१५. १०० शिक्षक क्लब ऑफ जालना
१६. ओरीएन्टल लॉ कॉलेज, नवी मुंबई		

विषय : सन २०२४ च्या दुसऱ्या (अर्थसंकल्पीय) अधिवेशन कालावधीत विधानमंडळाचे कामकाज पाहण्यास परवानगी मिळण्याबाबत...

महोदय,

उपरोक्त विषयाच्या अनुषंगाने निदेशानुसार आपणांस कळविण्यात येते की, सन २०२४ च्या दुसऱ्या (अर्थसंकल्पीय) अधिवेशन कालावधीत आपल्या शाळा/महाविद्यालयातील विद्यार्थी तसेच प्राचार्य/मुख्याध्यापक यांना विधानसभा व विधानपरिषद सभागृहाचे कामकाज पाहण्यास पुढीलप्रमाणे परवानगी देण्यात आली आहे.

शाळा/महाविद्यालयाचे नाव	विद्यार्थी / प्राध्यापकांची संख्या	विधानसभा सभागृह	विधानपरिषद सभागृह
सरस्वती सेकंडरी स्कूल,नौपाडा,ठाणे.	४०	गुरुवार दि.२९ फेब्रुवारी वेळ : सकाळी ११.०० ते ११.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : सकाळी ११.३० ते १२.००

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वीर वाझेकर, कला, सायन्स आणि वाणिज्य महाविद्यालय, नवी मुंबई	--	गुरुवार दि.२९ फेब्रुवारी वेळ : सकाळी ११.०० ते ११.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : सकाळी ११.३० ते १२.००
डॉ.बाबासाहेब आंबेडकर, महानगरपालिका शाळा, वरळी	--	गुरुवार दि.२९ फेब्रुवारी वेळ : सकाळी ११.३० ते १२.००	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १२.०० ते १२.३०
वरळी सी फेस म.न.पा.शाळा, वरळी	--	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १२.०० ते १२.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १२.३० ते १.००
वरळी नाका म.न.पा.शाळा, वरळी	--	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १२.३० ते १.००	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १.०० ते १.३०
मुंबई विद्यापीठ, डिपार्टमेन्ट ऑफ सिव्हीक अॅन्ड पॉलिटिक्स	९	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १.३० ते २.००	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी २.०० ते २.३०
फर्ग्युसन महाविद्यालय, पुणे	७०+४	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी १.३० ते २.००	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी २.०० ते २.३०
द एस.आय. ए. कॉलेज ऑफ हायर एज्यूकेशन, डोंबिवली	१००+३	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी २.०० ते २.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी २.३० ते ३.००
अभिनव कला, वाणिज्य व सायन्स वरिष्ठ महाविद्यालय, भाईंदर, ठाणे	५०	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी ३.०० ते ३.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी ३.३० ते ४.००
शासकीय माध्यमिक व उच्च माध्यमिक आश्रम शाळा, पालघर	२०+३	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी ४.०० ते ४.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : दुपारी ४.३० ते ५.००
एस के सोमय्या कॉलेज ऑफ आर्टस, सायन्स अॅन्ड कॉमर्स, विद्याविहार	६४	गुरुवार दि.२९ फेब्रुवारी वेळ : सायं ५.०० ते ५.३०	गुरुवार दि.२९ फेब्रुवारी वेळ : सायं ५.३० ते ६.००
गुरू नानक कला, वाणिज्य व सायन्स वरिष्ठ महाविद्यालय,मुंबई	१००	शुक्रवार दि.१ मार्च वेळ : सकाळी ११.०० ते ११.३०	शुक्रवार दि.१ मार्च वेळ : दुपारी ११.३० ते १२.००
चिंतामनराव देशमुख प्रशासकीय संस्था, ठाणे	७१	शुक्रवार दि.१ मार्च वेळ : दुपारी १.०० ते १.३०	शुक्रवार दि.१ मार्च वेळ : दुपारी १.०० ते १.३०
नारी गुरसहनी लॉ कॉलेज, उल्हासनगर, ठाणे	३०+१	शुक्रवार दि.१ मार्च वेळ : दुपारी २.०० ते २.३०	शुक्रवार दि.१ मार्च वेळ : दुपारी २.३० ते ३.००

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१०० शिक्षक क्लब ऑफ जालना	२६	**शुक्रवार** **दि.१ मार्च** वेळ : दुपारी ३.०० ते ३.३०	**शुक्रवार** **दि.१ मार्च** वेळ : दुपारी ३.३० ते ४.००
ओरीएन्टल लॉ कॉलेज, नवी मुंबई	५०	**शुक्रवार** **दि.१ मार्च** वेळ : दुपारी ४.०० ते ४.३०	**शुक्रवार** **दि.१ मार्च** वेळ : दुपारी ४.३० ते ५.००

विधान भवन, मुंबई येथे प्रवेशासाठी सोबत आधारकार्ड किंवा ओळखपत्र असणे आवश्यक आहे. तसेच, सभागृहाच्या कामकाजानुसार उक्त दिनांक व वेळेत बदल करण्याचे अधिकार मा.सचिव-१ (कार्यभार), महाराष्ट्र विधानमंडळ सचिवालय यांनी राखून ठेवले आहेत, याची कृपया नोंद घ्यावी.

आपला,

(विजय कोमटवार)
अवर सचिव,
महाराष्ट्र विधानमंडळ सचिवालय.

याची प्रत :

(१) मुख्य सुरक्षा अधिकारी, महाराष्ट्र विधानमंडळ सचिवालय, विधान भवन, मुंबई.
(२) कक्ष अधिकारी तथा मालमत्ता व्यवस्थापक, महाराष्ट्र विधानमंडळ सचिवालय, विधान भवन, मुंबई.

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DATE-29/2/2024		Bus no: 1	

Sr no	Name of the student	Class	Division	Roll no	Gender	Contact number	1	2	3	4	5
1	Anjali Ajay Baditya	FYBMS	A	Mf23006	Female	9664019891	P	P			
2	Asmitha Jayprakash	FYBMS	A	MF23042	Female	9870808079	P	P			
3	Atharva Santosh Bhosle	FYBMS	A	MF23011	Male	8097085435	P	P			
4	Bhakti nilesh khedekar	FYBMS-A	A	MF23053	Female	8850300955	P	P			
5	DEVESH BATWAL	FYBMS	A	MF23007	Male	9324771212	P	P			
6	Diksha Tukaram	FYBMS	A	MF23030	Female	9870736702	P	P			
7	Divya Prakash Labde	FYBMS	A	MF23056	Female	9987209379	P	P			
8	DURAIVISHAL	FYBMS	A	MF23001	Male	7021724514	P	P			
9	Harshit	FYBMS	A	MF23025	Male	7977520339	P	P			
10	Kanchan suresh jadhav	FYBMS	A	MF23043	Female	9372670041	P	P			
11	Kartik Jayendra Muthe	Fybms	A	Mf23072	Male	9326848351	P	P			
12	Krish Kiran Keskar	FyBms (A)	A	MF23050	Male	9321673988	P	P			
13	Mahadevan Iyer	FYBMS	A	MF23041	Male	9820618564	P	P			
14	Mansi bhatti	FYBMS	A	MF23008	Female	+91 85910 67687	P	P			
15	MUDALIAR DEEPAN	FYBMS	A	MF23070	Male	9321683180	P	P			
16	Nidhi pandya	FYbms	A	Mf23082	Female	7718019907	P	P			
17	Nikita giri	FYBMS	A	MF23078	Female	9619812405	P	P			
18	Nikita Prashant mahakul	FYBMS	A	Mf23058	Female	9004240112	P	P			
19	Sakshi Jotiba Gilbile	FYBMS	A	MF 23031	Female	9594314559	P	P			
20	Sakshi santosh khandagale	FYBMS	A	MF23051	Female	8097913561	P	P			
21	Shubhankar Sahadev Mohite	FY BMS	A	MF23068	MALE	8356829495	P	P			
22	Siddhi Manoj Chavan	FYBMS	A	MF23017	Female	8591598911	P	P			
23	Tanvi suresh golambade	FYBMS	A	MF23032	Female	9321485086	P	P			
24	Thrishan p. Nadar	FYBMS	A	MF23073	Male	7977756538	P	P			
25	Utkarsh Dharmendra Dubey	FYBMS	A	MF23026	Male	8828158426	P	P			

26	Yash vinod nikam	FYBMS(A)	A	Mf23076	Male	7400366121	P	P			
27	ADITYA CHAVAN	FYBMS	A	MF23016	MALE	8976448701	P	P			
28	Tanvi Vijay Shirke	Fybms	B	Mf23118	Female	8108539363	P	P			
29	Kailash prajapati	FYBMS	B	MF23096	Male	9699189809	P	P			
30	Suraj vinod waghmode	FYBMS	B	MF23133	Male	7400171509	P	P			
31	Siddhesh Shetty	FYBMS	B	MF23176	Male	8104725571	P	P			
32	Jash Bakul Savla	FYBMS	B	MF23109	Male	9082252452	P	P			
33	Tanishka Raju Salve	FYBMS/B	B	MF23161	Female	8830205885	P	P			
34	Kalyani Narsimha Girgal	FYBMS	B	MF23166	Female	8657394921	P	P			
35	Raj Ramesh Sethy	FYMBS	B	Mf23163	Male	9892666391	P	P			
36	Atharava Manoj Shukla	FYBMS	B	MF23180	Male	8779651563	P	P			
37	Vishvjeet	Fybms	B	MF23168	Male	9565618244	P	P			
38	Amey Shailesh Padelkar	FYBMS	B	MF23172	Male	9324785761	P	P			
39	Ashwin Jonathan	FYBMS	B	Mf23134	Male	7304357891	P	P			
40	Hrushikesh Raja Potale	FYBMS	B	MF23095	Male	9137266304	P	P			
41	Anjali Santosh Sharma	FYBMS	B	Mf23112	Female	7506612737	P	P			
42	Viraj Vijay mahapadi	Fy b com	A	Cf 23064	Male	9766269658	P	P			
43	Yogesh kriparam malhare	Fy bcom	A	CF23069	Male	9819577113	P	P			
44	Shrinivas Phanse	Fy bcom					P	P			
45	Krishna Dileep Gupta	Fybcom	A	CF23027	Male	8657301405	P	P			
46	Manish Mangesh Gamre	FYBCOM	A	CF23023	Male	9082372515	P	P			
47	Naresh asari	Fy b.com	A	CF23006	Male	8879619189	P	P			
48	Omkar vinod mahadik	Fybcom	A	Cf23061	Male	9167348104	P	P			
49	Sahil Santhosh Jadhav	FYBCOM	A	CF23034	Male	8591691914	P	P			
50	Sidhant Mahadev Duble	FYBCOM	A	CF23022	Male	9372799102	P	P			

Teachers sign

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Sr no	Name of the student	Class	Division	Roll no	Gender	Contact number	1	2	3	4
1	Ananth Hariharan	FYBAF	B	FF23003	Male	8879089210	P	P		
2	RENU RAMESH PATEL	FYBAF	A	FF23074	Female	8108177017	P	P		
3	TRISHA DWIVEDI	FYBAF	A	FF23112	Female	9076438839	P	P		
4	Shruthi B Iyer	FYBAF	A	FF23038	Female	9423374926	P	P		
5	Ayush Sushilkumar	FYBAF	A	FF23065	Male	8828389489				
6	Ruchi Sharma	FYBAF	A	FF23087	Female	8591258404	P	P		
7	PINKEE DINESH JAISWAR	FYBAF	A	FF23042	Female	9076182108	P	P		
8	Ayushi Anup Shah	Fybaf	A	FF23107	Female	7019205956	P	P		
9	Shirgaonkar Arpita Sachin	FYBAF	A	FF23090	Female	9820506069	P	P		
10	Aditi santosh vyapari	FYBAF	A	FF23098	Female	8108730171	P	P		
11	Mansi Rajesh Kanojiya	FYBAF	A	FF23045	Female	8652235971	P	P		
12	TAYYABA MAHAMAD	FYBAF	A	FF23075	Female	9137963586	P	P		
13	Aafrin Salim Sayyed	FYBAF	A	FF23083	Female	8691847212	P	P		
14	Abhinav Harshkumar Shukla	FYBAF	A	FF23091	Male	9987393449	P	P		
15	Aanchal Ravishankar Jaiswal	FYBCOM	A	CF23039	Female	7400127397	P	P		
16	Akshay Santosh makhare	FYBCOM	A	23065	Male	9324005886	P	P		
17	Aryan Suresh Arolkar	FYBCOM	A	CF23005	Male	9594622876	P	P		
18	Ayush shivale	FY Bcom	B	Cf23124	Male	9324129727	P	P		
19	Bhumika Bhalchandra Bhoir	FYBCOM	A	CF23009	Female	9702131518	P	P		
20	Deep Vipul pasad	FYBCOM	A	CF23088	Male	8356868130	P	P		
21	Dhanush Velpandi Nadar	FYBCOM	A	CF23073	Male	7021724228	P	P		
22	Kavya Krishna nayak	Fybcom	A	CF23077	Female	9819459731	P	P		
23	Monika sachchulal kannaujiya	FYBCOM	A	CF23047	Female	7704893433	P	P		
24	Saloni Paresh Lodaya	Fy bcom	A	Cf23059	Female	8850842826	P	P		
25	Sam premson nadar	Fy B.Com	A	Cf23072	Male	7738988545	P	P		

26	Sanika sachhulal kannaujiya	Fy bcom	A	CF23048	Female	8657808712	P	P		
27	Saniya Mahesh Patil	FYBCOM	A	CF23090	Female	8657238647	P	P		
28	Sejal Deepak chaurasiya	Fybcom	A	Cf23015	Female	9594932546	P	P		
29	Shreya kulbhushan kanojiya	FYBCOM	A	CF23050	Female	7977998379	P	P		
30	Tanuja Vilas mahajan	FYBCOM	A	CF23063	Female	9082014845	P	P		
31	Vedant Sandeep Degaonkar	Fy bcom	A	CF23017	Male	9136130097	P	P		
32	Atharva	SYBCOM	A		Male		P			
33	Shukranti Sanjay Bhalekar	SYBCOM	A	CF22017	Female	7977654959	P	P		
34	Sanika Madhukar Dhuri	SYBCOM	A	CF22045	Female	8355821963	P	P		
35	Madhavi Sudhakar Lone	SYBCOM	A	CF22115	Female	9769447677	P	P		
36	Vedant Bhandare	Sy bcom	A	Cf22018	Male	9326609230	P	P		
37	Mayank Mishra	Tybcom	A	Cf21079	Male	8827063677	P	P		
38	Vaishnavi Harish Shinde	TYbcom	B	Cf21125	Female	7249675461	P	P		
39	Krutika Ratnakar Jalvi	SYBCOM	A	CF22083	Female	7021356006	P	P		
40	Praveena Subramanian	SYBCOM	B	CF22213	Female	8928519072	P	P		
41	Priyanka kaluram mhadse	SYBCOM	B	CF22131	Female	9372085009	P	P		
42	Sukhsharan kaur Dhillon	SYBCOM	A	CF22043	Female	8652726075	P	P		
43	Chetan Haldankar	Sybcom	A	CF22067	Male	7666618274	P	P		
44	Anushka Sudhir Jangali	SYBCOM	A	CF22084	Female	8652067828	P	P		
45	Pavitra Mahendra Magaon	SYBCOM	A	CF22117	Female	9324867131	P	P		
46	Ujwal talekar	Sy bcom	B	CF22215	Male	7021342102	P	P		
47	Juhee soma dhandha	SYBBI	A	BS23002	Female	9004380235	P	P		
48	Shraddha Dnyaneshwar Mali	SYBBI	A	BF22030	Female	9324411551	P	P		

Teachers sign

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Report on visit to Maharashtra Legislative Assembly

Date : 1-3-2024

The SIA College of Higher Education Dombivli East, Departments of Bachelor of Commerce (B.Com) and Management Studies (B.M.S.) organised a study tour visit to **Maharashtra Legislative Assembly i.e Vidhan Bhavan** on Thursday, 29th Feb 2024 as a part of their Foundation Couse. The purpose of the visit was to provide students with firsthand exposure to the workings of the legislative assembly and council.
Students visited both the houses of Assembly viz. 'Vidhan Sabha' and 'Vishan Parishad'. All students visited the Assembly with great enthusiasm.

Transportation:
The group traveled to the Vidhan Bhavan in Mumbai from the institute premises in two buses at 9.30 am, ensuring comfortable and safe transportation for all participants.

Visit Highlights:
Upon arrival at the Vidhan Bhavan, the students' group was warmly welcomed by the staff and guided to the legislative assembly (Vidhan Sabha) where they were allocated 30 minutes to observe the proceedings. Students witnessed the debates, discussions, and legislative processes firsthand, gaining valuable insights into the state assembly's functioning.

Following the session at the Vidhan Sabha, the group proceeded to the legislative council (Vidhan Parishad) where they were granted another 30-minute session to observe the proceedings. Students actively engaged in observing the discussions and debates taking place in the council, further enhancing their understanding of the legislative process.

Key Learnings:
1. Understanding of Legislative Processes: Students gained a deeper understanding of the legislative processes, including the role of elected representatives, the importance of debates, and the passage of bills.
2. Civic Engagement: The visit encouraged students to become more actively involved in civic affairs and understand the significance of participating in the democratic process.

P.T.O.

3. Practical Application of Academic Concepts: The visit provided students with practical exposure to concepts learned in their academic curriculum, bridging the gap between theory and real-world application.

Conclusion:
The visit to Vidhan Bhavan in Mumbai was a valuable educational experience for all participants, providing them with firsthand exposure to the functioning of the legislative assembly and council. The trip facilitated learning beyond the classroom and inspired students to become more actively engaged citizens. Such educational visits play a crucial role in broadening students' perspectives and fostering civic awareness.

	B.COM		B.M.S.	B.A.F	SYBBI	Total
	FYBCOM	SYBCOM & TYBCOM				
Male	16	5	23	3	-	47
Female	10	10	18	10	2	50
Total	26	15	41	13	2	97

A total of 97 students of FYBCOM, SYBCOM, FYBMS, FYBAF & SYBMS had attended the visit from which 47 were male participants and 50 female participants. Teacher in charge for the visit was Dr. Shilpa Malani.

97 students were accompanied by 2 teachers i.e Dr. Shilpa Malani, Mr. Rooshikesh Jade, Counsellor Pratyancha Padke & Asst. Librarian Anil participated in this academic visit. This report is prepared by Vaishnavi Shinde from TYBCOM.

Convener

THE S.I.A. COLLEGE OF HIGHER EDUCATION * DOMBIVLI *

Principal

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Near Balaji Mandir, Dombivli (East), 421203.
Email: office@thesiacollege.com Phone : 0251-2449891/92

UNDERTAKING FORM TO BE FILLED & SIGNED BY PARENTS & STUDENTS FOR VISIT (USE CAPS ONLY)

Name : Monika Sachchulal Kannaujiya

Address : Mahaveer height building Room no. 06. Nandivli Road, Dombivli (E).

Contact no. : 9892101239 (Student) 7704893433 (Dad/ Mom/ Guardian)

Class : FYBcom Roll No. : CF23047 Blood Group : O+

Terms & Conditions

1. The college will not be responsible or liable for Loss occurred due to theft / Accident / hospitalization / sickness / any natural disaster / death or personal effects if caused.
2. No refund will be given on cancellation /or any un-utilization of services.
3. Allotment of seats in the bus will be on a first cum first serve basis.
4. Consuming any prohibited products or substance will be dealt with severe punishment or up to cancellation of admission in college.

Instructions/Guidelines for the visit:

1. While visiting Maharashtra State Legislature, students must move around in small groups (10 students per group) without carrying any bag/sack in the Assembly.
2. No disturbance whatsoever should be caused in the Assembly & in the precincts of the assembly.
3. Mobile phones should be switched off. In case it is not found so, then disciplinary action should be taken against the student.

P.T.O.

4. The conduct or behavior of students should not cause annoyance or embarrassment to anyone inside the premises.

5. No photographs/shooting in the interior of Maharashtra State Legislature Assembly or building should be taken.

6. While entering the premises at Vidhan Bhavan, all the students must wear the mask and also maintain social distance (if having a contagious disease).

7. No damages should be caused to the Maharashtra State Legislature Building and/or its precincts during the said visit.

8. It is compulsory for students to wear a college Identity card throughout the program period.

9. Students should wear formals during the entire program period.

10. Students are not allowed to leave the program premises unless the permission obtained from the Teachers.

11. Students are not supposed to carry Jewelry/Ornaments or any expensive electronic items with them. If stolen or lost, college will not be held responsible under any circumstances.

12. Entire traveling expenses for participation in the program will be borne by the students themselves.

We agree with the above terms & Conditions.

Monika.

Signature of Student

SACHCHULAL

Signature of Parent

Date:- 28-02-24

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Email: office@thesiacollege.com Phone : 0251-2449891/92

UNDERTAKING FORM TO BE FILLED & SIGNED BY PARENTS & STUDENTS FOR VISIT (USE CAPS ONLY)

Name : Sanika Madhukar Dhuri

Address : 211, Ganesh Krupa, Bldg Near Mayureshwar Temple Dombivli (E)

Contact no. : 8355821963 (Student) 8108179050 (Dad/ Mom/ Guardian)

Class : SYBCOM Roll No. : CF22045 Blood Group : B+

Terms & Conditions

1. The college will not be responsible or liable for Loss occurred due to theft / Accident / hospitalization / sickness / any natural disaster / death or personal effects if caused.
2. No refund will be given on cancellation /or any un-utilization of services.
3. Allotment of seats in the bus will be on a first cum first serve basis.
4. Consuming any prohibited products or substance will be dealt with severe punishment or up to cancellation of admission in college.

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2. No disturbance whatsoever should be caused in the Assembly & in the precincts of the assembly.
3. Mobile phones should be switched off. In case it is not found so, then disciplinary action should be taken against the student.

P.T.O.

4. The conduct or behavior of students should not cause annoyance or embarrassment to anyone inside the premises.

5. No photographs/shooting in the interior of Maharashtra State Legislature Assembly or building should be taken.

6. While entering the premises at Vidhan Bhavan, all the students must wear the mask and also maintain social distance (if having a contagious disease).

7. No damages should be caused to the Maharashtra State Legislature Building and/or its precincts during the said visit.

8. It is compulsory for students to wear a college Identity card throughout the program period.

9. Students should wear formals during the entire program period.

10. Students are not allowed to leave the program premises unless the permission obtained from the Teachers.

11. Students are not supposed to carry Jewelry/Ornaments or any expensive electronic items with them. If stolen or lost, college will not be held responsible under any circumstances.

12. Entire traveling expenses for participation in the program will be borne by the students themselves.

We agree with the above terms & Conditions.

Signature of Student

Signature of Parent

Date:-

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Notice

Date: 01/12/2023

This is to inform all the F.Y.B.Com and F.Y.B.M.S. students that in order to observe International Human Rights Day, Department of Commerce and Management Studies is jointly organizing a guest lecture session on the topic Human Rights on Saturday 9th December, 2023 at 10 am in classroom no. G-5. All the students are hereby informed to be present for the same.

Convener

Principal
PRINCIPAL
The S.I.A. College of Higher Education
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Sr. No	Class	Name of the Teacher	Signature	Name of the Student	Signature
1	FYBCOM- A	Dr. Shilpa Malani		Annapoorna.	
2	FYBCOM- B	Babita Nagdev		Hetvi Patel	
3	FYBMS- A	Tarun Kudan		Vinita Pal	
4	FYBMS- B	Lynette Rebello		Ramya Poojari	

The South Indian Association's

Tel. : 0251 2449891 / 92

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No. SIAC/543/23-24

Date : 8/12/23

To

Adv. Pawan Jaichandani,

Advocate Bombay High Court

INVITATION LETTER

Dear Sir,

It gives us a great pleasure to inform you that 'The S.I.A. College of Higher Education, Dombivli is inviting you for the session on the topic 'Human Rights' for FYBCOM & FYBMS students for their Foundation Course-II subject at 10.00 am on 9th December, 2023.

We would like to cordially invite you to serve as Guest Speaker for the session.

We would be deeply honored to have you in our college.

Thanking you.

Regards

Recd.
09/12/23

Convenor

Principal

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DOMBIVLI (E)

The South Indian Association's

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/544/23-24

Date : 8/12/23

To

Adv. Pawan Jaichandani,

Advocate Bombay High Court

Dear Sir,

On behalf of The S.I.A. College of Higher Education, we are very much thankful for accepting our invitation and sharing your valuable thoughts with the students on the topic 'Human Rights'.

Thanking you.

Regards,

Recd.
J Pawan
07/12/23

Convenor

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

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Near Balaji Mandir, Dombivli (East), 421203.

Report of session on Human Rights

Date : 13-12-2023

Department of Bachelor of Commerce (B.Com) and Management Studies of The Sia College of Higher Education Dombivli East jointly organised a session on the topic Human Rights in order to observe International Human Rights day with the objective to create awareness about the primary rights of the citizens which are justifiable and written in the constitution, among the students of FYBCOM and FYBMS on Saturday, 9th December 2023 at 10 am in the classroom no. G5. The session was conducted by Advocate Pawan Jaichandani, Bombay High Court. Teacher in charge for the session was Dr. Shilpa Malani.

The session started at 10:10 a.m. by welcoming the chief guest Adv. Pawan and the felicitation was done by Dr. Nitin Patil. Anchoring was done by Asmita Jayprakash and Suman Gupta from FYBMS. Sir explained us how the constitution was formed, what were the reasons for framing the constitution and he explained us about the fundamental rights of the Indian citizens. Sir also shared live cases of human rights violation handled by him. The session ended with a round of discussion and a vote of thanks.

Outcome:
The participants came to know about basics of human rights, when and how it can be violated, what are fundamental rights, how the constitution came into force and where are we supposed to approach when the rights are violated.

Beneficiaries:

Class	Male	Female	Total
FYCOM	21	28	49
FYBMS	56	76	132

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CERTIFICATE

This is to certify that Sanika Sachchidal Kannaujiya, roll no. CF23048 has worked and duly completed their project work in 'Foundation Course-II' towards the First Year of Bachelor of Commerce for the academic year 2023-2024. The projects are titled as follows:

- **Study on human rights**
- **E-waste collection drive**
- **Demographic survey on stress**
- **Visit to Maharashtra Vidhan Bhavan**

We further certify that the entire project work has been done by the learner under the guidance of Dr. Shilpa Malani.

It is their own work and facts reported by their personal findings and investigations.

Date of submission: 09.03.2024

Faculty
Dr. Shilpa Malani

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Course Coordinator
Mrs. Hema Iyengar

Name :- Sanika kannaujiya

Roll no :- CF23048

class :- F.Y. b.com (A)

contact no: 7704893433

Email id :- Sanikakannaujiya@gmail.com

Project - 1

Fundamental Human Right

Fundamental Human Rights were celebrated in our college today on 10/12/23. A professional advocate sir had come from the supreme court who told us the meaning of what is human rights. Sir told us about article 12 to article 32. He told us that you show should know about all the human rights. By using them we can protect yourself. It is very important to know about human rights today. because every human being is cheated from others people like police, shopman etc. If human know about all the rights which saved from other malpractice by the other people. sir told us very well about all the articles Sir, how can we protect ourselves and our families by using our rights.

Fundamental rights

The constitution offers all citizens individually and collectively, some freedoms. These are guaranteed in the constitution in the form of six broad categories of fundamental Rights which are justifiable. Article 12 to 35 contained in Part III of the constitution deal with fundamental Rights These rights are called Fundamental rights because of two reasons

1. They are enshrined in the constitution which guarantees them
2. There they are justiciable.

> How many fundamental Rights are there in the Indian constitution

1.) Right to equality (Article 14-18)

The right to equality is one of the important fundamental rights of the Indian constitution that guarantees equal rights for everyone irrespective equal rights of religious, gender, caste.

2.) Right to freedom (Articles 19-22)

- freedom of speech
- freedom of expression
- freedom of association
- other freedom

3.) Rights against Exploitation (Articles 23-24)
This rights implies the prohibition of traffic in human beings, begar, and other forms of forced labour.

4.) Right to freedom of Religion (Articles 25-28)
there is equal respect given to all religions. There is freedom of conscience, profession practice and propagation of religions.

5) cultural and Educational Rights (Articles 29-30)
These rights protect the rights of religious, cultural and education for everyone without any discrimination.

6.) Right to constitutional Remedies (32-35)
The constitutional guarantees remedies if citizens fundamental rights are violated.

> conclusion
Sir explained to us about the above rights with examples. sir told many cases like Nirbhaya case and recently visakha case. sir told the names of 4 pillars
1) legislative
2) executive
3) judiciar
4) Media
Overall the section was very interesting and we got to learn a lot

Project - 02

Electronic waste

E-waste is electronic product that are unwanted, not working, and nearing or at the end of their "useful life". computers, televisions, VCRs, mouse, charger etc. are everday electronic product E-waste is particularly dangerous due to toric chemicals that naturally leach from the metals inside when buried.

Informal processing of e-waste in developing countries can lead to adverse human health effects and environmental pollutions. The growing consumption of electronic goods due to digital Revdution and innovations in science and technology, such as bitcoin, has led to a global e-waste problem and hazard. when e-waste is exposed to the heat, toxic chemicals are relased into the air damaging the atmosphere; this is one of the biggest environmental impacts of e-waste. Electronic waste can also contribute to air pollutions.

* List of common E-waste Items:

> Home Appliances
- Microwaves
- Home Entertainment Devices
- Heaters
- Fans

> Communications and Informations Technology De
- cell phones
- Smartphones
- Desktop computers
- Hard devices

> Home Entertainment
- Televisions
- Video game System
- Copiers

> Electronic Utilities
- Massage chairs
- Remote controls
- Lamps
- Smart watch
- Smart light

Sr. no.	Name of e-waste item collected	No. of items	weight of each items	Total weight of each items	E-waste collected from
1.	charger	1	60 grm	60	Riya (Aunty)
2.	watch	1	50 grm	50	Monika (sister)
3.	Bulb	1	100 grm	100	Diksha (Friend
4.	wire	1	10 grm	10	Vicky (Brother
5.	Goodknight express system	1	100 grm	100	family
6.	Holder	1	15 grm	15	family
7.	Empire white rubber plug	1	50 grm	50	family
8.	plug	1	25 grm	25	neighbour

Project : 3

Demographic survey on stress

1. fruit / Grocery vendor

Name :- Suman Sinde

Profession :- Grocery vendor

Age :- 32

Gender :- female

workplace :- Nandivli Chaan

working hours :- 12 hours

Income Group :- middle class

➢ How much stress they have in their lives

→ She is a lady ~~shopkeeper~~ Grocery vendor so she has a lot of stress. how to handle lot of consumer at the same time, how to manage time. how to manage their family. and she is also housewife so she has to feed everyone at the ~~right~~ time and handle the children etc

➢ How they manage stress

→ wake up early in the morning, do all the household work and open the shop.

2. Housewives

Name :- Urmila

Profession :- Housewives

Age :- 40

Gender :- Female

workplace :- At home

working hours :- 24 hours

family Income :- middle class

➢ How much stress they have in their lives

Being a housewife is a difficult job. A Housewife give their 24 hours in their family she doesn't get time for herself. ~~Set~~ She is very hardworking women. They have many stress like money, self respect, and alway bother about their family protection, and their children futures.

➢ How they manage stress

A housewife manage their stress very simply. She wakeup early in the morning and do all household work. She spent time ~~their~~ with their family.

3. Shopkeepers

Name :- Viraj chauhan

Profession :- Shopkeeper

Age :- 45

Gender :- male

workplace :- At their shop

working hours :- 12 hours

Travelling hours :- 25 min

family Income :- middle class

> How much stress they have in their lives

- To Handle lot of consumer
- To manage customer relation
- To maintain credit customer relation
- To maintain relation with supply
- To control their anger when lot of consumer, are in their shop.

> How they manage stress

- To polite with all customer
- To maintain customer relation

4. Rickshaw / cab / Bus drivers.

Name :- Ramesh Gupta

Profession :- Rickshaw

Age :- 35

Gender :- Male

workplace :- At public place

working hours :- 20 hours

family Income :- lower middle class

➢ How much stress they have in their lives

- wake up early in morning i.e. 5 Am
- Expenses of petrol
- follow the traffic single
- ~~To~~ waiting for customer
- credit customers
- Agressive customer

➢ How they manage stress

- To handle the all customer with ~~pt~~ polite
- To spent few time with their family
- playing with children

5. Teachers

Name :- ~~Mamta~~ Sarika Singh

Profession :- Teachers

Age :- 40

Gender :- female

workplace :- At school.

working hours :- 6 hours

travelling hours :- 45 mins

> How much stress they have in their lives

- wake up early in morning
- To handle student
- waiting for train
- They have lot of stress in completing syslabus
- ~~To~~ stress about student future
- And also worried about their family

> How they manage stress

- Seeing the smile on the student face
- Say good morning to them in the morning
- Student's succes
- concentration on studies
- Give a respect to the teacher.

Project : 4

* Vidhan Bhavan *

M T W T F S S
Page No.:
Date:
YOUVA

The Maharashtra Legislative Assembly (Maharashtra Vidhana Sabha) is the lower house of the legislature of the Indian state of Maharashtra . It is situated in the Nariman point area of South Mumbai in the capital Mumbai. Presently. 288 member of the legislative Assembly are directly elected from the single seat ~~cont~~ constituencies.

SIA college Dombivli organized a parliament visit on 29th Feb. 2014 with faculty for BMS, B.com, BAF, BBI student. Mantralaya is located at Nariman point and is a good looking structure from the outside . It is the Administrative building for the government. To enter ~~one has to get~~ in parliament teacher has to get a gate pass using your identification. In side it is a building with long corridors and govt. offices. Even more impressive session are conducting in parliament we are so lucky bunch of 100 student got a chance to visit the state legislative assembly and watch the house proceedings. I have always watched that on television but the live experience was a different feeling altogether. Inside the house . I learned a lot from the politician on how to speak in a debate and most importantly how to construct a speech." It was a beautiful experience. I would like to thank my college for giving me this opportunity. It was indeed a nice trip but I failed to understand what they were talking about as I am a bit weak in the local language. but their intensity and body language really inspired me."

M T W T F S S
Page No.:
Date:
YOUVA



But a day at the state assembly has literally changed my perception. The experience was pretty good. I was not interested in politics before, but after watching this, I want to know about politics. Seeing so many politician together inside one room was something I never imagined.'

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CERTIFICATE

This is to certify that VISHAKHA KANTIBHAI JETHAVA, roll no. CF23041 has worked and duly completed their project work in 'Foundation Course-II' towards the First Year of Bachelor of Commerce for the academic year 2023-2024. The projects are titled as follows:

- **Study on human rights**
- **E-waste collection drive**
- **Demographic survey on stress**
- **Visit to Maharashtra Vidhan Bhavan**

We further certify that the entire project work has been done by the learner under the guidance of Dr. Shilpa Malani.

It is their own work and facts reported by their personal findings and investigations.

Date of submission: 09.03.2024

Faculty
Dr. Shilpa Malani

Course Coordinator
Mrs. Hema Iyengar

NAME :- JETHAVA VISHAKHA.

STD :- FYBCOM

DIV :- A

ROLL.NO :- CF23041

SUBJECT :- FOUNDATION COURSE II

TOPIC :- REPORT ON HUMAN RIGHTS IN ~~INDIA~~ INDIA.

COLLEGE :- THE S.I.A COLLEGE OF HIGHER EDUCATION.

REPORT ON HUMAN RIGHTS.

Vishakha Jethava
The SIA college of higher education.

Title :- Human Rights in India.

On 1st Dec 2023 our college The S.I.A college of higher education had organized the guest lecture for the student on Human Rights and fundamental Rights. The sir was an Advocate of High court who gave lecture about the topic. He share some cases which he solved. One of the case name Vishakha, that girl was Raped.

The Indian constitution adopted on January 26, 1950. It is a comprehensive document that guarantees a range of fundamental rights to its citizen. There are many Articles in the Indian constitution.

ARTICLE 14-18 RIGHT RELATED TO EQUALITY.

ARTICLE 15 PROHIBITION OF DISCRIMINATION ON GROUNDS OF RELIGION.

A 15(1) :- prohibit state from discriminating any citizen on grounds of racism, religion, caste, sex, place of birth

A 15 (2) :- NO citizen shall be restricted.

A 15 (3) :- state can make Special Provision for - children
- women

ARTICLE 16 EQUALITY OF OPPORTUNITY IN MATTERS OF PUBLIC (GOVT EMPLOYMENT)

ARTICLE 17 ABOLITION OF UNTOUCHABILITY

- In India, untouchability in any manner is an offer.
- It is a non-bailable offence.
- A17 does not includes social boycott.

ARTICLE 18 ABOLITION OF TITLE

ARTICLE 19-22 RIGHTS RELATING TO LIBERTY (FREEDOM)

ARTICLE 21 RIGHT TO LIFE AND PERSONAL LIBERTY

ARTICLE 22 PROTECTION AGAINST ARREST AND DETENTION.

ARTICLE 23-24 RIGHT AGAINST EXPLOITATION.

ARTICLE 29-30 CULTURAL AND EDUCATIONAL RIGHTS.

These are the some Article which gives the fundamental Rights to Human.

It is important to note that the Constitution allows for reasonable restrictions on these fundamental rights in the Interest of various factors such as national security, public order, and morality. Additionally, the judiciary plays a crucial role in interpreting and safeguarding these rights through its power of judicial review. The human rights provision in the Indian Constitution reflect a commitment to protecting and promoting the dignity and freedom of individual within the country.

At the end of session we Falicitate the sir. And many students Ask there doubts and sir solved their individual's doubts. The college provided very good opportunities to students for getting or learning about the laws and Rights.

NAME :- JETHAVA VISHAKHA

STD :- FYBCOM

DIV :- A

ROLL. NO :- CF 23041

SUBJECT :- FOUNDATION COURSE II

TOPIC :- ELECTRONIC WASTE MANAGEMENT

COLLEGE :- THE S.I.A COLLEGE OF HIGHER EDUCATION.

SR. NO	NAME OF E-WASTE ITEM COLLECTED	NO. OF ITEMS	WEIGHT OF EACH (GRAM / KGS)
1.	Remote	1	150 grms
2.	Fan Regulator	1	250 grms
3.	Charger	2	50 grms
4.	Head phone	1	100 grms
5.	Earphone	3	15 grms
6.	mouse	1	10 grms
7.	Mobile Phone	1	250 grms
8.	Fuse	1	150 grms
9.	wire	3	10 grms
10.	FM (Radio)	1	300 grms
11.	TV Adapter	1	100 grms
	Total	11	1385 grms

M	TOTAL WEIGHT OF EACH ITEM	E-WASTE COLLECTED FROM
	150	Family
	250	Family
	25 grm / 50	Family
	100	Brother (Alok Maharana)
	15	Native (Suhani Yadav)
	10	Friend (Jyotiba Jadeja)
	250	Family
	150	Neighbour (Arivind patil)
	10	Neighbour (Santosh Mhaske)
	300	Friend (drashtiba Jadeja)
	100	Friend (Rani panchal)
	1385	

Total items collected :- 11

Total weight of the item collected :- 1385 grms

NAME :- JETHAVA VISHAKHA KANJIBHAI

CLASS :- FYBCOM

DIVISION :- A

ROLL. NO :- CF23041

CONTACT NO :- 9653613734

E-MAIL ID :- Jethavavishakha1@gmail.com

SUBJECT :- FOUNDATION COURSE

ASSIGNMENT 3 :- DEMOGRAPHIC SURVEY ON STRESS

DEMOGRAPHIC SURVEY ON STRESS

* FRUIT / GROCERY VENDORS

1) Name :- Sakshi Kadam

2) profession :- Selling Fruits in markets or on street

3) Age :- 35 years

4) Gender :- Female

5) Work place :- Various Markets or street corner

6) Working hour :- long hours ie from morning till nights

7) Daily travel duration :- Depends on the distance from home to Market.

8) How much do you travel ? :- For atleast 12 hours

9) Does travelling add to their stress :- Yes

10) Family income group :- Lower / Middle / upper

11) What and How much stress they have in their lives :- Faces challenges with fluctuating prices and customer demands

12) How they manage stress :- Taking short breaks during slow periods Engaging in social activities with fellow vendors.

* HOUSEWIVES

1) Name :- Veena Sharma

2) profession :- managing household affairs and family responsibilities

3) Age :- 40 years

4) Gender :- Female

5) Workplace :- Home

6) Working hours :- all day, with no fixed hours

7) Daily travel duration :- Depends on personal errands

8) How much do you travel ? :- Depends on personal errands

9) Does travelling add to their stress :- Sometimes

10) Family income group :- Lower / Middle / upper

11) What and How much stress they have in their lives :- Handling full family with many responsibilities

12) How they manage stress :- support through family and pursuing personal hobbies when time permits and time management techniques.

* TEACHERS

1) Name :- Nikita Maru

2) Profession :- School Teacher

3) Age :- 28 years

4) Gender :- female

5) Workplace :- School

6) Working hours :- Moring 7am to 12pm

7) Daily travel Duration :- 1 hr to Max 1.5 hr

8) How much do you travel ? :- daily 1 hours

9) Does travelling add to their stress :- Yes Sometimes

10) Family income group :- Lower | Middle | Upper

11) What and how much stress they have in their lives :- Managing the students, handling their work, pressure from staff

12) How they managing stress :- By time Management, Doing exercise, meditation.

* DOCTOR

1) Name :- Vinit patel

2) profession :- providing medical care and treatment to patients

3) Age :- 27 years

4) Gender :- Male

5) Work place :- Hospital, clinics

6) Working hours :- often long and irregular, including night shift

7) Daily travel duration :- Max half to one hour

8) How much do you travel :- Depends on the distance from home

9) Does travelling add to their stress :- Sometimes

10) Family income group :- Lower / Middle / Upper

11) What and How much stress they have in their lives :- High patient volume, life and death decision, Long working hours.

12) How they manage stress :- Enaging in self care activities like exercise and meditation.

* TRAFFIC POLICE

1) Name :- Vikram sharma

2) profession :- Traffic police

3) Age :- 49 years

4) Gender :- Male

5) Work place :- various station, areas

6) Working hour :- Morning to Night

7) Daily travel Duration :- depends on location

8) How much do you travel :- as per duty alloted

9) Does travelling add to their stress :- Yes

10) Family income group :- Lower / Middle / upper

11) What and How much stress they have in their lives :- lower income, dealing with accidents, pollution, Heavy traffic etc.

12) How they manage stress :- utilizing stress relief techniques like deep breathing and mindfulness. participating in team building activities with fellow traffic officers.

* DAILY WAGES LABOURERS

1) Name :- Ketan Mishra

2) Profession :- Labourer

3) Age :- 35 year

4) Gender :- Male

5) Work place :- Depend on the work place.

6) Working hours :- Not fixed

7) Daily travel Duration :- Depends on the location of work site

8) How much do you travel ? :- Depends on location

9) Does travelling add to their stress :- Yes

10) Family income group :- Lower / Middle / upper

11) What and How much stress they have in their lives :- Financial instability, Lack of job security, physical exhaustion

12) How they managing stress :- saving money during peak earning periods, seeking support from family and community resources.

* GOVERNMENT EMPLOYEES

1) Name :- Rihika Kale

2) Profession :- TC and office ~~use~~ employee

3) Age :- 40 year

4) Gender :- Female

5) Workplace :- Govt offices, agencies or institutions

6) Working hours :- Fixed hours

7) Daily travel Duration :- Depends on the distance from home

8) How much do you travel :- Max 2 hours or more (sometime)

9) Does travelling add to their stress :- Yes

10) Family income group :- lower / Middle / upper

11) What and How much stress they have in their lives :- workload, public scrutiny, political changes, travelling etc

12) How they managing stress :- participating in employee assistance program, utilizing vacation and leave.

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CERTIFICATE

This is to certify that Kavya Krishna Nayak, roll no. CF23077. has worked and duly completed their project work in 'Foundation Course-II' towards the First Year of Bachelor of Commerce for the academic year 2023-2024. The projects are titled as follows:

- **Study on human rights**
- **E-waste collection drive**
- **Demographic survey on stress**
- **Visit to Maharashtra Vidhan Bhavan**

We further certify that the entire project work has been done by the learner under the guidance of Dr. Shilpa Malani.

It is their own work and facts reported by their personal findings and investigations.

Date of submission: 09.03.2024

Faculty
Dr. Shilpa Malani

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Course Coordinator
Mrs. Hema Iyengar

PAGE No.
DATE / /

Name : Kavya Krishna Nayak

Std - FY BCOM.

Div - A

Roll No: CF23077

Subject : Foundation Course II

Topic : Report on Human Rights In India

Report On Human Rights

Kavya Nayak,
The SIA College Of Higher Education,

Title: Human Rights in India

On 9th December, 2023 our college, The SIA College of Higher Education had organized the guest lecture of Advocate Pawan for students on topic Human Rights and Fundamental Rights. Pawan sir is an Advocate in High Court. He shared his professional experience as a lawyer and the cases which was solved by him. One of the case was a rape case of a girl named Vishakha.

The Indian Constitution was adopted on 26th January, 1950. It is a comprehensive document that guarantees a range of fundamental rights to its citizen. There are many articles in the Indian Constitution.

Following are the Articles 14 to Article 30 which was discussed in the Guest Lecture:

Articles 14-18 [Equality Rights]

Article 15 [Prohibition of Discrimination on Grounds of Religion]

Article 16 [Equality of Opportunity in matters of Public] (Goverment Employment)

Article 17 [Abolition of Untouchability]

Article 18 [Abolition of Title]

Article 19-22 [Rights relating to Liberty]

Article 21 [Right to Life and Personal Liberty]

Article 22 [Protection against Arrest and Detention]

Article 23-24 [Right against Exploitation]

Article 25-28 [Right to Freedom of Religion]

Article 29-30 [Cultural and Educational Rights]

Above mentioned are some articles which was discussed by Pawan Sir and made us feel the importance of this articles which gives the Fundamental Rights to Human.

These are some basic rights that are very well known as fundamental to human existence and crucial for human expansion. In the absence of fundamental rights a man's existence would be worthless. Fundamental rights play a very significant role in the life of

any citizen. It is important to note that the constitution allows for reasonable restrictions on these fundamental rights in the interest of various factors such as national security, public order and morality. Additionally the judiciary plays a crucial role in interpreting and safe guarding these rights through its power of judicial review.

The Human Rights provision in the Indian Constitution reflect a commitment to protecting and promoting the dignity and freedom of individual within the country. These rights can defend during the time of complexity and difficulty and help us grow into a good human being and that's why all the rights are the needs of people.

At the end of the session we felicitated Pawan Sir. Many students asked their doubts and sir solved their doubts individually. I am very thankful to our college for organising this Guest Lecture which provided us knowledge about the Laws and Rights.

Name : Kavya Krishna Nayak.

Std - FY BCOM

Div - A

Roll No - CF23077

Subject : Foundation Course II

Topic : Electronic Waste Management

ELECTRONIC WASTE (E-WASTE)

Every year millions of electrical and electronic devices are discarded as products break or are thrown away. These discarded devices are considered e-waste and can become a threat to the environment and to human health if they are not treated, disposed of and recycled properly. Common items in e-waste include mobile phone, batteries, TV, computer, headphones, keyboards, wires, CDs, Chargers, mouse etc.

So as a responsible citizen it is our duty to dispose the e-waste properly or collect it and give it to the organisations who are disposing it. The SIA College of Higher Education started this initiave in the month of December 2023 and was told to collect the e-waste items and was to be submitted till the end of January 2024. Our college students very enthusiastically took the initiave and collected almost 60-70 plus Kilograms of e-waste. I am very proud that in this noble cause I could also collect e-waste and tried to protect the environment.

Following are the list of items collected by me during e-waste collection management :-

Sr. No.	Name/List of e-waste items collected.	No. of items collected	Weight of each item (Grams / Kgs)
1.	Charger.	1	100 grams.
2.	Earphones	1	52 grams
3.	Watch	1	150 grams
4.	Wire with plug	1	73 grams
5.	TV Remote	1	195 grams.
6.	Fan Regulator	1	177 grams
7	Electric Toy Vehicle	1	253 grams.
8.	C.D	1	20 grams
9.	Bluetooth earphones	1	50 grams
10.	Bulb.	1	60 grams
		10.	1130 grams i.e. 1 Kg and 130 grams.

Total weight of each item.	E-waste collected from.
100.	Yashodha (Neighbour)
52	Kavya (Myself).
150	Kavya (Myself).
73	Sudha (Mom)
195	Meghna (Neighbour).
177	Pooja (Neighbour).
253	Prachi (Neighbour).
20	Riya (College Friend)
50	Anisha (College Friend)
60.	Sudha (Mom)
1130.	

Total items collected: 10.
Total weight of items: 1Kg 130 grams

Name: Kavya Krishna Nayak

Std: FY BCOM

Div: A

Roll No: CF23077

Subject: Foundation Course II

Topic: Demographic Survey on Stress.

Cellpage

Demographic Survey on Stress

Stress is how we react when we feel under pressure or threatened. It usually happens when we are in a situation that we don't feel we can manage or control. Sometimes, a small amount of stress can help us to complete tasks and feel more energised. But stress can become a problem when it lasts for a long time or is very intense. In some cases, stress can affect our physical and mental health.

So to understand how stress affects life I have conducted a demographic survey on stress so that we can understand that what are the problems etc faced by individuals and can help them to get rid of this.

I have conducted survey with following people.

1. Rama Torvi (School Teacher)
2. Raju Uncle (Shopkeeper)
3. Sudha Nayak (Housewife)
4. Sadu Patil (Rickshaw driver)
5. Rakshit Shetty (CA)

I RAMA TORVI

Profession: Teacher

Age: 49

Gender: Female

Workplace: Manjunatha Vidyalaya

Working Hours: 12 pm to 6 pm.

Travelling Hours: Half hour to 45 minutes one way i.e. in total 1.5 hours daily.

Does travelling add to stress: Yes, sometimes there is no rickshaws, cabs available then it becomes difficult to reach to the school on time due to which it adds to my stress.

Family Income Group: Middle class.

How do you manage stress: Being a teacher is not an easy job and that too being a Maths teacher. We have to think in different ways how to teach in class so that even the student who is scoring less marks can understand the topic. Drafting question papers, checking those 200-250 papers in given deadline

and submitting the report etc are some of the works where we cannot be lazy. Even if we are not feeling well we have the responsibility to teach so we have to teach no matter what, which causes stress i.e. mental stress

Conclusion: According to me teachers are the very important part of our society and if there are no teachers then the students will not have any shape for their future. So instead of making things difficult we should try to help teachers by co-operating with them.

II RAJU UNCLE

Profession: Shopkeeper.

Age: 37

Gender: Male.

Workplace: Shree Balaji Super Market.

Working Hours: 6.30 am to 10.30 pm

Daily travel duration: No travelling.

Does travelling add to stress: I don't have to travel for going to the shop as I stay in the shop itself but I daily have to go to various wholesale shops for buying products.

Family Income group: Low class - Middle class.

How do you manage stress: As I have my own shop maintaining it is the most stressful thing. Maintaining quality products, hygiene, Not charging extra money etc are some of the reasons when not done properly can cause stress. Sometimes there are no customers then that day there is stress that whether our shop will work or not.

Cellpage

Conclusion: We should never think that the shopkeeper doesn't have any stress. They face mental stress as they have to maintain a whole shop which is not an easy job. So we should always think them as a person not as a god who will be perfect in all terms of his work.

Cellpage

III SUDHA NAYAK.

Profession: Housewife

Age: 54.

Gender: Female.

Workplace: House.

Working Hours: Full day.

Travelling hours: No travel.

Does travelling add to stress: No stress due to travel as there is no travelling

Family Income group: Middle-class.

How do you manage stress: I daily wake up at 7 am and then all my duties start and it does not stop even at night. There is no one at my home to help me with my work so I only have to work all the day which causes stress. Deciding which vegetable to be made, breakfast, house work, cleanliness and many more duties are performed without expecting anything in return.

Conclusion: Being a housewife is one of the most difficult job as there is no fixed timing for the work and there is very less help received from the family members. So it is our duty to help our mothers in doing their work as it is our house too.

Cellpage

IV SADU PATIL

Profession: Rickshaw driver

Age: 43.

Gender: Male.

Workplace: No fixed workplace

Working Hours: 9 am to 11 pm.

Travelling hours: No traveling as my job is to take the passengers to their desired location.

Does travelling add to stress: No.

Family Income group- Low class- Middle class

How do you manage stress: As my job is to take people to their desired location. So I know the prices how much to charge as the rate of petrol/disel is currently increasing. But people don't understand it and they bargain and they try to make us agree for lowest price due to which I have to face stress as a daily wage earner.

Conclusion: We always try to bargain with these poor people but we don't argue in malls, restaurants etc. which is very bad as a human being. So it is our duty to not bargain and try to understand their situation due to which their stress can be reduced to some extent.

Cellpage

V RAKSHIT SHETTY.

Profession: Chartered Accountant (CA)

Age: 29.

Gender: Male

Workplace: Shetty & Sons Co., Mulund.

Working Hours: 10 am to 6 pm.

Travelling Hours: From Dombivli to Mulund it takes almost ½ hr i.e. total 1-2 hours travelling.

Does travelling add to stress: Yes it does as there is no guarantee of local train timings and sometimes due to that it gives headache

Family Income Group: High class.

How do you manage stress: As a practicing CA there is lot of stress as studying was also not easy. I have a very huge responsibility which comes with a lot of stress. It is a very well served profession but comes with lot of stress & responsibilities.

Conclusion: As currently a student of CA, I can also understand what is the stress and I think this stress is really fruitful So according to me I am very proud of it and surely will become a successful CA.

As being a part of this survey. I really came to know what is stress and how the people of different professions are facing it.

Cellpage

Hello! Hope it is and will be a great day On 29th February 2024, Our SIA college had arranged a visit to Maharashtra Legislative Assembly.

The Maharashtra Legislative Assembly i.e. Maharashtra Vidhan Bhavan is the lower house of the legislature of the Indian state of Maharashtra. It is situated in the Nariman Point area of South Mumbai in the Capital Mumbai. Presently 288 members of the Legislative Assembly are directly elected from the single seat constituencies.

I really thank Shilpa Mam and our college for taking the initiative and making us possible to visit Vidhan Bhavan. It is place where no outsider is allowed but as a college our college We received permission that too with so many efforts after 2-3 months. The overall experience of visiting Vidhan Bhavan was different.

There were many leaders representing their parties among them Ajit Pawar was one of them. We were so lucky that we got to hear the budget session that too in reality.

Cellpag

I cannot express in words that how happy and satisfied I was after visiting the Vidhan Bhavan. On our way we also got to see RBI Bank, SBI Bank Mumbai branches which were so huge that I could not see the whole building from bus window.

Thank You to SIA College and Shilpa Mam for making this possible.

Cellpage

Date: 14/12/2023

Step No. 3: Identification of team leader and preparation of questionnaire

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Project Guidelines for Foundation Course
(F.Y.B. Com-Foundation Course-II 2023-24)

Date: 4/12/2023

Step No.1: Suggestion of Project topic of your interest related to FC

Dear students, in Semester I you have to submit FC project of 25 marks, in which you need to prepare a questionnaire, conduct a survey, collect primary data, analyse it, give suggestions and write the conclusion.

Suggest any topic of your interest related to environmental management in which you are willing to conduct research and give suggestions. Kindly revert on or before Thursday, 8th December 2023 till 4 pm.

Date: 11/12/2023

Step No.2: FC Project Topic registration and team formation

Dear students,

Kindly follow the steps given below

Step A: Register your FC project topic by entering your name and roll number in the available free slot in the sheet as per your choice on or before 12th December 2023, 4 pm. Kindly note that, the topic once registered will not be changed and teams will be formed as per your choice of your project topic.

Step B: Confirm the topic you have selected.

Date: 19/12/2023

Step No.5: Talk with experts and project report drafting details

Dear students,

1. Review revised list of project topics chosen by all students, find your team members as per list. No team member will be allowed in the team without registration in google form. Team leader will be responsible for the same.
2. Mention the name of team leader/member, roll number, and sign.
3. Font: Times New Roman
4. Font size 12, Heading (Bold)
5. Project report will be of minimum 20 pages
6. Insert self-clicked photo related to your topic only, with source i. e. place where it is clicked and date. Google images will not be accepted.
7. It must contain interviews from experts.
8. Project report must fulfil your objectives of study, learning, challenges faced by people, public awareness of your topic, suggestion and conclusion.
9. Last date of submission of your project report is 16 Februry 2024 by 4 pm. after that project won't be accepted.

Date: 16/02/2024

Step No.6: PPT guidelines

Dear students,

1. Create your PPT in google slides only
2. Time duration of presentation will be 6 minutes for each group
3. Question and answers 2 mins for each group
4. Maximum 5 slides
5. Title slide1 College name, Class, Semester, February 2024, FC project presentation.
6. Title slide 2 Group no., Title project, Table of group members
7. Introduction slide
8. Survey
9. Learnings and observation
10. Suggestion and Conclusion

17	Need for Genetically Crops	Name	WARANGADE SAHIL MAGAN	YADAV RAVINDRA KESHAV	SHARMA NAGESH RAJESH	SINGH SUMANT SANJAY	CHOUDHARY GANESH BHUNDARAM
		Roll No.	CF23138	CF23153	CF23160	CF23161	CF23168
		Signature	Sahil	Ravindra		Sumant	Ganesh
18	Crime in Urban Area	Name	GEDAM SOHAM SANDEEP	PASWAN AMITKUMAR MUNNA	YADAV MONU JAYPRAKASH	PETKAR YATIRAJ NAGNATH	YADAV ASHISH
		Roll No.	CF23169	CF23179	CF23184	CF23187	23193
		Signature	Soham	Amit	Monu	Patkar	Ashish
19	Crime in Urban Area	Name	BAPPA DHARTI RAGHU	GUPTA ANSHIKA ARVIND	ASHISH YADAV	JANA SUJAL SAMIR	MARGAJE PRITI RAMCHANDRA
		Roll No.	CF 23188	CF 23191	CF 23193	CF 23194	CF 23195
		Signature	Dharti	Anshika	Ashish	Sujal	Priti



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Date: 04/03/2024

Project Report of F.Y. B. Com-FC-II 2023-24

Project-based experiential learning was taught to F.Y.B. Com students,

Project evaluation criteria was:

1) Basic minimum reading, through secondary research on the topic
2) Primary research i. e. public awareness of the topic, survey from public, environmentalists, experts, field visit, conducted interview and noted the observations.
3) Data analysis and understanding of the topic from experts.

Results and outcomes:

1) Students selected topic of their own interest, which led them to form various groups having common interests, so, they made new friends, interacted with each other, developed leadership qualities and experienced management principles. In addition, they came with inventive input of their respective project topics.
2) They realized the need of human concerns for the environment in which they live in daily routine life.
3) Students realized and gave commitment, hereafter they would protect and conserve the quality of the environment.
4) Students learnt project management, grow more empathetic and became problem solver.
5) They made deep connections between ideas.

Faculty

Convenor

KNOWLEDGE IS POWER

SIA

Foundation Course-II

Project Report

Rising Rate of Suicide in Youth

Department of Commerce

The South Indian Association's

The S.I.A. College of Higher Education, Dombivli (E)

By

Sr. No.	Name of the Student	Roll No. & Div.	Team Leader/ Member
1	SHARMA RAHUL PRAVIN	CF 23173	LEADER
2	GUPTA ANURAG MAHENDRA	CF 23185	MEMBER
3	SAHANI KARAN RAVINDRA	CF 23182	MEMBER
4	SHIRSATH BHAVIK VISHVANATH	CF 23183	MEMBER
5	YADAV SHIVAM RAJESH	CF 23151	MEMBER

F.Y.B. Com

Div. B



February 2024

The South Indian Association's

The S.I.A. College of Higher Education

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CERTIFICATE

This is to certify that the group (No. 9, Div. B) leader and members have worked and duly completed the Project Work in **"Foundation Course-II"** for First Year of Bachelor of Commerce and their project is entitled, **Rising Rate of Suicide in Youth**

under supervision of **Dr. Nitin Kumar M. Patil** for the Second Semester of the Academic year 2023-24. It is the own work of group members and facts reported by their personal findings and investigations.

Sr. No.	Name of Group Member	Roll Number
1	SHARMA RAHUL PRAVIN	CF 23173
2	GUPTA ANURAG MAHENDRA	CF 23185
3	SAHANI KARAN RAVINDRA	CF 23182
4	SHIRSATH BHAVIK VISHVANATH	CF 23183
5	YADAV SHIVAM RAJESH	CF 23151

(Dr. Nitinkumar M. Patil)

FACULTY

(Mrs. Hema Iyengar)

COURSE COORDINATOR

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INTRODUCTION

- The rising rate of suicide among youth is a deeply concerning and complex societal issue that demands urgent attention and comprehensive understanding. Over the past few decades, there has been a noticeable increase in suicide rates among young individuals, raising alarms and prompting a critical examination of the underlying factors contributing to this alarming trend.

- Suicide is a tragic and irreversible act that not only shatters the lives of those directly affected but also casts a shadow over the broader community. The youth, in particular, are vulnerable to various stressors and challenges unique to their age group, making them susceptible to mental health issues and, in extreme cases, suicidal thoughts.

- Several factors contribute to the rising rate of suicide among youth, including but not limited to social, economic, academic, and familial pressures. The impact of technology and social media, alongside the changing dynamics of interpersonal relationships, has added another layer of complexity to this issue. It is essential to delve into the multifaceted nature of the problem to develop effective prevention strategies and support systems.



Equip youth with effective coping mechanisms to manage stress and challenges.Strategies Integrate mental health education into school curricula, offering workshops and programs that teach coping skills, resilience, and emotional intelligence.

- **Research and Data Collection**

Improve understanding through research and data collection.Strategies Invest in research on the factors contributing to youth suicide, track trends, and use data to refine prevention strategies.

- **Policy Advocacy**

Advocate for policies that support mental health and suicide prevention.Strategies Collaborate with policymakers to develop and implement policies that prioritize mental health in schools, workplaces, and communities.

- **Collaborative Partnerships:**

ster collaboration among government agencies, non-profit organizations, educational institutions, and communities.Strategies: Facilitate partnerships to pool resources, share expertise, and implement coordinated efforts in preventing youth suicide.

It's important to tailor these objectives to the specific cultural, social, and economic contexts of the community in question. Regular evaluation and adjustment of strategies based on ongoing research and data analysis are crucial for the effectiveness of any suicide prevention initiative.



Data source

- **World Health Organization (WHO)**

The WHO often provides global statistics on suicide rates, including data on different age groups.

- **Centers for Disease Control and Prevention (CDC)**

In the United States, the CDC regularly releases data on suicide rates, and their website is a valuable resource for this information.

- **National Institute of Mental Health (NIMH)**

NIMH, a part of the National Institutes of Health (NIH) in the U.S., may have research and data on suicide es, including trends among youth.

- **Statistical Agencies**

National statistical agencies in various countries often collect and publish data on mortality, including suicide rates. For example, the United States Census Bureau or the UK's Office for National Statistics.

- **Research Journals**

Academic journals that focus on psychiatry, psychology, and public health often publish studies and findings related to suicide rates. PubMed is a good place to search for such studies.

- **Mental Health Organizations**

Organizations such as the American Foundation for Suicide Prevention (AFSP), Suicide Prevention Lifeline, or similar organizations in other countries may provide up-to-date information and resources.

- Government Health Departments

National and regional health departments or ministries usually collect and publish data on suicide rates. Check the official websites for these entities.



Methodology

- **Epidemiological Studies**

Surveillance Data Analysis Researchers often analyze national and regional suicide databases to identify trends, demographics, and risk factors associated with youth suicide. This data can be obtained from health agencies, coroner's offices, or suicide registries.Incidence and Prevalence Studies: Epidemiological studies examine the incidence and prevalence of suicide among different age groups, genders, and socio-economic backgrounds to identify patterns and risk factors specific to youth.

- **Psychological and Behavioral Research**

Longitudinal Studies Following a group of individuals over an extended period allows researchers to observe changes in mental health, behaviors, and environmental factors that may contribute to an increased risk of suicide.Case-Control Studies Comparing individuals who have attempted or died by suicide with those who ve not can help identify specific risk factors associated with youth suicide.

- **Qualitative Research**

Interviews and Focus Groups Qualitative methods involve engaging directly with individuals who have experienced suicidal thoughts, as well as with their families, friends, and communities. This helps in understanding the subjective experiences, emotions, and social factors contributing to the rising rates.

- **Social and Cultural Analysis**

Social Network Analysis Examining the influence of social networks, peer groups, and community dynamics on suicidal behavior helps in understanding the social context of youth suicide.Cultural Studies:Analyzing how cultural factors, societal norms, and media influence play a role in shaping attitudes toward mental health and cide.

- **Neurobiological and Genetic Research**

Neurobiological Studies Investigating the neurobiological underpinnings of mental health disorders and suicidal ideation in youth through brain imaging and genetic studies.Twin and Family Studies: Assessing the heritability and genetic factors contributing to a predisposition for suicidal behavior.



- **Intervention and Prevention Research**

Evaluating Prevention Programs Assessing the effectiveness of suicide prevention programs and interventions targeted at youth in schools, communities, and healthcare settings.Clinical TrialsInvestigating the efficacy of therapeutic interventions, medications, and counseling approaches for youth at risk of suicide.

- **Analysis of Risk and Protective Factors**

Identification of Risk Factors: Systematically studying risk factors such as mental health disorders, substance abuse, bullying, family issues, and access to lethal means.Exploration of Protective Factors: Understanding factors that may mitigate the risk of suicide, including social support, access to mental health care, and coping skills.

- **Literature Review**

Conduct a thorough review of existing literature to understand the current state of knowledge on youth suicide.Identify key risk factors, protective factors, and trends associated with youth suicide.

- **Data Collection**

Utilize quantitative methods to gather statistical data on suicide rates, demographics, and other relevant variables.Surveys and Questionnaires: Develop surveys to collect information from a representative sample of the youth population.

- **Official Records**

Analyze official records, such as death certificates and hospital records, to gather quantitative data.Employ qualitative methods to gather in-depth insights.Interviews: Conduct interviews with individuals who have attempted suicide, their families, and professionals working in mental health.Focus Groups: Organize focus groups to explore perceptions, attitudes, and experiences related to mental health and suicide among youth.

- **Data Analysis**

Quantitative Analysis Use statistical software to analyze quantitative data, identifying patterns, correlations, and trends.Conduct inferential statistics to determine the significance of relationships between variables.Qualitative Analysis Employ thematic analysis or other qualitative research methods to analyze interview and focus group ta.Identify common themes, patterns, and unique insights from qualitative data.

- **Risk Factor Identification**

dentify and prioritize risk factors associated with youth suicide based on the analysis of both quantitative and qualitative data.Explore how these factors intersect and contribute to the overall risk.



- **Protective Factor Analysis**

Investigate protective factors that may mitigate the risk of suicide among youth.Understand how these factors can be enhanced or leveraged to reduce the overall suicide rate.

- **Contextual Analysis**

Consider the socio-economic, cultural, and environmental factors that may contribute to the rising suicide rate.Examine the impact of societal changes, technological advancements, and other contextual variables.

- **Comparison Over Time**

Compare current data with historical data to identify trends and changes over time.Explore potential correlations with significant societal events or policy changes.

- **Policy and Intervention Recommendations**

Based on the findings, propose evidence-based recommendations for policy changes, prevention programs, and mental health interventions targeting youth.

- **Ethical Considerations**

Ensure that the research is conducted ethically, respecting the privacy and well-being of participants.Obtain informed consent and adhere to ethical guidelines throughout the research process.

- **Peer Review and Validation**

Submit the research for peer review to ensure the validity and reliability of the findings.Seek feedback from experts in the field to enhance the quality of the research.

By combining both quantitative and qualitative approaches, researchers can gain a holistic understanding of the rising rate of youth suicide and develop targeted strategies for prevention and intervention.



Findings

- **Mental Health Issues**

Many youth suicides are linked to mental health disorders such as depression, anxiety, bipolar disorder, and substance abuse. Identifying and addressing these issues early on is crucial.

- **Bullying and Cyberbullying**

Bullying, both in person and online, can have severe consequences for the mental well-being of young individuals. The rise of social media has also contributed to cyberbullying, amplifying its impact.

- **Academic Pressure**

High academic expectations, coupled with the fear of failure, can lead to stress and anxiety. The pressure to succeed in school and meet societal expectations can become overwhelming for some youth.

- **Social Isolation**

Feelings of loneliness and social isolation can contribute to mental health struggles. The digital age, while connecting people globally, has also been associated with increased feelings of isolation in some cases.

- **Access to Lethal Means**

Easy access to lethal means, such as firearms or medications, can increase the risk of completed suicides. Limiting access to these means is a key component of suicide prevention.

- **LGBTQ+ Issues**

LGBTQ+ youth may face additional challenges, including discrimination, rejection, and bullying, which can contribute to higher rates of mental health issues and suicide attempts.

- **Substance Abuse**

Substance abuse, including alcohol and drugs, is often intertwined with mental health issues and can exacerbate the risk of suicide among youth.



- **Lack of Mental Health Resources**

Insufficient access to mental health services, stigma surrounding mental health, and a lack of awareness contribute to delayed or inadequate treatment for those in need.

- **Media Influence**

Exposure to suicide-related content in the media, especially when it glorifies or romanticizes the act, can have a negative impact on vulnerable individuals.

- **Economic Factors**

Economic instability, unemployment, and financial stress within families can contribute to a challenging environment for youth.

- **Access to Lethal Means**

Easy access to lethal means such as firearms, prescription medications, and other dangerous substances increases the likelihood of impulsive suicide attempts among youth. Limiting access to these means, particularly among at-risk individuals, is an essential component of suicide prevention strategies.

- **Stigma and Barriers to Mental Health Care**

Despite growing awareness of mental health issues, stigma surrounding mental illness persists, preventing many young people from seeking help and accessing appropriate treatment. Additionally, systemic barriers such as limited access to mental health services, long wait times, and inadequate insurance coverage hinder timely intervention and support for those in need.

- **Trauma and Adverse Childhood Experiences (ACEs)**

Exposure to trauma, abuse, neglect, and other adverse childhood experiences significantly increases the risk of mental health disorders and suicidal behavior among youth. Early intervention and trauma-informed care are crucial in addressing the underlying factors contributing to suicidal ideation and promoting resilience among vulnerable populations.

- **Cultural and Societal Factors**

Cultural norms, societal expectations, and systemic inequalities play significant roles in shaping individuals' experiences and perceptions of mental health and help-seeking behavior. Addressing cultural stigma, promoting inclusive and culturally sensitive mental health services, and fostering supportive environments are essential steps in preventing youth suicide across diverse communities.

- **Prevention and Intervention Strategies**

Effective suicide prevention efforts encompass a range of strategies, including education and awareness campaigns, crisis intervention hotlines, school-based mental health programs, peer support networks, and community outreach initiatives. Empowering youth with coping skills, resilience-building techniques, and safe spaces to express their emotions can help mitigate the risk factors associated with suicide and promote mental wellness.

Suicidal Myths and report

i. **MYTH 1:** Talking about suicide is a bad idea, as it may be seen as encouragement.

FALSE. Rather than encouraging suicide, talking openly helps prevent suicide.

ii. **MYTH 2:** A person who is suicidal is determined to die.

FALSE. Suicidal persons are often ambivalent about dying. Emotional support at the right time can help prevent suicide.

iii. **MYTH 3:** Most suicides happen without warning.

FALSE. Most suicides are preceded by warning signs, either verbal or behavioural. Many will talk to friends & relatives or doctors about wanting to die. Don't ignore it.

iv. **MYTH 4:** People who talk about suicide do not mean to do it.

LSE. People who talk about suicide may be reaching out for help or support. They may feel there is no other option. You can help. Sit down. Listen to them. Offer help.

v. **MYTH 5:** Once someone is suicidal, they will always remain suicidal.

FALSE. Suicidal thoughts are not permanent. They are usually short term and situation specific. Many individuals with suicidal thoughts and attempts go on to live a long life.

vi. **MYTH 6:** Only people with mental illness are suicidal.

FALSE. Especially in India, where research shows less than 50% have a pre-existing mental illness. People with mental illness are not necessarily suicidal & those who die of suicide do not necessarily have a mental illness.

- 2020 was the start of the ongoing Covid-19 pandemic, which led to sudden and multi-fold challenges across all domains of life. Young people are a particularly vulnerable group, affected in a myriad of ways.

- The NCRB report also highlights the differences between gender in deaths by suicide, where death by suicides is at a ratio of 2.3:1 which means overall, men are dying by suicide at twice the rate of women.

- Thus, while deaths by suicide due to failure in examination declined by 24% in 2020 from the previous year, which may be explained by the cancellation of exams, suicides due to professional/career problem increased by 11%.

Suggestions

Addressing the rising rate of suicide in youth requires a comprehensive and multi-faceted approach that involves individuals, communities, and institutions. Here are some suggestions

- **Raise Awareness**

Increase public awareness about the issue of youth suicide through campaigns, workshops, and educational programs Promote open conversations about mental health to reduce stigma and encourage seeking help.

- **Mental Health Education**

Implement mental health education programs in schools to teach students about stress management, coping mechanisms, and the importance of seeking help.Train teachers and school staff to recognize signs of distress and provide support to struggling students.

- **Access to Mental Health Services**

Improve access to mental health services by increasing funding and resources for mental health clinics and professionals.Develop and promote helplines and online resources that provide immediate support for those in crisis.

- **Community Support**

Foster a sense of community by creating support groups for youth facing mental health challenges. Encourage community organizations to organize events that promote mental well-being and provide a sense of belonging.

- **Parental Involvement**

Educate parents about recognizing signs of mental health issues in their children and how to approach the topic. Encourage open communication between parents and children to create a supportive home environment.

- **School-Based Intervention**

Implement comprehensive school-based mental health programs that include counseling services and mental health screenings.Train school staff to identify and support students who may be at risk.

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- **Online Safety**

Address cyberbullying and online harassment, which can contribute to mental health issues in youth.Promote responsible use of social media and educate young people about the potential negative impact on mental well-being.

- **Crisis Intervention**

Develop effective crisis intervention strategies and protocols for schools, communities, and mental health professionals.Ensure that emergency services are equipped to handle mental health crises.

- **Media Guidelines**

Work with media outlets to promote responsible reporting on suicide, avoiding sensationalism and providing resources for help.Encourage the portrayal of mental health issues in a realistic and sensitive manner in movies, TV shows, and other media.

- **Government Policies**

Advocate for policies that prioritize mental health services, including insurance coverage for mental health treatments. Allocate government resources to research and implement effective suicide prevention strategies.



Conclusion

- Suicide is a leading cause of death among young people worldwide, and a history of prior self-harm is the strongest predictor of subsequent suicide Community-based studies have shown that ~10% of young people have harmed themselves, with recent research suggesting an increase in the incidence of self-harm and suicide among this group, especially in children

- Internationally, young people are facing what has been described as a "rising tide of mental ill-health . Increasing rates of mental disorders have been reported, including anxiety and depressive symptoms and, in some regions, suicide-related outcomes . Self-harm in young people remains, for the most part, hidden within the community, and so providing timely and targeted interventions remains a key challenge for clinicians and for those working in the broader area of youth mental health.

- This Research Topic aimed to add to our understanding of the factors underlying suicidal behavior in adolescence, global trends in the incidence of youth self-harm and suicide, and potential mechanisms and modifiable factors which may reduce risk of self-harm and suicide in young people. The 17 published articles broadly represent themes of risk factors and prevalence, service utilization and experiences of suicide and self-harm.

- In a study from Morocco Global Schools Health Survey (GSHS) data in relation to suicidal ideation and planning were analyzed. GSHS is an international collaborative surveillance project designed to help countries measure and assess the behavioral risk factors and protective factors in key areas among young people. Suicidal ideation was reported by 14.4% and suicidal planning by 12.9%. Suicidal ideation was found to be associated with identifying as female, increasing age, bullying victimization, feeling lonely, cigarette smoking, marijuana use, and hunger frequency. Planning was associated with a lower educational level and living in a rural area.

- Finally, a number of studies in this Research Topic have utilized a range of qualitative methodologies to explore young peoples' experiences of suicide and self-harm. In Canada, conducted semi-structured interviews with caregivers of children and youth with fetal alcohol spectrum disorder with a view to exploring their perceptions of the young person's suicidal experiences. They used interpretative phenomenological analysis to form a composite vignette which depicted a single all-encompassing narrative organized around the social-ecological suicide prevention model. This comprised individual level factors such as sociodemographic characteristics, co-occurring health conditions, substance use, early life trauma and familial conflict.



- Secondly, relational factors such as feelings of belonging (or lack thereof), social disconnection, bullying, and the influence of peer groups were identified. Thirdly, there were a number of community

level influences of suicidality centering on regions or settings such as neighborhoods, schools, workplaces, and interactions with healthcare systems. Finally, societal level factors were emphasized including issues such as stigma, geographic region (urban vs, rural settings), and the impacts of the COVID-19 pandemic on experiences. The authors state that their findings suggest the need for training and advocacy to ensure that mental health systems can appropriately respond to the needs of young people with fetal alcohol spectrum disorder experiencing suicidality.

- The World Health Organization estimates that approximately 1 million people die each year from suicide. What drives so many individuals to take their own lives? To those who are not in the grips of suicidal depression and despair, it's difficult to understand what drives so many individuals to take their own lives. But a suicidal person is in so much pain that they can see no other option.

- Suicide is a desperate attempt to escape suffering that has become unbearable. Blinded by feelings of self-loathing, hopelessness, and isolation, a suicidal person can't see any way of finding relief except through death. But despite their desire for the pain to stop, most suicidal people are deeply conflicted about ending their own lives. They wish there was an alternative to suicide, but they just can't see one.
- Talking about suicide – Any talk about suicide, dying, or self-harm, such as "I wish I hadn't been born," "If I see you again…" and "I'd be better off dead."

- Seeking out lethal means – Seeking access to guns, pills, knives, or other objects that could be used in a suicide attempt.

- Preoccupation with death – Unusual focus on death, dying, or violence. Writing poems or stories about death.

- No hope for the future – Feelings of helplessness, hopelessness, and being trapped ("There's no way out"). Belief that things will never get better or change.

- Self-loathing, self-hatred – Feelings of worthlessness, guilt, shame, and self-hatred. Feeling like a burden ("Everyone would be better off without me").

- Getting affairs in order – Making out a will. Giving away prized possessions. Making arrangements for family members.

- Saying goodbye – Unusual or unexpected visits or calls to family and friends. Saying goodbye to people as if they won't be seen again.

- Withdrawing from others – Withdrawing from friends and family. Increasing social isolation. Desire to be left alone.

- Self-destructive behavior – Increased alcohol or drug use, reckless driving, unsafe sex. Taking unnecessary risks as if they have a "death wish."

- Sudden sense of calm – A sudden sense of calm and happiness after being extremely depressed can mean that the person has made a decision to attempt suicide.



KNOWLEDGE IS POWER

SIA

Foundation Course-II

Project Report

Increasing Rate of Crime in Youth

Submitted to

Department of Commerce

The South Indian Association's

The S.I.A. College of Higher Education, Dombivli (E)

By

Sr. No.	Name	Roll No.	Leader /Member
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2	Ankita Sharma	CF23117	Member
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F.Y.B. Com

Div. B

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February 2024

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CERTIFICATE

This is to certify that the group (No. 10, Div. B) leader and members have worked and duly completed the Project Work in **"Foundation Course-II"** for First Year of Bachelor of Commerce and their project is entitled, **Increasing rate of crime in youth** under supervision of **Dr. Nitinkumar M. Patil** for the Second Semester of the Academic year 2023-24. It is the own work of group members and facts reported by their personal findings and investigations.

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(Mrs. Hema Iyengar)
COURSE COORDINATOR

Declaration

We the undersigned solemnly declare that the report of the project work entitled **Increasing rate of crime in youth** is based on our own work carried out during the course of our study

We assert that the statements made and conclusions drawn are an outcome of the project work. We further declared that to the best of our knowledge and belief that the project report does not contain any part of any work which has been submitted for the award of any other degree.

Khushi, Ankita, Srushti, Rutika and Sejal



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Introduction

The subject of youth crime has been one of much public debate over the last few years. Statistics demonstrate that many youths who resort to crime face serious social and economic marginalization. Justice Action believes that major changes have to be made to the current youth justice system in order to combat these ongoing concerns. Youngsters these days are more independent and do not want any interference in their routine which is the main cause of this mania, said Shama Khan, associate professor of Government College. "The recent change I feel is the lack of discipline in the youth which leads to stress and depression," added Chanda Keswani associate professor of civics and political science. "The youth are under constant pressure to perform. Fierce competition and increasing stress in the environment compel the youth s to opt an easy way out," said Chitra Arora, principal of Government Girls college and professor of Philosophy. Students work long hours and undergo a lot of stress, especially the resident doctors. They should rest and work in a relaxed manner to avoid becoming vulnerable to depression. Today, there is a crisis of confidence and feeling of unrest in large sections of youth in the country today. The issue of youth in crime is an area of increasing concern in the context of the fact that crime rates have been steadily rising in urban India. With liberalization and growth of a consumer economy, newer avenues in the illegal sector have emerged, which have direct absorption and income generating avenues for the educated and semi-educated youth.

Open any newspaper or tune into any news channel and you can be pretty sure to stumble upon crimes of all sorts ranging from petty thefts to dacoity, murder, terrorism, sexual crimes and the like. The statistics show that the miscreants have been found quite focused and determined at their jobs. In India for instance, as per the National Crime Records Bureau, incidences of crime since the early days of independence has gone up by more than 5 times, and this of course excludes the large number of unreported crimes, especially related to smaller thefts, crime against women and the many cases where the police just refuse to file an FIR. The western countries aren't any better off either, with the UK recording an average of more than 2 violent attacks every minute (a very high figure for such a small country) and the US, which has the highest incarceration (imprisonment rate in the world)!



Objective

- **To understand concept of crime**

  Criminal behaviour is defined by the laws of particular jurisdictions, and there are sometimes vast differences between and even within countries regarding what types of behaviour are prohibited. Conduct that is lawful in one country or jurisdiction may be criminal in another, and activity that amounts to a trivial infraction in one jurisdiction may constitute a serious crime elsewhere. Changing times and social attitudes may lead to changes in criminal law, so that behaviour that was once criminal may become lawful. For example, abortion, once prohibited except in the most unusual circumstances, is now lawful in many countries, as is homosexual behaviour in private between consenting adults in private between consenting adults in most Western countries, though it remains a serious

offense in some parts of the world. Once criminal, suicide and attempted suicide have been removed from the scope of criminal law in some jurisdictions. Indeed, in the U.S. state of Oregon the Death with Dignity Act (passed in 1997) allows terminally ill individuals to end their lives through the use of lethal medications prescribed by a physician. Nonetheless, the general trend has been toward increasing the scope of criminal law rather than decreasing it, and it has been more common to find that statutes create new criminal offenses rather than abolishing existing ones. New technologies have given rise to new opportunities for their abuse, which has led to the creation of new legal restrictions. Just as the invention of the motor vehicle led to the technologies have given rise to new opportunities for their abuse, which has led to the creation of new legal restrictions. Just as the invention of the motor vehicle led to the development of a whole body of criminal laws designed to regulate its use, so the widening use of computers and especially the Internet has created the need to legislate against a variety of new abuses and frauds-or old frauds committed in new ways. Overview Individuals need to be responsible for their own actions. An understanding of root causes cannot and should not be seen as a way to absolve us from personal accountability. However, while individuals have an obligation to act responsibly and with respect

for their fellow citizens, communities have a responsibility to address those conditions, which hinder healthy development and can become the breeding ground for rime. The root causes of crime are well documented and researched. Crime is primarily the outcome of multiple adverse social, economic, cultural and family conditions. To prevent crime it is important to have an understanding of its roots. These are complex and interrelated, but can be summarized in three main categories Economic Factors/Poverty Social Environment

Family Structures Economic Factors/Poverty In addition to lack of financial resources, poverty manifests itself in a lack of educational opportunities, lack of meaningful employment options, poor housing, lack of hope and the prejudice against persons living in poverty. Social Environment Our social structure mirrors to citizens and communities what we value and how we set priorities. Social root causes of crime are inequality, not sharing power, lack of support to families and neighborhoods, real or perceived inaccessibility to services, lack of leadership in communities, low value placed on children and individual well-being, the overexposure to television as a means of recreation. Family Structures The CSCPC believes that families are uniquely placed in contributing to raising healthy responsible members of society. But the task of putting children first goes well beyond the family to include communities and society. Dysfunctional family conditions contribute to future delinquency.



➤ **To know the causes and effects in crime in youth.**

1. Different areas over the long term. Universal programs are only ever as effective as their ability to include and support populations at risk.

2. Secondary prevention

attempts to stop a crime from occurring after certain "warning signs" have appeared. An example might be programs, which focus on a specific problem or problem group. Anti-social or delinquent behaviour (Eg, disrespect for school staff, spray-painting slogans on buildings) can often be stopped through early intervention in problem situations before they become more serious and lead to a life of crime or victimization

3. Tertiary Prevention

Law enforcement efforts generally fall into the category of tertiary prevention. Sentencing a person to prison ensures that they will not commit a crime while serving their sentence. This is crime prevention after the fact because the person is known to the community and has already broken the law. While these measures ensure (for a time) that an offender cannot commit another offense they cannot reverse the effects of the original crime. Fundamental to prevention is a commitment to the essentials of adequate care for all children. The CS&CPC is a proud partner of the Alliance for Children and Youth of Waterloo Region. The Alliance emphasizes strengths based approaches Preventative efforts strive to achieve the following goals: Reduce the incidence of serious, long-term emotional and behavioural problems in all children Promote the optimal social, emotional, behavioural and cognitive development in children at highest risk Strengthen the ability of communities to respond effectively to children and their families in social and economic need. Successful prevention programs share many of the following characteristics Enhance children's mental health and promote a healthier environment for children. Are freely accessible to all children Do not single out or stigmatize individuals, families or communities Focus on education, building competence and skills Actively include families and communities in development and implementation

Methodology

The president study is based on both primary and secondary sources of data primary sources include interview and questionare shcedule while government reports. research papers, news articles and publication available in through print and media are etc. electronic used as secondary source of data the results obtained.

Results

A total of 30,555 crimes were committed by minors last year in the country; Delhi ranks 6th on the list with more than 2,340 cases against minors. In 2020, more than 2,643 cases were registered against minors. From cases of theft, causing hurt, attempted murder to murder, the crime rate of juveniles shot up in Delhi last year. According to the latest National Crime Records Bureau (NCRB) report, the national capital recorded the highest rate of crimes committed by children last year — more minor offenders were busted in Delhi than in states such as Bihar, Gujarat, Haryana, Odisha, Uttar Pradesh. A total of 30,555 crimes were committed by minors last year in the country; Delhi ranks 6th on the list with more than 2,340 cases against minors. In 2020, more than 2,643 cases were registered against minors. The highest number of crimes committed by juveniles was reported by Maharashtra (4,406), followed by Madhya Pradesh (3,795) and Rajasthan (3,063). However, the rate of crimes has gone up to 42% in Delhi while it is

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12% in Maharashtra and 13% in Madhya Pradesh. Last year, over 92 murders and 154 attacks were committed by minors in Delhi. In the latest case, a 16-year-old boy allegedly stabbed an 18-year-old man repeatedly and danced on the streets as he "celebrated" the murder. Footage of the incident that took place in Northeast Delhi went viral on social media.

Suggestions

We have people to get information from many places, how to talk to Google, Books, newspaper, website, and logo, to see some pictures, to get some PDF, fc books, from mobile Internet etc.

Conclusion

Through the above analysis for the youth crime, we can see that the main crime is done by the youth. This is because the youth themselves are the main components of taking their own decisions not listening to their parents want to be self-independent i n every way of life. they are more inclined to accept everything as new thing, thus increase the probability of the implementation in crime. Life talent involvement must be undergone by the youth offenders; it is the real curing social skill and it will reduce future committing crimes and deal with conduct differ social norm issues, any drug and alcohol problems. On the other hand, because of the special physical and mental characteristics of youth and losing control of management taken by society for youth, the crime behaviour of youth tend to exceed the bounds of law. Only study the current problem for crime of youth in our country, can we further understand and master the current situation and reason of crime of youth, explore the characteristics and laws, detect the flaws and shortcomings of legal system and management in the aspect of crime to improve them purposefully, and achieve the purpose of effective prevention and control for the crime,



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S4BCom-A FC-III 23-24

Guidelines for Project

(Read all points below at least twice)

1. Make Group of 5 to work on the Project.
2. Project must be in the form of Word Document.
3. Formatting of Project Text
    a. Title page font size 14,
    b. Times New Roman,
    c. Margin 1 inch all 4 sides.
    d. Internal content font size 12
4. The contents of the Project should be arranged as per the following:
    - Title page-
        - Name of the topic,
        - Roll No. and Name of Team Members,
        - Academic year,
        - Faculty Name
    - Declaration (as per format provided)
    - Index (in tabular format)
    - Introduction
    - Objective of Study
    - Methodology used for data collection.
    - Data analysis
    - Findings & Conclusion
    - Bibliography - Please note don't mention search engine names. Ensure complete website address link, author name, page numbers.
5. **The Project file must be named with the Roll No. of student submitting the project.**
6. **Every student must submit the project individually.**
7. **Last Date of Submitting Project: 15th September 2023.**
8. **The Project file to be submitted in PDF format only with size of Max. 1mb.**
9. **Submit your Project by using the Google Form link provided in your WhatsApp Group.**
10. **Read all instruction provided in google form first and then fill it.**
11. **Link will stop accepting projects after 15th September 2023.**
12. **Please note that No Submission will be accepted after Last Date mentioned Above.**

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Report of Project Submission for SYBCOM - Foundation Course-III SEM - III - 2023-24

The FC-III project was taken in the form of a PDF file which students submitted online by using Google Form. It is done with the intention to promote digitization in education and at the same time it also saved the cost of paper and filing to be incurred by students.

Students were given various topics related to the cybercrime, Advantages And Disadvantages Of Social Media, Pollution in Mumbai, Digital media, Study of Indian Superstition, Study of violation human rights regarding women, causes of pollution, Violence against women, Types of digital media, Domestic violence, Misuse of cell phones, Digital marketing etc.

Outcome:

1. Students improved their communication and technical skills.
2. Presentations were made by students which boosted their confidence.
3. Students came to know how to work in a group and how to lead a group.
4. They learned about the various communities and hardships that different people are facing.
5. Students tried to find out solutions to the problems they have studied.
6. Now they are aware of managing the stress and related issues during a Pandemic.

Faculty

Convener

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CERTIFICATE

This is to certify that Mr./ Miss/ Mrs. Manjiri Anil Jadhav,
Roll No. CF22075 has worked and duly completed his/her Project,
Titled: Digital Media
in ***"Foundation Course - III"*** for **Second Year of Bachelor of Commerce** under supervision and Guidance of **Mr. Rooshikesh G. Jade**.

It is her / his own work and facts reported by her / his personal findings and investigations.

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Mr. Rooshikesh G. Jade
(FACULTY)

Mrs. Hema Iyengar
(COURSE CO-ORDINATOR)

- NAME OF THE TOPIC : Digital Media.
- ROLL NO. : CF22075
- NAME : Manjiri Anil Jadhav.
- ACADEMIC YEAR : 2023 – 2024.
- FACULTY NAME : Rooshikesh Govind J.



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2. Introduction

2.1. Definition of Digital Media

Digital media is digitized content that can be transmitted over the internet or computer networks. This can include text, audio, video, and graphics. This means that news from a TV network, newspaper, magazine, etc. that is presented on a Web site or blog can fall into this category. Most digital media are based on translating analog data into digital data. The Internet began to grow when text was put onto the Internet instead of stored on papers as it was previously. Soon after text was put onto computers images followed, then came audio and video onto the Internet. Digital media has come a long way in the few short years to become as we know it today and it continues to grow.

2.2. The Birth of Digital Media

In earlier times, messages were once distributed by one particular source to their audience. The audience gathered their sources through a certain form of distribution, whether it was newspapers, magazines, radio, or television. Publishers had a great source of power over the information distributed and how it was perceived by the public. However, all that began drastically change with the rise of computers and more importantly the Internet.

2.3. Internet and Computers in Digital Media

Calculation and programming served as the main purposes for earlier computers. However, over time computers began to play a more personal role in humans' lives. No longer were computers being associated with governments or large corporations. As technology grew, people found out that storing information on a computer was convenient and provided good structure. People expanded the functions a computer could provide to its owner. People began to use computers for communication, creative purposes, research, and entertainment.



The Internet is a vast global system that links computer networks. People began taking to the Internet for government, commercial, educational, social, etc. purposes giving rise to digital media. By being able to connect with this growing amount of information, people were able to hear from multiple sources and to make it more personal by posting their own views'. Now publishing and blogging has become so easy that millions of people are

able to post onto the internet creating a large amount of websites and information. As new people join the Internet, the amount of information viewed and provided expands.

2.4. How Digital Media Affected News Media

During World War II, Massachusetts Institute of Technology began a project to develop a computer known as the Whirlwind. The Whirlwind was the first computer that operated in real time and used a monitor for visual purposes. Operating in real-time is a huge advantage that the Internet provided for digital news.
-Whirlwind

Newspapers are unable to compete with the speed that digital news releases their stories. Not only can the latest updates immediately be found online, but you can also view various articles to gain a better understanding and survey multiple points of view. This staggered the hold newspapers had over their communities and began to disrupt their monopoly. More sources for news sprouted up. Some question the reliability of sources on the Internet. A lot more personal opinions, amateur journalism, and biased articles can be found on the Internet. Blogs are an attractive form of digital media. They truly helped push consumer generated content throughout the Internet. Not only has the Internet allowed consumers to contribute to the news, they are also allowing them to personalize their news experience. A costumer does not have to buy a whole newspaper to read the select number of articles that interest them. Now they can go online and skip the other articles and skip the payment. Although newspapers have adapted to the rise of digital media by placing themselves online, being on the Internet does not guarantee the companies to make money back on lost business. According to the State of the News Media report, 75% of people are not willing to pay for online news content. They are more likely to go back to searching for free results. The report also states that 23% of people said that they would pay five dollars a month for unrestricted access to a local newspaper online. However, doubling the price a month drops the number by 5%.

3. OBJECTIVES

3.1. DIGITAL MEDIA MISSION STATEMENT

The University of Houston Digital Media program prepares highly-qualified, sought-after, and technologically-savvy strategists who can expand the effectiveness of their client's visual communication projects.

3.2. DIGITAL MEDIA DEFINITION

Digital Media is the creative convergence of digital arts, science, technology, and business for human expression, communication, social interaction, and education. This

definition, promulgated in 2006 by the Digital Media Alliance Florida, was the organizing principle used in the initial creation of the University of Houston Digital Media Program and is still used as the standard used in assessing everything we do

3.3. DIGITAL MEDIA GOALS

1) Using a Transmedia Marketing® approach, Digital Media students will to able to:
2) motivate people to action by
3) producing and distributing
4) integrated and consistent brand experiences
5) across at least three media channels (including print, packaging, motion media, social media, e-media, mobile apps, games, and simulations)
6) each carrying different content
7) To accomplish a unified goal.
8) Transmedia Marketing® techniques employed include storytelling, world-building, and cultivating audience participation and feedback over multiple platforms.

4. Exploring Types of Digital Media

Traditional (nondigital) media includes several types of communication technologies, some of which have existed for hundreds of years. Newspapers, magazines, books, and other printed materials were among the first types of traditional media. Those forms of media persist, joined in the 19th century by the telegraph and in the 20th century by radio and television, the first examples of mass media.

The digital era, however, meant a whole new set of media transmission methods and devices, with more developed every year. These days, most types of digital media fit into one of these main subgroups:

- **Audio:** Audio forms of digital media include digital radio stations, podcasts, and audiobooks. Tens of millions of Americans subscribe to digital radio services such as Apple Music, Spotify, Tidal, Pandora, and Sirius, which provide a wide range of musical stations and allow users to listen to databases of millions of songs on demand.
- **Video:** Many digital media outlets are visual, from streaming movie and television services such as Netflix to virtual reality surgical simulators used in medical institutions. One of the biggest players in visual digital media is YouTube, which hosts billions of videos. Launched in 2005, the website is one of the most popular destinations on the web.
- **Social media:** Social media includes sites such as Twitter, Facebook, Instagram, LinkedIn, and Snapchat, which enable their users to interact with one another through text posts, photographs, and videos, leaving "likes" and comments to create conversations around pop culture, sports, news, politics, and the daily events of users' lives.

- **Advertising:** Advertisers have made their way into the digital media landscape, taking advantage of marketing partnerships and advertising space wherever possible. The internet has moved away from the use of pop-up and autoplay ads, which flooded early websites and drove away visitors. Instead, advertisers look toward native content and other methods of keeping consumers invested without overselling their product.
- **News, literature, and more:** Traditionally, people consumed text via books, print newspapers, magazines, and the like. Even though digital media has proliferated, the desire for those kinds of reading experiences has endured. Research from the Pew Research Center indicates that 38% of adults in the U.S. read news online. The proliferation of literary websites, the popularity of resources like Wikipedia, and the rise of e-readers like the Kindle all further underline the continued importance of written work in digital media.

5. Examples of Digital Media

Digital media encompasses a wide array of websites, tech devices, and platforms. You may be aware of some uses of digital media, but the fact is that digital media influences many industries and has opened a range of avenues for people to make a living and utilize their talents in different ways.

Prior to digital technology, surgeons and other medical professionals had to rely on clunky simulators, videos, or cadavers to practice new surgeries, which made it difficult to perfect certain operations and increased complications when they were performed on living patients. Digital technology has introduced all sorts of new tools into the surgical suite, allowing doctors to better practice and perform such procedures, thus increasing patient safety and reducing mistakes while lowering costs. Modern-day surgeons practice using advanced virtual reality (VR) systems, working through different scenarios with digital versions of the same miniature cameras and sensors they'll rely on during an actual surgery.



Digital media has also led to entirely new careers. Websites such as Twitch allow people to stream their daily lives, and people can pay to subscribe to individual channels to watch what interests them. Twitch streamers include video gamers, musicians, social influencers, and even those who just stream their daily activities, such as going to the store, cooking dinner, or cleaning the house. Users from all different walks of life expose subscribers to different cultures and lifestyles. Digital media professionals can also take advantage of easily obtainable technology such as cellphones and open-source coding to film their own shows, movies, or podcasts and stream them at little or no cost, creating greater equity in media. These are just a few examples of digital media, though the market for such products is expanding, and there are more applications every year.

6. Major Digital Media Companies

As the digital world has taken over the modern business landscape, some of the most valuable companies in the world are in the tech sphere. Many of these companies have diverse interests and divisions, including in various forms of digital media and related ventures. As such, the top digital media companies are among the largest corporations on Earth.

- **Google**, founded in 1998 by Larry Page and Sergey Brin, started as a revolutionary new search engine, which spurred the growth of one of the world's most valuable brands (worth $309 billion in 2019, according to statistics reported by CNBC). Google has become a massive, multinational technology company, developing all things internet-related, including its own web browser (Chrome), laptops (Chromebooks), smart glasses, and internet television streams (Chromecast). In 2015, Google announced that it was forming the parent company Alphabet to run the organization's diverse departments with Google existing as a subsidiary.

- **Netflix** launched in 1997 as an online-based movie rental service, where people could order DVDs and have them delivered to their home. Customers made their wish list of films, and Netflix sent them DVDs from the list. Users could keep DVDs as long as they wanted, receiving the next movie on their list upon return of the first. Netflix has since grown from third-party movie distributor to online streaming giant, with over 150 million subscribers paying for a mix of television, movies, and original content. The brand has launched pop culture sensations such as "Orange Is the New Black," "Stranger Things," and "BoJack Horseman."

- **Apple** has grown from a niche computer company with elegant marketing into one of the dominant technology forces on the planet. Founded by Steve Jobs and Steve Wozniak in 1976, Apple spent the first quarter-century of its existence as a cutting-edge though struggling Computer Company, with a few impressive products that never quite caught on. Then, with the introduction of the iMac in 1998, followed by the iPod three years later, marketed with Jobs's brilliant strategies driving intrigue and demand, Apple moved to the forefront of the gadget market. In the years since, products such as the iPhone, iPad, and Apple Watch have kept Apple going strong. Millions of Americans consume large amounts of digital media each day through their Apple products, such as iTunes and Apple TV.

- **Facebook and Twitter** are two of the biggest social media websites. Instagram, YouTube, Snapchat, and TikTok also have substantial user bases in the hundreds of millions or more. According to a 2018 Pew Research Survey, 75% of all U.S. adults use YouTube and 68% use Facebook. Over 94% of 18- to 24-year-olds use YouTube, and 80% of them use Facebook. Major players in the business world own these brands. For example, Facebook owns Instagram and other platforms such as WhatsApp. Additionally, Google owns multiple web ventures including YouTube. As generations that grew up with social media get older and new users come of age, the number of people on these platforms will likely continue to grow.

- **Amazon** remains a digital commerce titan, with an enormous presence in the digital media sphere. The company, in fact, is one of the world's largest by market value according to Investopedia. From Amazon Prime and its accompanying streaming service to personal assistants, cloud service, and digital advertising, the company has



an expansive presence online. This is reflected in its growth, with revenues tripling between 2017 and 2018, from $117.9 billion to $232.9 billion.

7. Digital Media Jobs and Salaries

Digital media includes a wide range of platforms, products, and industries. As such, the job market and earning potential for digital media careers varies based on industry, location, work experience, and education, but in general, the outlook is strong. Many digital media jobs, including those below, exist in various industries, including in the public and private sectors. As such, careers in digital media provide the opportunity to work in all sorts of different environments.

Graphic Designer

Jobs in digital media include many graphic design positions. Graphic designers create digital illustrations that convey information, from company logos to movie posters and much more. They use sketch pads, computers, tablets, and other devices to create their work. They utilize different fonts, colours, photographs, shapes, and aesthetic elements along the way. Those in graphic design work with clients to discern what they're looking for, then go through a design process where they develop several options and tweak their ideas to fit the client's needs.

There were 290,100 graphic designers working in the U.S. as of May 2018, according to the U.S. Bureau of Labour Statistics (BLS). They earned a median annual salary of $50,370, with those in the bottom 10% of earners making under $29,610 and those in the top 10% earning more than $85,760 each year. By industry, the median annual salary for this position can range from $40,170 (printing and related support activities) to $51,380 (advertising, public relations, and related services). The BLS expects the job market to grow 3% between 2018 and 2028, which equates to 8,800 new jobs.

Web Developer

Web design specialists use their graphic design skills to create websites and other web-based applications. They possess some knowledge of programming and coding, in languages such as CSS, HTML, or Java. Web developers help companies update their websites or design new sites from scratch, using existing templates or frameworks such as WordPress or Squarespace. They make sure websites look good on different devices while also remaining functional.



According to the BLS, there were 160,500 web developers working in the United States as of May 2018, making a median annual income of $69,430. The BLS has high expectations for the job market for web developers, expecting it to grow by 20,900 jobs between 2018 and 2028, at a rate of 13%. Publishing industries ($75,360) and computer systems design firms ($68,670) had the highest median annual salaries.

Digital Media Specialist

Digital media specialists fill a vital role in the digital media job market. These versatile media professionals are able to perform a number of tasks, combining various skills. Digital media specialists can work in social media, where they use graphic design skills to assist companies with their branding and voice. They may also use on-camera and writing skills, as well as video or audio editing abilities to create packages for use in digital marketing campaigns. Different projects require different tasks and abilities, and digital media specialists can fill any number of them.

According to statistics from PayScale, the median average salary for digital media specialists was $34,000 annually as of December 2019. While the BLS doesn't keep specific data on digital media specialists, reports from web marketing news outlets such as Social Media Today indicate that global online ad spending continued to rise significantly in 2019 (4% worldwide), with total spending set to reach $329 billion by 2021, which will account for 49% of all ad spending. These trends suggest favourable job growth in digital media careers.

8. How to Land Digital Media Internships

Working in all types of media, including digital media, means taking advantage of networking, which can lead to further opportunities down the line. Even at the high school level, students can begin interacting with digital media — opening social media profiles, making connections, and even interning or creating digital content. But it's in college that networking really starts to gain importance, as students start to figure out where they want to go with their digital media career. One common way for students to gain experience and valuable contacts in the industry is through internships.

Internships in digital media can take place over the summer, during a single semester, or throughout an entire school year. They might be in large office settings, or they may involve work in the community. The further along students are in their undergraduate career and the more skills they possess, the more they'll be able to do in their internships.

Before beginning a digital media internship, there are several skills that are valuable for students to develop. Applicants should be confident interviewees, even without prior experience, demonstrating a willingness to learn and grow as they contribute. They should have solid writing abilities and demonstrate some skill in photography, graphic design, website design, or social media. During the course of an internship, students can develop other marketable skills such as storytelling, managing relationships with clients, drafting copy, content programming, and much more.

Some digital media internships pay, and some do not. While there is a push within media industries for paid internships, some businesses — especially smaller companies — are

unable to pay their interns. When considering any internship, it is wise to consider the work experience to be gained, and what impact the internship will have on performing real work duties in the future.

9. Explore Digital Media with Maryville University

What is digital media? It is expansive and increasingly pervasive, and it isn't going anywhere. Digital technology will only continue to further its place in society, with home assistants such as Alexa and Siri leading the next generation of artificial intelligence gadgets and devices. In the near future, augmented reality devices such as headsets, heads-up displays, and even holographic technology will likely further digitize our daily lives.

Careers in digital media begin with the right undergraduate degree, which develops a foundation of skills and knowledge that positions graduates to begin any number of career paths. Explore how Maryville University's online Bachelor of Fine Arts in Digital Media — with courses in marketing and digital media, design theory, UX/UI design, social media, and more — can prepare you to enter this multifaceted industry and offer vital visual communication strategies to businesses of all kinds.

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- **https://online.maryville.edu/blog/what-is-digital-media/**





THE SOUTH INDIAN ASSOCIATION

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EDUCATION

TOPIC-A STUDY ON CYBER CRIME

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ACADEMIC YEAR-2023-2024

FACULTY NAME-ROOSHIKESH GOVIND JADE



DECLARATION

Project Declaration is a formal document that defines the factual information about a given project. This document describes all project activities and events and their desired results and effects; it also identifies in what chronological order and within what period of time the project is expected to be accomplished.



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4	DATA ANALYSIS
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INTRODUCTION

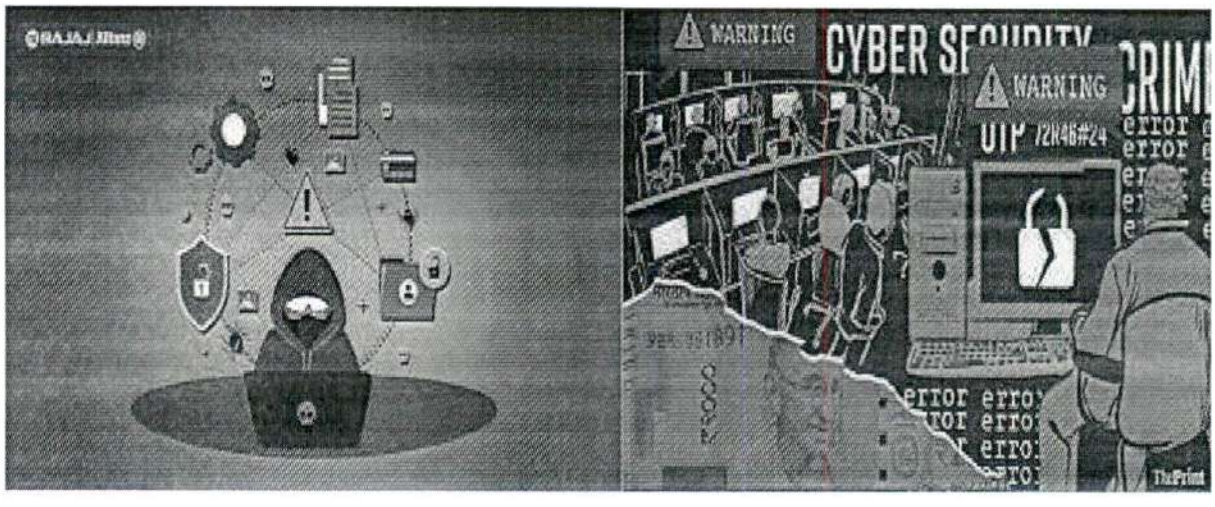
The study of cybercrime involves examining the various forms of criminal activities that take place in the digital realm. This field explores the methods, motivations, and impacts of cyberattacks, online fraud, hacking, identity theft, and other illicit activities carried out using computers, networks, and the internet. Researchers in this area analyze the technical aspects of cybercrime, as well as the legal, social, and psychological dimensions, in order to better understand and combat these evolving threats in our increasingly interconnected world. It delves into the realm of criminal activities conducted in the digital domain. It encompasses an in-depth examination of various forms of cyberattacks, hacking, online fraud, and digital identity theft. By investigating the methods, motivations, and repercussions of these illicit activities, researchers aim to comprehend the ever-evolving landscape of cyber threats. This multidisciplinary field encompasses technical, legal, psychological, and societal perspectives, offering insights to mitigate and counteract these digital challenges in our modern, technology-driven society. Cybercrime or a computer-oriented crime is a crime that includes a computer and a network. The computer may have been used in the execution of a crime or it may be the target. Cybercrime is the use of a computer as a weapon for committing crimes such as committing fraud, identity theft, or breaching privacy. Cybercrime, especially through the Internet, has grown in importance as the computer has become central to every field like commerce, entertainment, and government. Cybercrime may endanger a person or a nation's security and financial health.

Cybercrime encloses a wide range of activities, but these can generally be divided into two categories:

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1)Crimes that aim at computer networks or devices. These types of crimes involve different threats (like virus, bugs etc.) and denial-of-service (DoS) attacks.

2)Crimes that use computer networks to commit other criminal activities. These types of crimes include cyber stalking, financial fraud or identity theft.



OBJECTIVE OF STUDY

1. Describe the acts for which penalties and compensation are provided. Also discuss when these acts become an offence.

2. Discuss the offences for which punishment is provided.

3. Examine the jurisdictional issues involved in the investigation and punishment of the cybercrimes.

4. Discuss the challenges faced by investigation agencies in investigation of cyber crimes, Penalties, compensation and adjudication.



METHODOLOGY USED FOR DATA COLLECTION

SOURCES OF DATA:

Data collection is an important step in the research process. To collect data from the respondents, the researcher approached the respondents with structured questionnaire. The instructions were also given in the form. Respondents were asked to give their responses freely and were permitted to ask their difficulties, if any. After the respondents had submitted their responses, data was collected and conclusions were drawn, In this study, both primary and secondary data has been utilized to arrive at certain conclusions. Sample size: $ample size determination is an important and often difficult step in planning an empirical study. A sample is a subset of a population element, where a population is a theoretically specified aggregation of an element. Hence a sample size is a subset of a population. The aim of the sample was to select estimated population parameters. The information was collected from the sample size of from the population .

What is Primary Data?

Primary data is a type of data that is collected by researchers directly from main sources through interviews, surveys, experiments, etc. Primary data are usually collected from the source—where the data originally originates from and are regarded as the best kind of data in research. The sources of primary data are usually chosen and tailored specifically to meet the demands or requirements of research. Also, before choosing a data collection source, things like the aim of the research and target population need to be identified. For example, when doing a market survey, the goal of the survey and the sample population need to be identified first. This is what will determine what data collection source will be most suitable—an offline survey will be more suitable for a population living in remote areas without an internet connection compared to online surveys.

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How primary data was collected for this study?

Primary data was collected by conducting survey, the questions were asked with the help of a set of structured questionnaires which comprised statistical and personal information about the respondent i.e. their daily habits and some questions to test their level of awareness regarding the schemes.

What is Secondary Data?

Secondary data is the data that has already been collected through primary sources and made readily available for researchers to use for their own research. It is a type of data that has already been collected in the past. A researcher may have collected the data for a particular project, then made it available to be used by another researcher. The data may also have been collected for general use with no specific research purpose like in the case of the national census. Data classified as secondary for particular research may be said to be primary for another research. This is the case when data is being reused, making it

primary data for the first research and secondary data for the second research it is being used for.

How Secondary Data is collected?

Secondary data is collected from the following sources:-

A. Publications of selected Banks specially reports, Bulletins, Occasional publications etc.

B. Various Books, Research Journals, Magazines, Reports, web sites and News, etc.



DATA ANALYSIS

Cybercrime is defined as crimes committed on the internet using the computer as a tool to target the victim for the execution of the desired crime. Though it is difficult to determine that where the particular cyber crime took place because it can harm its victim even sitting at a far distance. As stated above from the year 1997 to 2008 tremendous changes took place which helps the judicial system to determine the specific kind of cyber crime. However, all cybercrimes involved both the computer and the person behind it as victims, it just depends on which of the two is the main target.

Example 1 – Hacking involves attacking the computer's information and other resources.

Example 2 – Stalking involves attacking the personal space of an individual.

Cyber crimes are quite different from traditional crimes as they are often harder to detect, investigate and prosecute and because of that cyber crimes cause greater damage to society than traditional crimes. Cyber crime also includes traditional crimes conducted through the internet or any other computer technology. For example; defamation, forgery, identity theft, terrorism, cyber-stalking, hacking, software piracy, web jacking and bullying are considered to be cyber crimes when traditional crimes are committed through the use of a computer and the internet. The other difference between these two crimes is based on the evidence of the offences. In the traditional crimes the criminals usually leave any proof of that crime like fingerprints or other physical proof. But in the cyber crimes cyber criminals commit their crimes through the internet and there are very less chances of leaving any physical proof.

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However, the cyber crimes are broadly classified into different groups:

1.Crime against the individuals – Harassment, cyber-stalking, deformation, indecent exposure, cheating, email spoofing, fraud, etc.

2.Crime against property – Transmitting virus, net-trespass, unauthorized control over computer system, internet thefts, infringement of intellectual property,etc.

3.Crime against organization – Cyber terrorism within government organization, possession of unauthorized information, distribution of pirate software, etc.

4.Crime against society – Child pornography, financial crimes, sale of unlawful articles, trafficking, forgery of records, gambling, etc.

Classification of Cyber Crime:

1)**Cyber Terrorism** – Cyber terrorism is the use of the computer and internet to perform violent acts that result in loss of life. This may include different type of activities either by software or hardware for threatening life of citizens. In general, Cyber terrorism can be defined as an act of terrorism committed through the use of cyberspace or computer resources.

2)**Cyber Extortion** – Cyber extortion occurs when a website, e-mail server or computer system is subjected to or threatened with repeated denial of service or other attacks by malicious hackers. These hackers demand huge money in return for assurance to stop the attacks and to offer protection.

3)**Cyber Warfare** – Cyber warfare is the use or targeting in a battle space or warfare context of computers, online control systems and networks. It involves both offensive and defensive operations concerning to the threat of cyber attacks, espionage and sabotage.

4)**Internet Fraud** – Internet fraud is a type of fraud or deceit which makes use of the Internet and could include hiding of information or providing incorrect information for the purpose of deceiving victims for money or property. Internet fraud is not considered a single, distinctive crime but covers a range of illegal and illicit actions that are committed in cyberspace.

5)**Cyber Stalking** – This is a kind of online harassment wherein the victim is subjected to a barrage of online messages and emails. In this case, these stalkers know their victims and instead of offline stalking, they use the Internet to stalk. However, if they notice that cyber stalking is not having the desired effect, they begin offline stalking along with cyber stalking to make the victims' lives more miserable.

PENALTY AND COMPENSATION

Section 43 to 45 of Information Technology Act, 2000 provides for the instances where the wrong doer is liable to pay damages by way of compensation to the effected party.

Section 66 of Information Technology Act, 2000 however provides that if any person, dishonestly or fraudulently, does any act referred to in **section 43**, he shall be punishable with imprisonment for a term which may extend to three years or with fine which may extend to five lakh rupees or with both.

Section 43 of Information Technology Act, 2000 provides that any person who without permission of the owner or any other person who is in charge of a computer, computer system or computer network commits the following acts shall be liable to pay damages:
(a) Accesses or secures access

(b) downloads, copies or extracts any data, computer data base or information

(c) introduces or causes to be introduced any computer contaminant or computer virus.

Explanation to this section provides: "Computer contaminant|| means any set of computer instructions that are designed–

(a) to modify, destroy, record, transmit data or program residing within a computer, computer system or computer network

(b) by any means to usurp the normal operation of the computer, computer system, or computer network.

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(iii) —computer virus means any computer instruction, information, data or program that destroys, damages, degrades or adversely affects the performance of a computer resource or attaches itself to another computer resource and operates when a program, data or instruction is executed or some other event takes place in that computer resource.

(d) damages or causes to be damaged data, computer data base or any other programs.

(iv) of this section provides, " damage|| means to destroy, alter, delete, add, modify or rearrange any computer resource by any means."

(e) disrupts or causes disruption

(f) denies or causes the denial of access to any person authorised to access by any means.

(g) provides any assistance to any person to facilitate access in contravention of the provisions of this Act, rules or regulations made there under.

(h) charges the services availed of by a person to the account of another person by tampering with or manipulating

(i) destroys, deletes or alters any information residing in a computer resource or diminishes its value or utility or affects it injuriously by any mean

(j) steal, conceal, destroys or alters or causes any person to steal, conceal, destroy or alter any computer source code used for a computer resource with an intention to cause damage

(v) —computer source code means the listing of program, computer commands, design and layout and program analysis of computer resource in any form.



Section 43A of Information Technology Act, 2000 provides for the liability for compensation of a body corporate for failure to protect data. Explanation to this section defines a body corporate as: "any company and includes a firm, sole proprietorship or other association of individuals engaged in commercial or professional activities The explanation also defines reasonable security practices and procedures as, "security practices and procedures designed to protect such information from unauthorized access, damage, use, modification, disclosure or impairment, as may be specified in an agreement between the parties or as may be specified in any law for the time being in force and in the absence of such agreement or any law, such reasonable security practices and procedures, as may be prescribed by the Central Government in consultation with such professional bodies or associations as it may deem fit.

Section 44 of Information Technology Act, 2000 provides for penalty for failure to furnish information, return, etc "If any person who is required under this Act or any rules or regulations made there under to–

(a) furnish any document, return or report to the Controller or the Certifying Authority fails to furnish the same, he shall be liable to a penalty not exceeding one lakh and fifty thousand rupees for each such failure;

(b) file any return or furnish any information, books or other documents within the time specified therefore in the regulations fails to file return or furnish the same within the time specified therefore in the regulations, he shall be liable to a penalty not exceeding five thousand rupees for every day during which such failure continues;

(c) maintain books of account or records, fails to maintain the same, he shall be liable to a penalty not exceeding ten thousand rupees for every day during which the failure continues."

Section 45 of Information Technology Act, 2000 provides for the residuary penalty. Contravention of any rules or regulations made under this Act, for the contravention of which no penalty has been separately provided. The maximum penalty in such cases is 25000 rupees.



FINDINGS AND CONCLUSION

To conclude, we can say that Cyber Crime is a dangerous offense to someone's privacy or any material. Also, we can avoid Cyber Crime by following some basic logical things and using our common sense. Above all, Cyber Crime is a violation of not only law but of human rights too. Though not all people are victims to cyber crimes, they are still at risk. Crimes by computer vary, and they don't always occur behind the computer, but they executed by computer. The hackers identity is ranged between 12 years young to 67years old. The hacker could live three continents away from its victim, and they wouldn't even know they were being hacked. Crimes done behind the computer are the 21st century's problem. With the technology increasing, criminals don't have to rob banks, nor do they have to be outside in order to commit any crime. They have everything they need on their lap. Their weapons aren't guns anymore; they attack with mouse cursors and passwords.

The study underscores the pressing need for a comprehensive and collaborative approach to address the escalating threat of cybercrime. The findings reveal the ever-evolving tactics employed by cybercriminals, highlighting the critical importance of robust cybersecurity measures and continuous vigilance. As digital technologies continue to advance, it becomes imperative for governments, organizations, and individuals to enhance their awareness, preparedness, and cooperation in order to effectively combat the multifaceted challenges posed by cybercrime. Moreover, the study emphasizes the necessity of ongoing research and adaptation to stay ahead of cybercriminals and protect the integrity of digital ecosystems."

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The South Indian Association's
The S.I.A. College of Higher Education
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Near Balaji Mandir, Dombivli (East), 421203.

SYBCom - B - FC III 23-24

Guidelines for Project

(Read all points at least twice)

1. Make groups of 5 to work on the Project.
2. Project must be in the form of Word Document.
3. Formatting of Project Text.
    a. Title page font size 14
    b. Times New Roman
    c. Margin 1 inch on all sides
    d. Internal content font size 12
4. The Contents of the Project should be arranged as per the following:
    - Title page –
        - Name of the topic
        - Roll no. and name
        - Academic year
        - Faculty name
    - Declaration (as per format provided)
    - Index (in tabular format)
    - Introduction
    - Objective of study
    - Methodology used for data collection
    - Data analysis
    - Findings & Conclusion
    - Bibliography – Please note don't mention search engine names. Ensure complete website address link, author name, page numbers.
5. The project file must be named with the Roll No. of student submitting the project.
6. Every students must submit the project individually.
7. Last date for submitting project is 15th September 2023.
8. The project file is to be submitted in PDF format only with max. size of 1 mb.

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9. Submit your project by using the Google Form link provide in your WhatsApp Group.
10. Read all instructions provided in google form first and then fill it.
11. Link will stop accepting projects after 15th September 2023.
12. Please note that no submission will be accepted after the Last Date mentioned above.



The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
Accredited B+ by NAAC
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Near Balaji Mandir, Dombivli (East), 421203.

Report of Project Submission for

SYBCOM – Foundation Course – III

SEM – III (2023 – 24)

The FC – III project was taken in the form of a PDF file which students submitted online by using Google Form. It is done with the intention to promote digitalization in education and at the same time it also save the cost of paper and filing to be incurred by students.

Students were given various topics related to Cybercrime, Advantages and Disadvantages of Social Media, Pollution in Mumbai, Bhopal Gas Tragedy, Digital Media, Study of Indian Superstition, Study of violation of human rights regarding women, causes of pollution, Types of digital media, Digital marketing, Endangered Species etc.

OUTCOME:

1. Students improved their communication and technical skills.
2. Presentations were made by students which boosted their confidence.
3. Students came to know how to work in a group and how to lead a group.
4. They learned about the various communities and harships that different people are facing.
5. Students tried to find out solutions to the problems they have studied.
6. Now they are aware of managing the stress and related issues during the Pandemic.

Faculty

Convenor

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(EAST)

S.Y.B COM DIV- B

FOUNDATION COURSE PROJECT 2023-2024

HUMAN RIGHTS VIOLATIONS AND REDRESSAL

SR.NO	NAME OF THE STUDENTS	TOPIC	ROLL NO
1.	NIDHI YADAV	MINORITIES RIGHTS	CF22239



DECLARATION

We the undersigned solemnly declare that the report of the project work entitled Human rights violations and redressal is based on our own work carried out during the course of our study. We assert that the statements made and conclusions drawn are an outcome of the project work. We further declare that to the best of our knowledge and belief that the project report does not content any part of any work which has been submitted for the award of any other degree.

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INTRODUCTION

A state commits human rights violations either directly or indirectly. Violations can either be intentionally performed by the state and or come as a result of the state failing to prevent the violation. When a state engages in human rights violations, various actors can be involved such as police, judges, prosecutors, government officials, and more. The violation can be physically violent in nature, such as police brutality, while rights such as the right to a fair trial can also be violated, where no physical violence is involved.

The second type of violation – failure by the state to protect – occurs when there's a conflict between individuals or groups within a society. If the state does nothing to intervene and protect vulnerable people and groups, it's participating in the violations. In the United States, the state failed to protect black Americans when lynching's frequently occurred around the country. Since many of those responsible for the lynching's were also state actors (like the police), this is an example of both types of violations occurring at the same time.

Meaning

Our society is a diversified patchwork of different sets of People practicing different cultures, customs and belonging to Different race, religion, caste, gender and so on. These diversities However lead to a lot of inequalities in the population. In such Conditions there is a growth of vulnerable groups who are the most Exploited, suppressed and discriminated groups in the country. The Constitution of India uses the term Weaker Sections to refer to these vulnerable groups.

FORMS OF VIOLATIONS OF RIGHTS

The unjust treatment meted out by these vulnerable groups are stated as follows:

1. Discrimination: These groups are discriminated on grounds Of being socially and economically weaker biologically weak. Post-globalization has witnessed the growth of several crimes as Against the past due to large. scale migration and Displacement. While changes in technology have made lives Easier, it has further entangled relationships and the human Nature in general has undergone major alterations which in Turn has created a furor in the sphere of social Discrimination. For e.g. Pre-Natal Diagnosis for Sexual Determination.

2. Exploitation: The attribute of taking undue advantage of the weaker sections in the society results in exploitation which in Turn leads to anti- social behaviors. For e.g. Insurgency such As the Naxalite movement.

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3.Deprivation: –Exploitation and deprivation are both connected to each other as one leads to the other. For Example, the growing cases of malnutrition that is reported daily through the media is rampant in areas that are deprived and exploited.

4.Neglect: The other main attribute of vulnerability is neglect which generally happens in case of the tribals and women as they seem to be least empowered and illiterate.

5.Violence: The world today is experiencing major cases of Violence against the weak .This has however manifested into Insurgent movements and fight for survival movements.

VIOLATION OF THE RIGHTS OF MINORITIES

...ia is a multi-lingual and a multi-religious country. Indian Society is pluralistic in character from the religious and other points Of view. Since a very long time people belonging to various religious Communities has been living together in this country.

Though the majority of the people living in this land are Hindus [82.41%], people belonging to other religious communities Such as Muslims [11.67%], Christians [2.32%], Sikhs [2%], Buddhists [0.77%], Jains [0.41%] and others [0.43%] are also living Along with the Hindus by enjoying similar rights and opportunities. By virtue of their numerical strength, the Hindus constitute the Majority while the rest of the religious communities come under What is known as —religious minorities.

.Regarding the concept of —minority‖ in the Indian context, it Can be said that the term has not been properly defined anywhere In the Indian Constitution. But —minority status‖ has been conferred on many groups.

I. According to the Article 29 of the Constitution, any group living within the jurisdiction of India is entitled to preserve and promote its own language, script or literature, and Culture.

II. Article 30 states that a minority group —whether based on Religion or language shall have the right to establish and administer educational institution of their choice. ‖ Problems of Religious Minorities Racial, religious, ethnic, Linguistic and other minorities are subject to some or the other Problems everywhere. The four main problems which they normally Face are:

- **Problem of prejudice and discrimination:** Sharing a Common nationality with the majority in the offing, it becomes Absolutely essential for the minorities to identify with them. There are several occasions where their behavior is observed so as to check on their affiliations. This hinders their progress in the long run.

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- **Problem of preserving their distinct social and cultural Life:** Several customs and cultures are under scrutiny at Times and lead to controversies of all types giving Opportunities to aggravate the problems of minorities.

- **Problem of Protection:** Need for security and protection is Very often felt by the minorities. Especially in times of Communal violence, caste conflicts, observance of festivals and religious functions on a mass scale, minority groups often seek police protection. Government in power also finds it difficult to provide such a protection to all the members of The minorities. It is highly expensive also. State governments which fail to provide such protection are always criticized.

- **Problem of Communal Tensions and Riots:** Communal Tensions and riots have been incessantly increasing since Independence. Whenever the communal tensions and riots Take place for whatever reason, minority interests get threatened; fears and anxieties become widespread. It becomes a tough task for the government in power to restore the confidence in them.

)NSTITUTIONAL RIGHTS OF MINORITIES

The safeguards for the protection of interests of minorities are mandated in the Following provisions of Constitution of India:

- Article 15 (1) & (2) – Prohibition of discrimination against citizens on grounds of Religion, race, caste, sex or place of birth;

- Article 16(1)&(2) – Citizens' right to 'equality of opportunity' in matters relating To employment or appointment to any office under the State, and prohibition in This regard of any discrimination on grounds of religion, race, caste, sex or Place of birth;

- Article 25(1) – People's freedom of conscience and right to freely profess, practice and propagate religion – subject to public order, morality and other Fundamental Rights;

- Article 26 – Right of every religious denomination or any section thereof –Subject to public order, morality and health – to establish and maintain Institutions for religious and charitable purposes, manage its own affairs in Matters of religion, and own and acquire movable and immovable property And administer it in accordance with law

- Article 28 – People's freedom as to attendance at religious instruction or Religious worship in educational institutions wholly maintained, recognized, or Aided by the State

- Article 29(2) – Non-denial of admission to any citizen to any educational Institution maintained or aided by the State, on grounds only of religion, race, Caste, language or any of them;

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- Article 30(1) – Right of all religious and linguistic minorities to establish and Administer educational institutions of their choice;

- Article 30(1A) – State laws providing for compulsory acquisition of property of Minority educational institutions shall ensure that compensation amount to be Paid does not restrict or abrogate the right guaranteed above;

- Article30(2) – Freedom of minority-managed educational institutions from Discrimination in the matter of receiving aid from the State;



LEGAL RIGHTS OF MINORITIES

1. Minority rights and the principle of equality: Minorities are often in a disadvantaged, marginalized and vulnerable position. Consequently, they require special measures to ensure that they benefit from the same rights as the rest of the population. Hence, minority rights serve to bring all members of society to a balanced enjoyment of their human rights. In other words, their aim is to ensure that persons belonging to a national

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minority enjoy effective equality with those persons belonging to the majority. In this context, the promotion of equal opportunities in access to education at all levels for people belonging to a national minority is particularly important, since education brings valuable development benefits, empowers communities and promotes the exercise of individual freedoms.

2. Minority rights strengthen inter-ethnic relations: The protection of minority rights is an exercise of tolerance and intercultural dialogue. By encouraging mutual respect and understanding, the different groups that comprise a society should be able to engage and cooperate with one another, while preserving their own identity. The basic elements required for the realization of this goal are to promote knowledge of minorities' culture, history, language and religion in an intercultural perspective. In other words, the protection of minority rights can promote an inclusive, peaceful and cohesive society, with respect for diversity.

3. Minority rights' impact on conflict prevention and resolution: Inter-ethnic tensions, divisions and exclusion that remain unaddressed can easily become a source of instability and conflict. Dealing efficiently with minority-majority relations in the aftermath of ethnic conflict is central to achieving durable peace. In this regard, the protection of national minorities is not only fundamental to enhance social cohesion in diverse societies, but also essential to achieve democratic security, sustainable development and peace in a context of instability.

4. Minority rights protect and promote a diverse and prosperous society: All societies in the modern world are multi-ethnic and multi-national. Ethnic diversity can enrich society as it makes it more attractive, competitive and prosperous. As such, it is important to create a climate of tolerance and inter-ethnic dialogue, not only to achieve peace and stability but to enable cultural diversity to be a factor of enrichment and social strength.

5. Minority rights as an essential element of the international human rights legal framework: States assume obligations and duties under international law to respect, to protect and to fulfill human rights, including minority rights. Minority rights, considered under the International Human Rights framework, are universal, inalienable, independent and indivisible. States, being the principal actors of the international community, have the legal and moral obligation to defend such standards.

6. Minority rights are European standards: European history has shown that the protection of national minorities is essential to the stability, democratic security and peace in the continent. The European Union (EU) promotes and insists upon respect for human and minority rights amongst its current and prospective members.

National minorities are entitled to and should be able to maintain and develop their culture and identity. Accordingly, minority rights aim to ensure that disadvantaged minorities maintain 'their rightful place in society'.





MINORITIES COMMISSION

The Recognition and protection of minority rights under a legal Framework has two fold objectives –firstly to prevent state from being oppressive against the minorities as in a democratic setup Government is run by majority, secondly to provide the minority a Protective zone whereby they can preserve their separate identity while contributing in national development and progress. The Constitution of India neither defines the term minority nor provides Details relating to the geographical and numerical specification of this concept though it talks about the rights of —minoritiesl under Article 29 and 30.

In order to preserve the country's secular traditions, to Promote national integration and to remove any feeling of inequality And discrimination amongst minorities, the Government of India Constituted a Minorities' Commission in 1978 through administrative Order which was later on regularized by _The National Commission For Minorities Act, 1992.' The Commission discharges the following functions under Section 9 of the Act :

- Evaluate the progress of the development of minorities;
- Monitor the working of the safeguards provided in the Constitution and other enactments;
- Make recommendations to appropriate government for the Effective protection of the interests of minorities;

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- Look into specific complaints regarding deprivation of rights And safeguards of the minorities and take up such matters With the appropriate authorities;

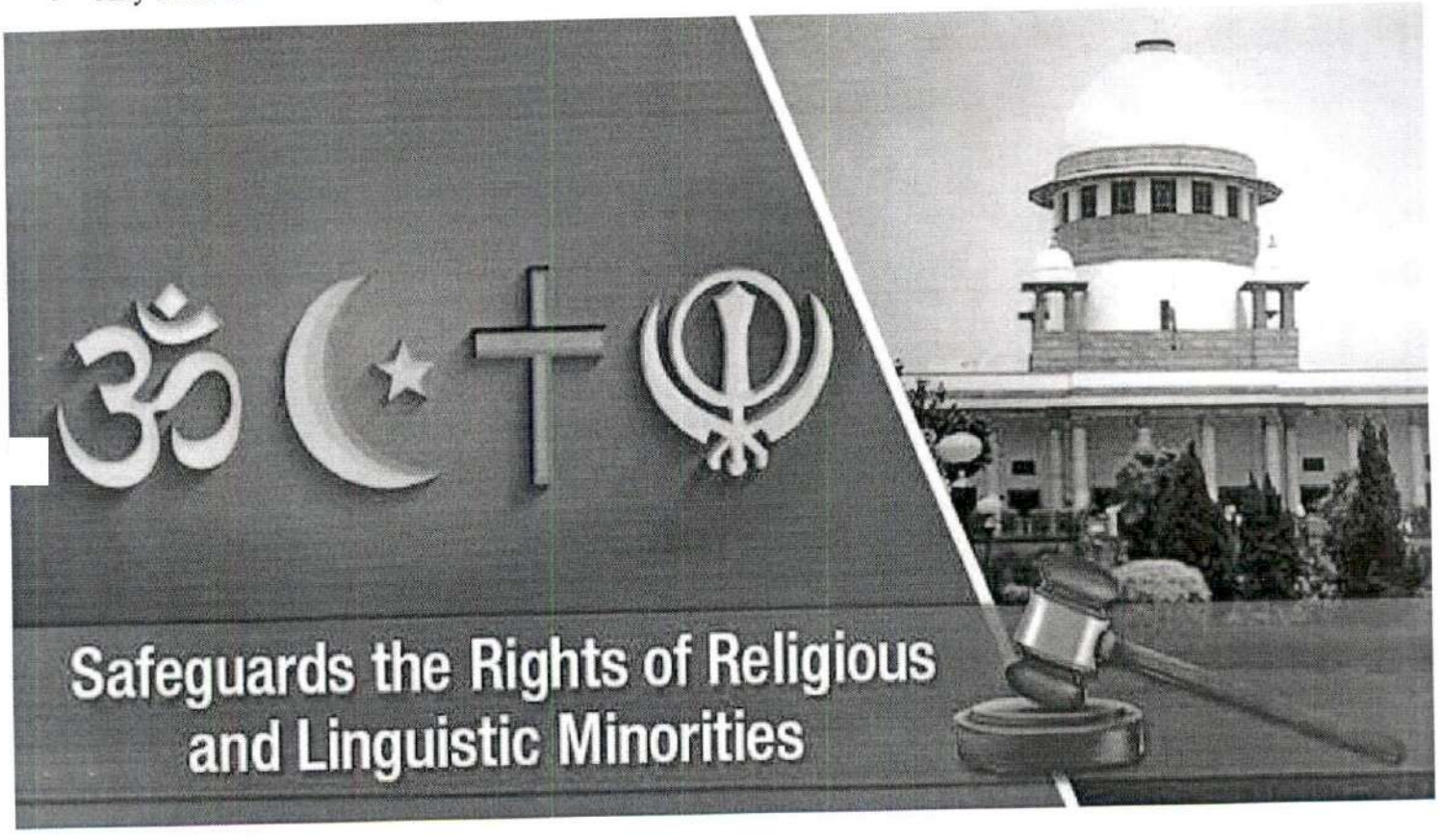
- Studies into problems arising out of any discrimination Against minorities and recommend measures for their Removal;

- Conduct studies and researched analysis on the issues Relating to socio-economic and educational development of Minorities;

- Suggest appropriate measures in respect of any minority to Be undertaken by the appropriate government;

- Make periodical or special reports to the Central Government On any matter relating to minorities and in particular Difficulties faced by them; and

- Any other matter which may be referred to it by the Central Government



NATIONAL COMMISSION FOR MINORITIES (NCM)

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- Ministry of home affairs established the National Minorities Commission of India in a resolution on January 12, 1978. Once the National Commission for Minorities Act was enacted in 1992, the Minorities commission become a statuary body and was renamed as National Commission for Minorities (NCM).
- The Act defines a minority as ''a community notified as such by central government.
- Evaluate the progress of the development of minorities under the union and states.
- It makes recommendations for the implementation of protective safeguards for the minorities
- Under these 6 religious minorities community are notified in India.



NATIONAL MINORITIES DEVELOPMENT AND FINANCE CORPORATION (NMDFC)

National Minorities Development and Finance Corporation NMDFC is the second Instrument, which came into existence as a result of the recommendations of the National Commission for Minorities. It was established on 30 September 1994 with The following objectives:

i. to promote economic and developmental activities for the benefit of 'backward Sections' amongst the minorities, preference being given to occupational groups And women;

ii. to assist, subject to such income and/or economic criteria as may be prescribed by the Government of India from time to time, individuals or groups of individuals belonging to the minorities by way of loans and advances, for economically and financially viable schemes and projects;

iii. to promote self-employment and other ventures for the benefit of minorities;

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iv. to grant loans and advances at such rates of interest as may be determined from time to time in accordance with the guidelines or schemes prescribed by the Central Government or by the Reserve Bank of India.

v. to extend loans and advances to the eligible members .belonging to the minorities for

vi. pursuing general/professional/technical education or training at graduate and higher levels;

vii. to assist the state-level organizations dealing with the development of the minorities by way of providing financial assistance or equity contribution and in obtaining commercial funding or by way of refinancing;

viii. to work as an apex institution for coordinating and monitoring the work of the corporation/boards/other bodies set up by the State Governments Union Territory Administrations for, or given the responsibility of, assisting the minorities for their Economic development; and

ix. to help in furthering the Government policies and programmes for the development of minorities.

PROBLEMS FACED BY THE MINORITIES

There is no doubt that the constitution of India makes elaborate provisions for the Minority protection and government has also formulated and implemented certain Policies for this protection. However we felt that the conditions of realizing the Minority rights are not congruent with the constitutional philosophy. The full enjoyment Of minority rights is still far behind the spirit of the constitution. The enjoyment of minority rights is constrained by the operational dynamics of society and politics in India.

oreover, the process of nation- building initiated by the state after independence Itself at times appears as homogenizing For the minority groups. The logic of nation building in its nuanced form pursues a process of cultural homogenization. Under this Logic homogeneity is considered as the prerequisite of striking unity. The concern of Unity in this mould necessitates cultural homogenization. This is a more shuttle form Of marginalization And exclusion. The official

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language policy is one such case that Explicates this thrust of cultural homogenization. The process of recognition Of Languages and the mode of classification as official and non- official squarely undermines The distinctive identity of linguistic minorities. There are many linguistic groups that are Struggling to preserve their identity. The shrinking space for the articulation of linguistic Identity and denial of state patronage has adversely affected the full enjoyment of the Rights of linguistic minorities.

Minorities also suffer from the threat of cultural exclusion. Unless there is respect for Diversity and difference at the societal level, there is hardly a possibility of respecting The minority identity and their specific practices. The lack of such conditions results Into cultural exclusion of minorities. The stereotyped images create boundaries between The communities. In this case the minorities Are subjected to everyday forms of Exclusion. The forms of cultural exclusion also manifest themselves at the economic And political levels. Obviously, the minorities in this case suffer from a threat perception Of economic and political exclusion.



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CONCLUSION

A history of clashes, an active fertile ground for communal violence and difference-making it vulnerable for minorities on different grounds and opportunities in India. Thus, there is a need to preserve their identity and safeguards to the minority rights on social, economic and political fronts. The Constitution of India provides many ways through which the minorities protect their rights. Also, it offers special rights and freedoms to the minority community to conserve its democratic character. But in reality, minorities give birth to various problems.

For instance, India has declared itself as a secular country. So, the spirit of our constitution is secular. All political parties in India claim to be secular but in practice, none follows it. In India, the political parties play a major role in politicising a religious issue for vote banks. Though there are many problems like this the solution has to be faced with understanding. Still, the court is not able to define minority and have been for interpretation of court according to the circumstances. Art. 30 & Art. 29 are pretty wide in scope and they need to give complete choice to the minority section to establish and administer any institution as per their understanding.

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ENDANGERED SPECIES

SR.NO	NAME OF STUDENT	ROLLNO.
1.	SUDIKSHA VIJAY PATIL	CF22170

ENDANGERED SPECIES

SR.NO	INDEX	PAGE.NO
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2.	CAPTIVE BLEEDING	6-7
3.	FIVE ENDANGEROUS SPECIES INDIA	8-9
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INTRODUCTION

An endangered species is a group of organisms that face a high risk of becoming extinct in the near future. This critical state of endangerment is often caused by various factors, primarily human activities that negatively impact their habitat, population size, and overall survival. These factors caninclude habitat destruction, pollution, climate change, poaching, invasive species, and more.

The loss of a species has far-reaching ecological, social, and economic consequences. Every species plays a role within its ecosystem, contributing to the balance of nature. The extinction of one speciescan set off a chain reaction, disrupting the intricate web of interactions with in an ecosystem and potentially leading to the decline of other species dependent on it.

Endangered species can encompass a wide range of organisms, from plants and insects to birds, mammals, reptiles, and marine life. Efforts to protect and conserve endangered species often involve a combination of strategies, including habitat preservation, captive breeding and reintroduction programs, legal protections, and public awareness campaigns.

Organizations, governments, and individuals play crucial roles in addressing the challenges posed by endangered species. Conservation efforts not only aim to prevent species extinction but also help maintain biodiversity, which is essential for the health of the planet and the well-being of all its inhabitants.

In recent decades, increased awareness about the importance of preserving biodiversity hassled to the establishment of laws and international agreements dedicated to safe guarding endangered species and their habitats. Despite these efforts, the struggle to save endangered species continues as new threats emerge and as the complexities of ecosystem dynamics become more apparent.

It's important for society to recognize the value of all life forms and to work collectively towards creating as sustainable future where both human needs and the need so for their species are met in harmony.



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Meaning of endangered species

An endangered species is a species that is very likely to become extinct in the near future, either worldwide or in a particular political jurisdiction. Endangered species may be at risk due to factors such as habitat loss, poaching and invasive species. The International Union for Conservation of Nature (IUCN) Red List lists the global conservation status of many species, and various other agencies assess the status of species within particular areas. Many nations have laws that protect conservation-reliant species which, for example, forbid hunting, restrict land development, or create protected areas. Some endangered species are the target of extensive conservation efforts such as captive breeding and habitat restoration.

The World Wide Fund-India raises concern in the longevity of the following animal species: the Red Panda, the Bengal Tiger, the Ganges River Dolphin, and the Asian Elephant. India signed the Wildlife Protection Act and the also joined the Convention on the International Trade in1976, to prevent poaching from harming its wildlife.

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Captive bleeding

. Some It has substantially increased the populations of the southern black rhinoceros and southern white rhinoceros. Richard Emilie, a scientific officer at the IUCN, said of such programs, "Effective law enforcement has become much easier now that the animals are largely privately owned... We have been able to bring local communities into conservation

Pandas, owl and gorillas, and California condors programs. There are increasingly strong economic Captive breeding is the process of breeding rare or endangered species in human controlled environments with restricted settings, such as wildlife reserves, zoos, and other conservation facilities. Captive breeding is meant to save species from extinction and so stabilize the population of the species that it will not disappear.

This technique has worked for many species for some time, with probably the oldest known such instances of captive mating being attributed to menageries of European and Asian rulers, an example being the Pere David's deer. However, captive breeding techniques are usually difficult to implement fo rsuch highly mobile species as some migratory birds (e.g. cranes) and fishes (e.g. hila). Additionally, if the captive breeding population is too small, then inbreeding may occur due to a reduced gene pool and reduce resistance.

In 1981, the Association of Zoos and Aquariums (AZA) created a Species Survival Plan (SSP) to help preserve specific endangered and threatened species through captive breeding. With over 450 SSP Plans, some endangered species are covered by the AZA with plans to cover population management goals and recommendations for breeding for adiverse and healthy population, created by Taxon Advisory Groups. These programs are commonly created as a last resort effort. SSP Programs regularly participate in species recovery, veterinary care for wildlife disease outbreaks, and some other wildlife conservation efforts. The AZA's Species Survival Plan also has breeding animals that are part of SSP programs are giant

Southern Bluefin tuna

Whereas poaching substantially reduces endangered animal population centres attached to looking after rhinos rather than simply poaching: from Eco-tourism or selling them on fora profit. So many owners are keeping them secure. The private sector has been key to helping our work."

Conservation experts view the effect of China's turtle farming on the wild turtle populations of China and South-Eastern Asia – many of which are endangered – as "poorlyunderstood".

Although they commend the gradual replacement of turtles caught wild with farm-raised turtles in the marketplace – the percentage of farm-raised individuals in the "visible" trade grew from around 30% in 2000 to around 70% in 2007[37] – they worry that many wild animals are caught to provide farmers with breeding stock. The conservation expert Peter Paul van Dijk noted that turtle farmers often believe that animals caught wild are superior breeding stock. Turtle farmers may, therefore, seek and catch the last remaining wild specimens of some endangered turtle species.

In 2015, researchers in Australia managed to coax southern Bluefin tuna to breed in landlocked tanks, raising the possibility that fish farming may be able to save the species from overfishing

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Five Endangered Species in India

Bengal Tiger:

Bengal tigers account for about half of the world's total tiger population, 70% of which can be found living in India. Though this big cat is an adaptable animal that can live in various habitats including forests, mangroves and wetlands, and has the ability to cope with hot or cold temperatures, Bengal tiger populations have plummeted over the years. The animal has been endangered following decades of persistent poaching for its skin and body parts, trophy hunting, and severely reduced habitat from urban development. The species now live in just 7% of their historical habitat range, with fewer than 2,000 individuals left in the wild. In a densely populated country like India, human-wildlife conflict is also a contributing factor to its dwindling numbers

Asiatic Lion:

The Asiatic lion is about 10-20% smaller than its African cousins with a larger tail tuft and a distinct belly fold. As the name suggests, the Asiatic Lion was historically native across south-west Asia to eastern India. But now, the species' entire population can only be found in India and restricted to the Gir National Park and environs in Gujarat. Listed as an endangered species by the International Unionfor Conservation of Nature (IUCN) since 2010, the Asiatic lion only has about 500-650 individuals left in the country. While the animal is mostly confined to the Gir Forest, many farmers still use crude and illegal electrical fences to protect their crops where lions often get caught up in it. Likewise, nearly 20,000 open wells dug by farmers in the area for irrigation have led to many accidental drowning's of lions.

Snow Leopard:

Much like the Asiatic Lion, snow leopards used to have much larger habitats and prowled across the mountain ranges of Asia. Now, they can only be found in Ladakh, Himachal Pradesh, Uttarakhand and the western and eastern parts of the Himalayas, with population numbers down to about 500 in India. Unsurprisingly, this drop is the result of human interference, namely animal poaching for its pelt and body parts, and a rapid decline of prey due to increasing domestic livestock, which depletes the high altitude pasture lands. Conflicts between remote communities and snow leopards have also been a threat to the species, as well as hydroelectric and mining projects, which reduces the leopard'snatural habitat. As female snow leopards tend to produce only one to two cubs once every two years,it also makes it harder for the species to recover its numbers.

One-horned Rhinoceros:

Also known as the Indian rhinoceros, this animal is mostly found in India and the foothills of Himalayas. One-horned rhinoceros has been heavily targeted for their horns for decades, which allegedly have medicinal properties, and killed as agricultural pests. The population is also impacted by frequent flooding seasons, forcing rhinos to move to higher ground and outside of national parks, increasing risks of human-wildlife conflicts. These factors have consequently driven the population to near extinction at the start of the 20th century, dropping down to as little as 200 animals. But with the help of strict and targeted conservation measures, current population numbers have risen back up to around 3,700 in northeastern India and the Terai grasslands of Nepal, making it -one of the most successful conservation efforts in historyl.

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Blackbuck

Due to severe poaching – hunted especially in the princely states of India for their pelts – and habitat loss, the blackbuck, or Indian antelope, is now one of the most endangered species in India. In 1947, there were around 80,000 blackbucks. But that number had fallen to 8,000 in less than 20 years. Despite conservation efforts that help population numbers go back up to around 25,000, factors such as preying stray dogs – which India has one of the highest rates of – pesticides and moving vehicles all continuing threats to the species. You can find blackbucks in small herds in open grasslands, dry scrub areas, and thinly forested areas across India.

Lion-tailed Macaque

Endemic to the small and severely fragmented rainforests of Western Ghats of South India, the lion-tailed macaque is a recognizable monkey identifiable by its silver-white mane that surrounds its head. Estimates place the total wild population of the macaque around 4,000 individuals, and is projected to decline more than 20% in the next 25 years should threats like hunting, road kills and habitat loss persist. These rare primates are mostly shy and tend to remain in the upper canopies of rainforest, which continues to dwindle due to deforestation and land clearing. The species' easy access to human food is also changing their behaviors, driving the animal to spend less time foraging for food.

Resplendent Tree Frog

This mysterious frog species was only discovered in 2010 at the highest peak of the Western Ghats, and has a striking orange hue and several big glands covering its body surface. The resplendent tree frog is so rare that they can only be found in the Anamudi summit in Kerala within the Eravikulam National Park. Scientists estimate that there are only about 300 remaining animals and recommend top-priority conservation for this species.

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Effects of endangered species of animals on environment

- Habitat Loss: This is one of the primary causes of endangerment. Whether humans clear out a forest or a natural disaster strikes, habitat loss significantly impacts species. Plants and animals rely on their habitat for survival, so any damage or loss can kill them.

- Human Exploitation: Unfortunately, humans often use rare animals or plants for exploitation to make money. Examples of this are ivory from elephants and horns from rhinoceroses.

- Natural Competition: It's typical for plants and animals to compete with one another, whether for food, water or habitat. If one species dominates another, theweaker species may become endangered.

- Displacement: This is similar to habitat loss. If a natural disaster strikes or human activity is causing a disturbance within a habitat, species may try to move to a new location. Often, the species may not be able to adapt to the change well enough to survive.

- Disease: Disease affects plants and animals just like it does humans. Think about COVID-19 — It has unfortunately affected a large portion of the human population. The same happens when disease strikes a plant or animal species.

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S.Y.B. COM DIV B

FOUNDATION COURSE PROJECT 2023 - 24

PROJECT BY: SUNAYNA RITESH SUTHAR

ROLL NO: CF22214

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1. INTRODUCTION:

"THE ROYAL BENGAL TIGER"

India's national animal, the Royal Bengal Tiger, is an endangered species facing significant threats of poaching and habitat destruction. Over the last 30 years, the world's tiger population has seen a 50 percent decline, with less than 4,000 living in the world

Sadly, tigers are on the brink of extinction. Just over a century ago, 100,000 wild tigers roamed across Asia. Today, fewer than 3,900 live in a mere four per cent of their historic range.

The National animal of India puts the country on the map as the place ideal for tiger tours. Yes, this dangerous looking animal has some qualities that sets him apart from various other big cats of its family, which is why witnessing him in the tiger reserves in India is a must.

Often portrayed as savage, tigers are in fact, caring and protective towards their family. There can hardly be a person who will not be impressed with this gorgeous big cat of India that has canines longer than lions and can gobble up 30 to 40 kilograms of meat in one go or the fact that they can imitate sounds of different animals to lure their preys or even for short distances, they run at a speed of 60 km/h.



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FACTS

- Just like humans have a unique identity and can be differentiated, same is with tigers. The Royal Bengal tigers have unique combination and pattern of strips and no two tigers will appear to be same.
- The tigers are born killers. They know the exact point to attack on the body of any animal which will snap the life out of the body. The force with which they attack breaks the spine of any animal. Also when they have a hold on the neck of the animal it is absolute that the animal is dead then.
- The tigers will never roar while fighting instead they hiss and fluff. The roaring is usually when the tigers are calling out other tigers which are at a distance
- Royal Bengal Tiger's saliva has antiseptic properties and hence when they get injured, they lick themselves which heals the wound. This also helps in stopping the bleeding.
- Majestic Royal Bengal Tiger hunts animals like deer, wild boar, badger, water buffalo, etc.
- Tigers are very powerful and this was proven when a tiger was seen dragging around a dead bison, which by the way weighs a ton. 13 people could not move this bison whereas a tiger was dragging it!
- Tiger's binomial name is Panthera Tigris Tigris. Weight of tigers depending on gender is: Male- 200-300 Kg and Female- 100-181 Kg. the height of male tigers is 8-10 feet whereas females have a height of 8-9 feet.
- The Royal Bengal tigress delivers a litter of 4-5 cubs and their gestation period is of 3 months.
- Tigers can live up to 25 years in captivity in comparison to wild.

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2. OBJECTIVE OF STUDY

- An endangered species is a type of organism that is threatened by extinction. Species become endangered for two main reasons: loss of habitat and loss of genetic variation. A loss of habitat can happen naturally. Dinosaurs, for instance, lost their habitat about 65 million years ago.

- Plants and animals maintain the health of an ecosystem. When a species becomes endangered, it is a sign that an ecosystem is out of balance. And the consequences can be critical. Ecosystems are groups of plants and animals that are found in the same area and interact with each other

- When a species becomes endangered, it is a sign that the ecosystem is slowly falling apart. Each species that is lost triggers the loss of other species within its ecosystem. Humans depend on healthy ecosystems to purify our environment.

- In order to prevent animals and plants from going extinct, the Endangered Species Act , or ESA, was enacted in 1973. The act was designed to protect species from going extinct as a 'consequence of economic growth and development untampered by adequate concern and conservation.



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3. METHODOLOGY USED FOR DATA COLLECTION

(SECONDARY DATA IS USED WITH THE HELP OF NETWORKING WEBSITES AND SHETH PUBLICATION)

4. DATA ANALYSIS

The journey from 1411 tigers to around 3000 tigers is a praiseworthy job by India. This growth rate and India's tiger conservation efforts have set a benchmark for tiger conservation practices and added a new chapter.



However, the 33% rise in tiger population of India was not a one man job. There werea lot of people involved, along with various authorities and organizations that workedtogether to make this possible.

So here's everything you need to know about India's tiger census 2018.

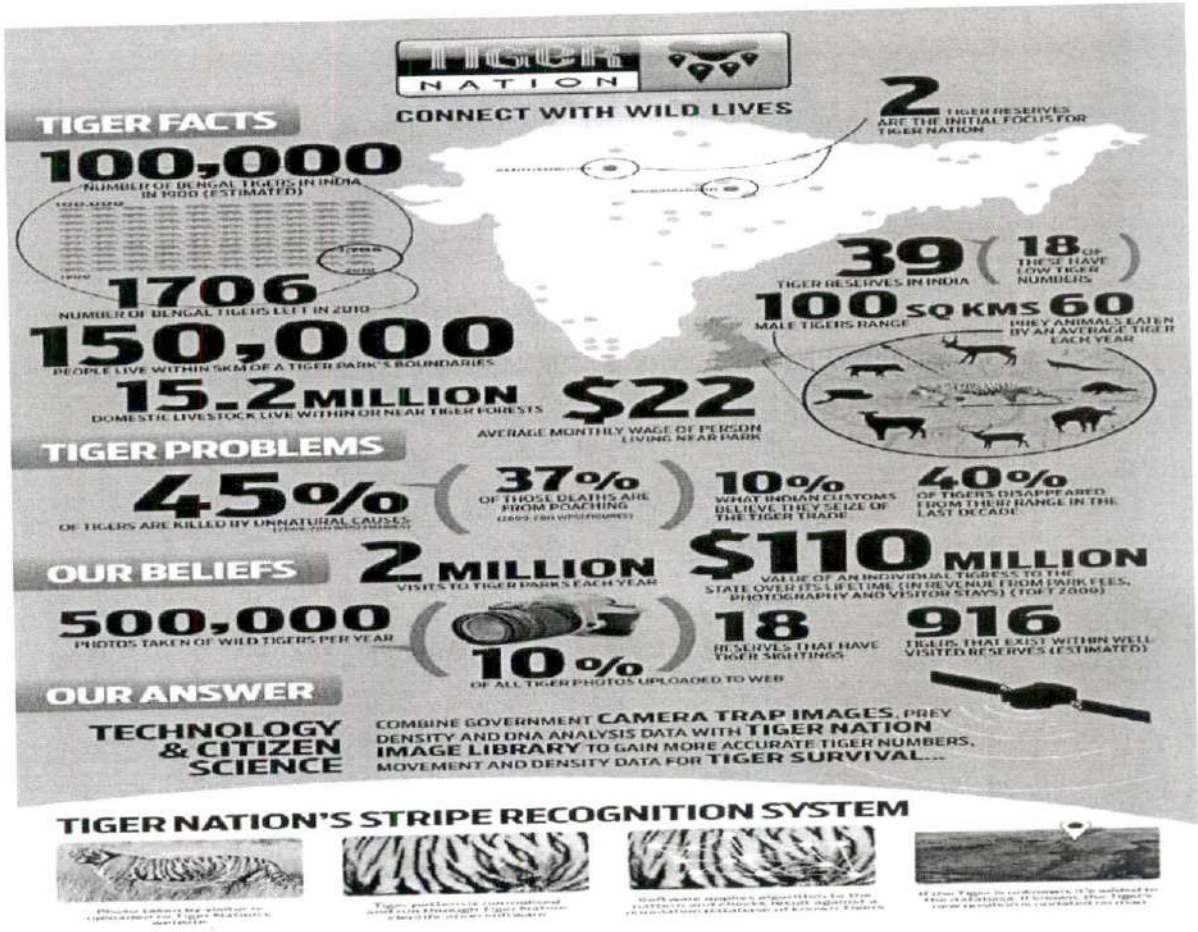
The latest tiger census tells us that 70% of tigers in the world live in India. In 1973when the tiger preservation project was started, India had only 9 tiger reserves.

That has now increased to 50 tiger reserves in 18 states that occupy around 2% of India's total geographical area.

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Till 2014, data for the tiger survey was compiled using the doubling sample technique. In this technique, forest guards, forest officials and forest rangers, patrolledand collected the raw data based on pugmark, leftover preys, scats, etc. This was followed by the installation of camera traps where pictures of tigers were captured. It was a helpful technique but the first phase wasn't too accurate, and the data that was collected was marked by inaccuracies.

The International Union for Conservation of Nature and Natural Resources (IUCN) considers the Bengal tiger to be an endangered subspecies (*see* endangered species).The largest threats to Bengal tiger survival are poaching and the conversion of the Bengal tiger's habitat to agriculture, roads, and other types of human-controlled space.



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5.FINDING & CONCLUSION

- It feels good to have a law that appears to make the recovery of all species the absolute top priority of the U.S. government. But, if the law is to do anything other than make us feel good, these three flaws must be fixed.

- Disappearing species will recover only when subsidies to harmful activities are halted and public land managers and private landowners are given incentives, rather than arbitrary and unpredictable mandates, to protect and improve habitat.

- Perhaps because the debate is so polarized, none of the legislative alternatives that we could find attempted to fix any more than one of these problems. Nearly all the debate, and most of the proposals, center on the third flaw: The unfairness of, and resulting backlash from, imposing large costs on a few private landowners.

- The Endangered Species Act is a wonderfully idealistic law that was apparently written by people who had absolutely no idea about how society works.





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2) https://www.wwfindia.org/
3) https://www.fiapo.org/fiaporg/
4) https://www.wpsi-india.org/

THESE ARE WEBSITE LINKS WITH HELP WHICH SOME SECONDARY DATA WAS COLLECTED & ALSO CREDIT FOR SHETH PUBLICATION)

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The South Indian Association's

The S.I.A. College of Higher Education

Affiliated to University of Mumbai

Accredited B+ by NAAC

S4BCom - A FC-IV 23-24

Guidelines for FC-IV Project

2023-24

1. Make Group of 5 to work on the Project.
2. Project must be in the form of Word Document.
3. Formatting of Project Text
    a. Title page font size 14,
    b. Times New Roman,
    c. Margin 1 inch all 4 sides.
    d. Internal content font size 12
4. The contents of the Project should be arranged as per the following:
    - Title page-
        - Name of the topic,
        - Roll No. and Name of Team Members,
        - Academic year,
        - Faculty Name
    - Declaration (as per format provided)
    - Index (in tabular format)
    - Introduction
    - Objective of Study
    - Methodology used for data collection.
    - Data analysis
    - Findings & Conclusion
    - Bibliography - Please note don't mention search engine names. Ensure complete website address link, author name, page numbers.
5. The Project file must be named with the Roll No. of student submitting the project.
6. Every student must submit the project individually.
7. Last Date of Submitting Project: 31st December 2023.
8. The Project file to be submitted in PDF format only with size of Max. 1mb.
9. Submit your Project by using the Google Form link provided in your WhatsApp Group.
10. Read all instruction provided in google form first and then fill it.
11. Please note that No Submission will be accepted after Last Date mentioned Above.

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Project Submission Report
SYBCOM - Foundation Course
SEM - IV- 2023-24

The FC-III project was taken in the form of a PDF file which students submitted online by using Google Form. It is done with the intention to promote digitization in education and at the same time it also saved the cost of paper and filing to be incurred by students.

Students were given various topics related to the cybercrime, Advantages And Disadvantages Of Social Media, Pollution in Mumbai, Digital media, Study of Indian Superstition, Study of violation human rights regarding women, causes of pollution, Violence against women, Types of digital media, Domestic violence, Misuse of cell phones, Digital marketing etc.

Outcome:

1. Students improved their communication and technical skills.
2. Presentations were made by students which boosted their confidence.
3. Students came to know how to work in a group and how to lead a group.
4. They learned about the various communities and hardships that different people are facing.
5. Students tried to find out solutions to the problems they have studied.
6. Now they are aware of managing the stress and related issues during a Pandemic.

Faculty

Convener



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CERTIFICATE

This is to certify that Sonali Sanjay Chavan,

Roll No. CF21014 as worked and duly completed her Project, ***Titled: Consumer movement in india*** of **"Foundation Course - IV"** in **Second Year of Bachelor of Commerce** under supervision and Guidance of **Mr. Rooshikesh G. Jade**.

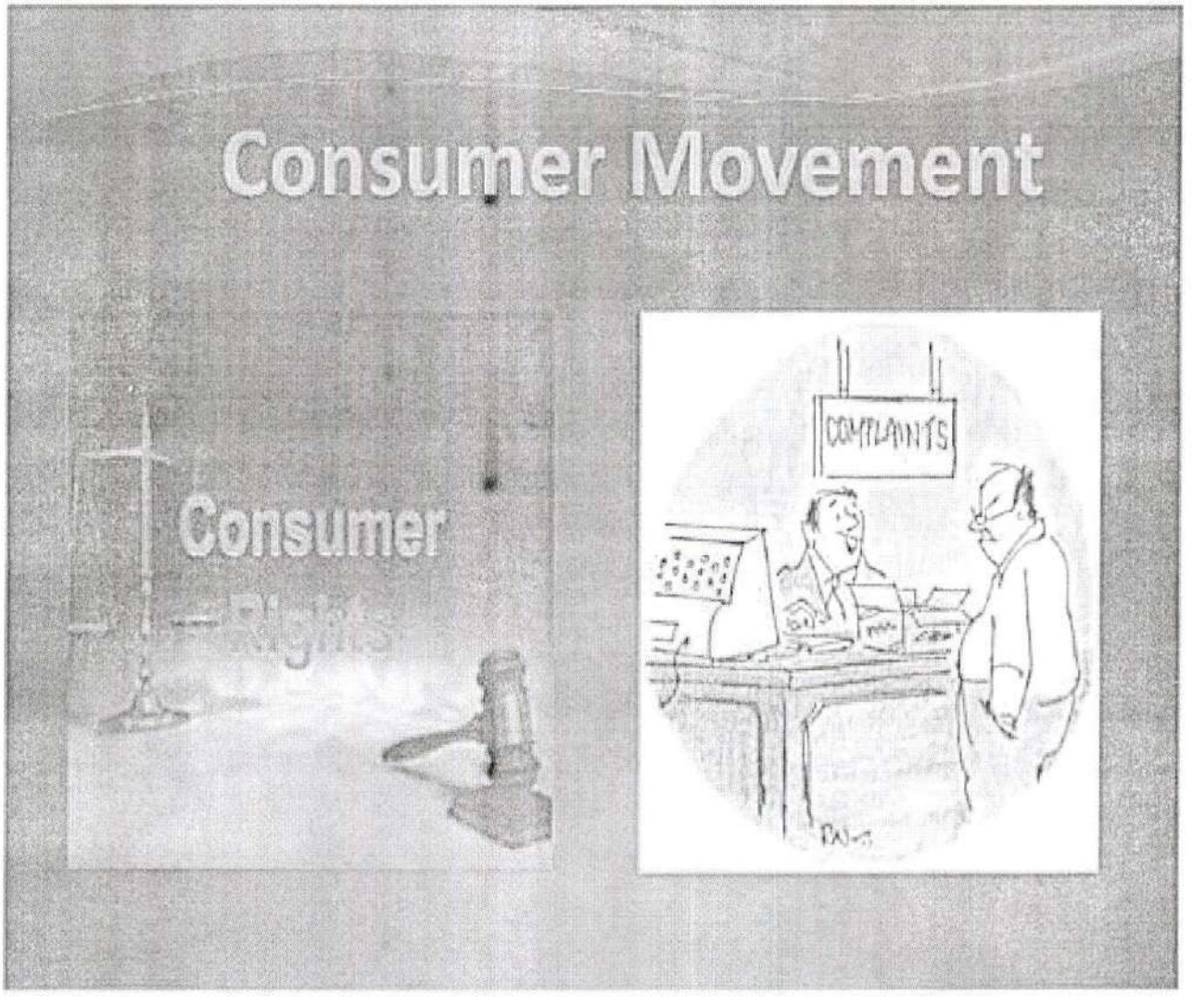
It is her own work and facts reported by her personal findings and investigations.

Mr. Rooshikesh G. Jade
(FACULTY)

Mrs. Hema Iyengar
(COURSE CO-ORDINATOR)



CONSUMER MOVEMENT IN INDIA



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3	OVERVIEW OF TOPIC	6,7
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6	METHODOLOGY	10
7	AFFECTED AREAS AFTER CONSUMER MOVEMENT	11,12,13,14
8	FINDING AND CONCLUSION, BIBLIOGRAPHY	15

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4	Anushka Rajesh Yadav	CF21149	4
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ACADEMIC YEAR :- (2023 – 2024)

FACULTY NAME :- Rooshikesh Sir

INTRODUCTION :-

The consumer is the center of all business activities. In modern days, it is said that the consumer is the king of the market. Business activities are carried out to satisfy, the wants of consumers. A commercial organization totally depends on the customer not only for its survival but also for its growth. At present customer is given top most importance and every attempt is made to satisfy the customer.

But in reality, the position of the consumer is different. He is like a slave. He is exploited by well organized and well informed sellers by charging higher prices, by supplying poor quality goods, even by supplying adulterated goods, shot weight, misleading advertisement, etc. Customers are still un-organized and have no idea about their basic rights of safety, right to choose, right to be heard, etc.

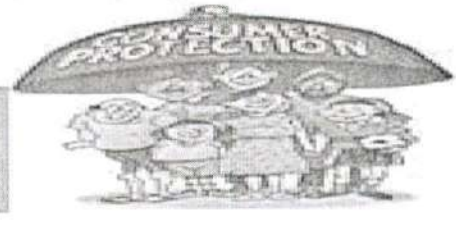
In the word Consumerism, "Consumer" means the user or customer and "ism" means movement", and hence, consumer movement is popularly known as "Consumerism. It is an organized and collective movement of consumers.

The main object of this movement is to educate and unite consumers and to fight for the protection of their rights. Consumer movement is similar to trade unions because it is a collective approach to solve the malpractices and injustice done by any organization.

According to Philip Kotler and G. Amstrong, "Consumerism is an organized movement of citizens and government to impose the rights and powers of buyers in relation to sellers." Thus, it is a movement of the consumers, for the consumers and by the consumers because it is a social movement of consumers and it has came into existence to educate and unite consumers to fight for their rights. In short the process of uniting consumers is nothing but Consumer Movement.

CONSUMER MOVEMENTS IN THE MODERN PERIOD :

- Consumer movement in the present form came in 60's in India with the basic objectives
  - To provide opportunity to the consumers to buy intelligently.
  - Recognition of reasonable consumer requests
  - Protection against fraud, misrepresentation, unsanitary & unjust product.
  - Participation of consumer representations in management, of aspect affecting consumers.
  - Promoting consumer interest.



Objectives :-

The consumer movement in india is a significant social movement that airms to protect and promote the rights of consumer across the country.

In india, the consumer protection Act, 2019 is a key legislation that provides a legal framework for consumer rights and redressal mechanisms.

Our aim or objective behind this project is to acknowledge the information about consumer movement. How, when where this movement take place, To know about the details of this topic the importance , Structures rules and regulation related to this consumer movement.

We are trying to highlight the some important parts of this movement how it's work and it's impact on consumers of a country. I no doubt it is a very important part of a constitution or our legal procesures that give a legal rights to consumers and it is a legal body of a economy of a country .

Different criterias of this consumer movement are explaind in this project the recalls the functions of the impact of the movement on consumers.

OVERVIEW OF TOPIC :-

Scholars most commonly view the modern consumer movement in India from two perspectives – that of consumer activism and that of business self-regulation.[34] There is tradition in India which says that consideration for consumer rights began in the Vedic Period, and in these narratives, laws encourage merchants to practice honesty and integrity in business.[34] Most discussion about India's consumer activism starts with a description of the Indian independence movement.[34] At this time Gandhi and other leaders protested taxation of basic consumer products, such as during the Salt March, and encouraged people to make their own goods at home, as with the Khādī movement to promote spinning thread and weaving one's own textiles. These actions were to raise awareness that consumer purchase decisions fund the source of India's political control.

Gandhi promoted the idea that businesses have a trustee role in being responsible to the customers, workers, shareholders, and their community.[34] In particular, Gandhi said that "A customer is the most important visitor on our premises. He is not dependent upon us. We are dependent upon him. He is not an interruption in our work – he is the purpose of it. We are not doing him a favour by serving him. He is doing us a favour by giving us the opportunity to serve him".[34] United States consumer advocate Ralph Nader called Gandhi "the greatest consumer advocate the world has seen" for advancing the concept that commercial enterprise should serve the consumer and that the consumer should expect to be served by the business.[34] Vinoba Bhave and Jayaprakash Narayan, two great proponents of Gandhi's philosophy, and V. V. Giri and Lal Bahadur Shastri, contemporary Indian president and prime minister, similarly expected the business community to regulate itself as an expression of responsibility to contribute to society.[34] These ideas were developed by some business leaders. In July 1966 in Bombay some people founded the Fair Trade Practice Association, which was later renamed the Council for Fair Business Practice.[34] This is now seen as a sincere effort toward promoting business self-regulation, despite consumer activists' criticism that self-regulation would not provide sufficient protection to consumers.[34]

From the perspective of consumer activism, the Planning Commission backed the foundation of the Indian Association of Consumers in 1956 in Delhi to be a national base for consumer interests.[34] For various reasons, it was not effective in achieving its goals.[34] Other organizations were established in 1960 in various places in India but none were effective in achieving community organization.[34] Leading on past failures, in Bombay in 1966 nine female homemakers founded the Consumer Guidance Society of India (CGSI) which remains one of India's most important consumer organizations.[34] The most powerful consumer organization in India is the Consumer Education and Research Centre (CERC), founded in 1978 in Ahmedabad as part of the "social action litigation movement".[34] At that time in society, courts started recognizing social workers and public interest groups as consultants on behalf of individuals or classes of people whose rights had been violated but who could not easily speak for

themselves.[34] Since its founding CERC has become among the most successful consumer organizations of the developing world in terms of its achievements of litigating on behalf of consumers.[34] The Consumer Protection Act of 1986 (COPRA) was mostly a result of intensive lobbying by CERC and CGSI.[34]

In 1991, the Economic liberalisation in India radically changed the Indian marketplace by opening India to foreign trade and foreign investment.

It was thought that passage of the Consumer Protection Act[35] in India in 1986 would encourage consumers to stand up for their rights and lead to an overwhelming number of disputes in consumer courts. Although a consumer movement has yet to get going in India, the existence of the act has stimulated the creation of many consumer organizations across the country. The number of such organizations has more than doubled in the last few years so that there are now 600–800 organizations in the voluntary sector. The movement has not blossomed because not all of the organizations are active enough to make an impact, there has hardly been any unified action which would demonstrate their strength, and there has been no active consumer participation in the movements. Consumers claim that the lack of consumer education makes them passive and apathetic, and blame consumer organizations. The majority of consumers in the country are even unaware of the existence of consumer courts to which they take their grievances. Consumer rights organizations, however, counter that they lack sufficient funds and blame the government for their inaction. The author acknowledges criticism that the Indian consumer movement is elitist and considers the need to focus upon rural consumers, the significant contributions that organizations have made in laying the foundations for change, the need for consumer education, the need for specialists, the particular need for consumer protection with regard to health-related products, and support by voluntary health groups.

IMPORTANCE AND NEED :-

1. To restore the balance in the buyer-seller relations in the market place.
2. To protect and promote the consumer's interest.
3. To safeguard consumer right.
4. To prevent consumer exploitation by unscrupulous traders.
5. To represent consumer interest before the Government and pressurise the Government to provide a meaningful consumer protection through proper legislation.
6. To organize consumer resistance against unfair trade practices and create a strong public opinion in favour of fair trade practices.
7. To collaborate with Government and business centres for consumer protection.
8. To undertake programmes of consumer education.
9. To ensure consumer-oriented practices of marketing programme by business enterprises
10. To redress the affected consumer through Government and non-Government organizations.



DATA ANALYSIS :-

Recent trends in consumer movement in india have shown a significant shift towards e-commerce and online shopping. With the rise of digital platforms and increased internet penetration, more and more people are opting for the convenience of shopping online. Additionally, there has been a growing demand for sustainable and eco-friendly products, as well as a preference for locally sourced goods. These trends reflect the changing preference and behaviors of indian consumers.

Let me provide you with a statistical representation of recent trends in consumer movement in india. According to a report by Statista, the e-commerce market in india is projected to reach a value of over $200 billion by 2027. This highlights the significant growth and popularity of online shopping among Indian consumers. Additionally, a survey conducted by Nielsen revealed that 66% of Indian consumers prefer to buy products from local brands, indicating a strong inclination towards supporting local businesses. These statistics showcase the

METHODOLOGY :-

The purpose of this study was to gain knowledge of the very important part of our country's rules & regulation called consumer movement in india. That plays a very important role.

The survey method is to collect the information of consumer movement it's functions, structure, legal bodies the various types of Ad's passed under this movement. With the help of various websits, articles, newspaper reading and also done through a small to interaction with some people or or own thought on this topic.

It consist observation , legal rules regulation or legal bodies, Act's in the low for consumers, classification, evaluation, comparistion etc with the help of this method or step we get a proper knowledge and information about "A consumer movement in india".

AFFECTED AREAS AFTER CONSUMER MOVEMENT :-

1.E-commerce growth : Analyze the growth and impact of e-commerce on consumer movement in india. Look into the rise of online shopping platforms, the increase in mobile commerce, and the factors driving this shift.

Ans. Ecommerce (or electronic commerce) is the buying and selling of goods or services on the Internet. It encompasses a wide variety of data, systems and tools for online buyers and sellers, including mobile shopping and online payment encryption.

Most businesses with an online presence use an online store and/or platform to conduct ecommerce marketing and sales activities and to oversee logistics and fulfillment.

According to eMarketer, in 2022, global retail ecommerce sales will surpass $5 trillion for the first time, accounting for more than a fifth of overall retail sales. And by 2025, total spending will exceed $7 trillion, despite slowing growth.

To fully understand ecommerce, let's take a look at its history, growth and impact on the business world. We will also discuss some advantages and disadvantages to ecommerce as well as predictions for the future. For more expert insights on the go, check out our biweekly audio series, the Make it Big Podcast, where global thought leaders discuss all things ecommerce — from industry news and trends to growth strategies and success stories.

2.Changing consumer behavior: Investigate the evolving preferences and behaviors of Indian consumers. Explore their motivations, decision-making processes, and the factors influencing their purchasing choices.

Ans. Cultural factors include culture, subculture, social class, and gender.

Figure 3.4 Cultural Factors Influencing Consumer Purchasing Behavior (attribution: Copyright Rice University, OpenStax, under CC BY 4.0 license)

Culture refers to the values, ideas, and attitudes that are learned and shared among members of a group. Human behavior is largely learned. When you were a child, you learned basic values, perceptions, wants, and behaviors from your family and other external influences like the schools and churches you attended. Consider how these values and attitudes have shaped your buying behavior. For example, in a traditional Hindu wedding in India, a bride may wear red lehenga to the wedding, whereas Christian brides typically wear white. In India, widows are expected to wear white, whereas widows in the United States and other parts of the world generally wear more somber colors to a funeral.2

A subculture is a group of people, such as environmentalists or bodybuilders, who share a set of values. Ethnic and racial groups share the language, food, and culture of their heritage. Other subcultures, like the biker culture, which revolves around a dedication to motorcycles, are united by shared experiences. The Amish subculture is known for its conservative beliefs and reluctance to adapt to modern technology. Think about what subculture(s) you may belong to and how they influence your buying behavior. For example, hip-hop music has long been associated with fashion, particularly sneakers. Run DMC's 1986 hit "My Adidas" led to the first endorsement deal between a fashion brand and a musical act, setting the stage for lucrative partnerships spanning the decades since—Master P with Converse, Jay-Z and 50 Cent with Reebok, Missy Elliott and Big Sean with Adidas, and Drake with Nike.

3.Impact of technology : Examine the role of technology, such as smartphones, internet connectivity, and social media, in shaping consumer movement. Assess how technological advancement have influenced consumer behavior and the retail landscape.

Ans. Consumers are more connected to business than ever before. Using smartphones, they can research products, ask sales questions, and purchase products no matter where they are and what they are doing.

For example, the time spent commuting to work on a train or bus has been massively changed because of technology and connected devices. According to a study by the Centre for Economics and Business Research, UK consumers spend over £22.8 billion per year online shopping while using public transport.

When it comes to social media, consumers use these channels to interact with brands and submit customer service queries. But also as a resource to help them make purchasing decisions. According to GlobalWebIndex, 54% of social media users have used social media to research products.

With consumers becoming hyper-connected, there is an increasing number of opportunities to engage new and existing customers. However, companies need to understand how they can cut through the noise and meet consumer demand.

more aware of the importance of sustainability and the environment, more and more regulations and certifications are being put in place to encourage or require sustainable practices. By incorporating sustainable and eco-friendly products, a business can comply with these regulations and avoid potential penalties.

EcoSource, a sustainable sourcing company that helps businesses access high-quality eco-friendly products across various niches. We understand that making sustainable choices can be challenging, time-consuming, and overwhelming. That's why we take the hassle out of sourcing sustainable products, so our clients can focus on what they do best.

As experts in sustainable sourcing, we have built strong relationships with suppliers that allow us to offer our clients the best eco-friendly products at the most competitive prices. We take pride in our ability to provide a wide range of products from various niches such as office supplies, personal care, packaging, and more.

Not only do sustainable and eco-friendly products help reduce the environmental impact of a business, but they can also have a positive impact on the bottom line. These products often require less energy to produce and are often made from more durable materials, which means they need to be replaced less frequently. Additionally, many consumers are now willing to pay more for sustainable and eco-friendly products, which can help boost sales and profits.

As the world becomes more conscious of the need to protect the environment, the future of sustainable and eco-friendly products looks bright. Businesses that incorporate these products into their operations are not only doing their part to protect the planet but also positioning themselves for future success.

4.Sustainable consumption: Explore the growing demand for sustainable and eco-friendly products among indian consumers. Investigate the factors driving this trend and its impact on consumer movement.

Ans. As concerns about the environment continue to rise, more and more businesses are looking for ways to reduce their impact on the planet. One of the most effective ways to do this is by incorporating sustainable and eco-friendly products into their operations.

The demand for eco-friendly products is on the rise and is expected to continue growing in the coming years. In fact, according to a report by MarketsandMarkets, the global eco-friendly product market is projected to grow from $9.81 billion in 2018 to $16.34 billion by 2023, at a CAGR of 10.4% during the forecast period.

So, what exactly are sustainable and eco-friendly products? These are products that are designed, manufactured, and used with the goal of minimizing their impact on the environment. This can include products made from natural or recycled materials, products that are designed to be reused or recycled, and products that are energy-efficient.

Why is this the (near) future?

One of the main benefits is that sustainable and eco-friendly products can help reduce a business's environmental impact. This includes reducing carbon emissions, water consumption, and waste production. These efforts can not only help protect the environment but also help a company to comply with regulations and avoid potential penalties.

Another benefit is that sustainable and eco-friendly products can improve a company's reputation and branding. Consumers are becoming increasingly aware of the impact that their purchasing decisions have on the environment, and many are willing to pay more for products that are eco-friendly. By offering sustainable and eco-friendly products, a business can appeal to this growing group of conscious consumers, and in turn, help to build a positive reputation and brand image.

Additionally, sustainable and eco-friendly products can also help a business to save money in the long-term. These products are often made from more durable materials, which means they need to be replaced less frequently. Additionally, many sustainable and eco-friendly products require less energy to produce, which can help to lower energy costs.

Another important aspect is that it aligns with the global agenda of sustainability, The United Nations has set 17 Sustainable Development Goals (SDGs) to be achieved by 2030, with goals such as 'Affordable and Clean Energy' and 'Climate Action' are gaining more attention. By being eco-friendly and sustainable, companies are doing their part in achieving these goals, and also positioning themselves as part of the solution, rather than the problem.

Finally, it's worth noting that sustainable and eco-friendly products are increasingly becoming a requirement for companies. As governments, organizations, and consumers alike are becoming

Finding and Conclusion :-

First and foremost is self-protection by consumers.Consumer must be aware of his rights. Raise voice against exploitation and seek redressal of his grivances. Consumers' consciousness determines the effectiveness of consumerism. It is the duty of the consumer to identify his rights and to protect them'

The consumer movement consists of individuals and organizations that advocate for the rights and welfare of consumers , especially when those rights are violated by corporations and governments.

In conclusion , the Consumer Protection Act of 1986 plays a pivotal role in safeguarding consumer rights in India . Additionally ,the act establishes consumers can efficiently seek redressal for their grievances .

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The South Indian Association's

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Near Balaji Mandir, Dombivli (East), 421203

CERTIFICATE

This is to certify that Vedant Anand Hamirani,
Roll No. CF22068 has worked and duly completed his / her Project,
Titled: Importance of PIL
of **"Foundation Course - IV"** in **Second Year of Bachelor of Commerce** under supervision and Guidance of **Mr. Rooshikesh G. Jade**.

It is her / his own work and facts reported by her / his personal findings and investigations.

Mr. Rooshikesh G. Jade
(FACULTY)

Mrs. Hema Iyengar
(COURSE CO-ORDINATOR)

TITLE PAGE

NAME OF THE TOPIC: - IMPORTANCE OF PUBLIC INTEREST LITIGATION (PIL)

ROLL NO: - CF22068

NAME: - VEDANT ANAND HAMIRANI

ACADEMIC YEAR: - 2023 – 24

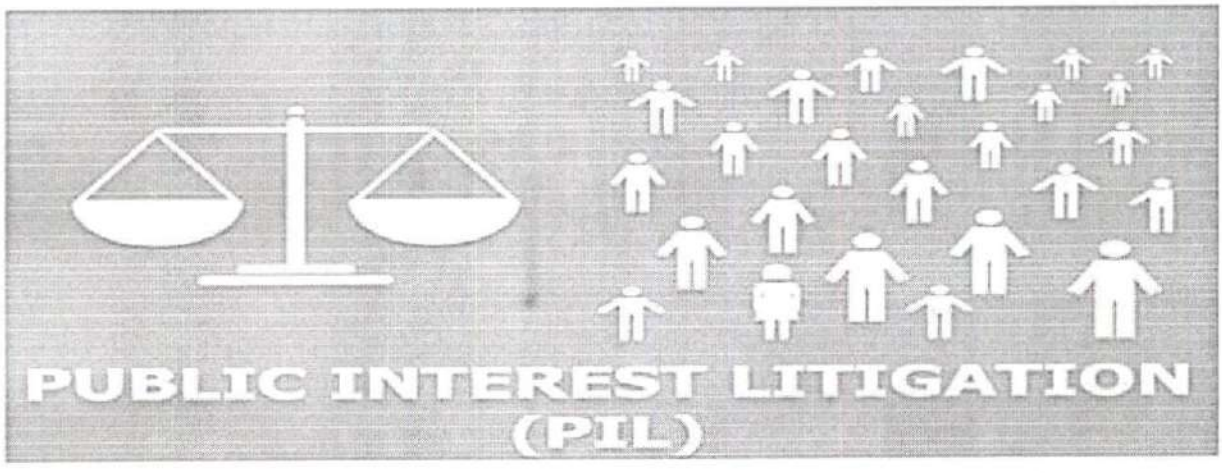
FACULTY NAME: - ROOSHIKESH GOVIND JADE

DECLARATION

Project Declaration is a formal document that defines the factual information about a given project. This Document describes all project activities and events and their desired results and effects. It also identifies in what chronological order and within what period of time the project is expected to be accomplished.

SR NO	INDEX	PAGE NO
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INTRODUCTION



Public Interest Litigation (PIL) marks a significant evolution in legal systems worldwide by opening avenues for citizens or groups to raise issues of public concern directly to the courts. Unlike traditional litigation that involves disputes between private parties, PIL involves cases where the aggrieved party is the public interest or a disadvantaged section of society.

PIL serves as a mechanism to address systemic issues, promote social justice, and safeguard constitutional rights. Its importance lies in democratizing access to justice, allowing individuals or organizations to intervene in matters affecting larger societal interests. By enabling courts to take suo motu cognizance (action on their own) based on PIL petitions, it empowers judicial bodies to proactively address public grievances, ensuring accountability and transparency in governance.

Furthermore, PIL acts as a catalyst for social change and policy reforms, often leading to landmark judgments that set precedents and shape legal frameworks. Its introduction has expanded the role of the judiciary beyond dispute resolution, empowering it to protect fundamental rights and uphold constitutional values.

PIL serves as a vital tool for those unable to seek redressal through regular litigation due to economic constraints, social marginalization, or the nature of the issue itself. It empowers citizens to bring attention to issues such as environmental degradation, human rights violations, corruption, public health concerns, and administrative inefficiencies.

However, it's essential to note that while PIL has numerous advantages, it also has challenges. Frivolous or politically motivated PILs can burden the courts and delay justice. Striking a balance between the genuine public interest and preventing abuse of the PIL mechanism remains a constant challenge.

Overall, Public Interest Litigation stands as a cornerstone in the legal framework of many countries, championing social justice, constitutional rights, and the public good.
Overall, the introduction of PIL has been instrumental in bridging the gap between the law and social justice, providing a platform for marginalized voices and reinforcing the principle that the courts serve not just individuals but the larger societal good.

ADVANTAGES OF PUBLIC INTEREST LITIGATION

Public Interest Litigation (PIL) offers several advantages that contribute significantly to social justice, accountability, and the protection of fundamental rights:

- **Accessibility to Justice:** PIL allows marginalized or underprivileged individuals and groups to access the judicial system. It bridges the gap between the legal system and those who might lack resources or opportunities to seek redressal through conventional litigation.
- **Advocacy for Public Interest:** It enables citizens to raise concerns about matters affecting the public interest, such as environmental issues, human rights violations, corruption, and more. PIL empowers individuals or organizations to represent broader societal concerns in court.
- **Judicial Activism and Governance:** PIL encourages the judiciary to take an active role in addressing systemic issues and deficiencies in governance. Courts can intervene to ensure that government actions are in accordance with constitutional principles and the rule of law.
- **Policy Changes and Reforms:** Landmark PIL cases have led to significant policy changes and reforms. They set precedents and guidelines that influence legislation, improving societal welfare and reinforcing constitutional values.
- **Checks and Balances:** PIL serves as a check on governmental power and actions, ensuring transparency, accountability, and adherence to legal and constitutional norms. It prevents abuse of power and protects citizens' rights.
- **Public Participation and Awareness:** It encourages public participation in legal processes, raising awareness about critical social issues and fostering a sense of responsibility among citizens to engage in matters of public interest.
- **Fast-track Resolution:** PIL cases are often expedited, leading to quicker resolution compared to traditional litigation. This expeditious process can be crucial in addressing urgent issues affecting the public.

However, while PIL has numerous advantages, it's essential to balance its use to prevent frivolous or politically motivated litigations that might burden the courts or dilute the genuine public interest focus. Striking a balance between promoting access to justice and preventing misuse remains a constant challenge in maximizing the benefits of PIL.

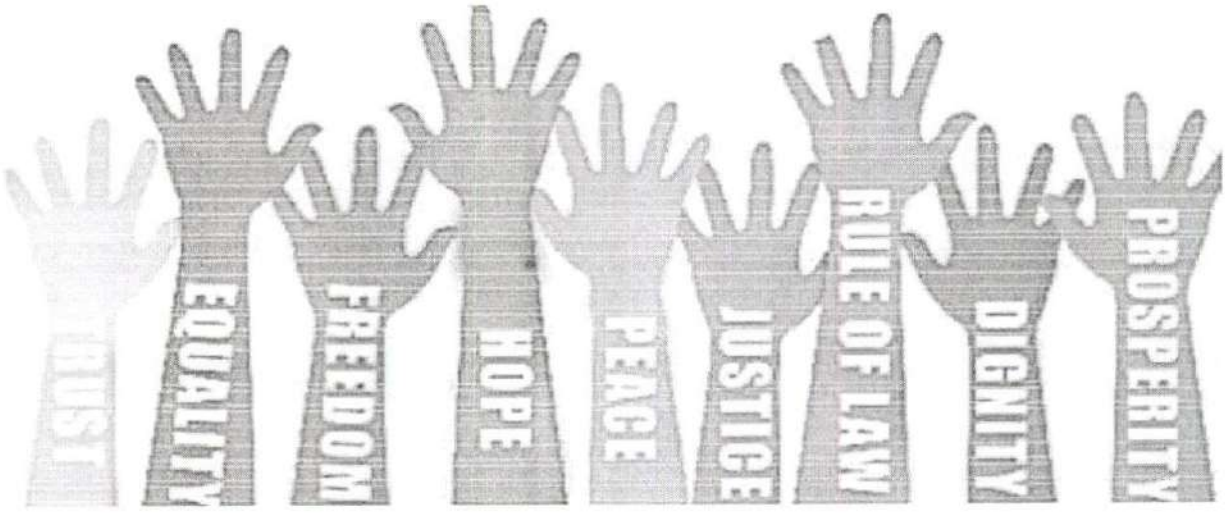
DISADVANTAGES OF PUBLIC INTEREST LITIGATION (PIL)

Public Interest Litigation (PIL), while a powerful tool for social justice, transparency, and accountability, also comes with certain disadvantages:

- **Burden on the Judiciary:** PIL can inundate the courts with a high volume of cases, leading to delays in the disposal of other cases on their dockets. Frivolous or politically motivated PILs can burden the judicial system, affecting its efficiency and causing delays in delivering justice to other litigants.

- **Potential for Misuse:** There's a risk of misuse of PIL for personal or vested interests under the guise of public concern. Some PILs might lack genuine public interest and could be filed to settle private scores or advance personal agendas, thereby diluting the effectiveness of the mechanism.
- **Lack of Accountability:** Since PILs can be filed by any concerned citizen or group, it might lack the accountability seen in conventional litigation. There might be instances where those filing PILs lack the expertise or understanding of legal nuances, leading to misdirected cases or inadequate representation of complex issues.
- **Interference with Executive Functioning:** Overuse or excessive reliance on PIL might encroach upon the domain of the executive, potentially causing conflicts between the judiciary and other branches of government. Excessive judicial intervention in policy matters might undermine the executive's autonomy in decision-making.
- **Resource Intensive:** PIL cases, especially those addressing complex societal issues, may require substantial time, resources, and expertise to adjudicate properly. This could strain the resources of the courts, leading to a diversion of resources from other essential functions.
- **Unintended Consequences:** While PILs aim to address public interest, judgments in some cases might have unintended consequences or unforeseen impacts on other aspects of society or governance, leading to complications or unintended outcomes.
- **Undermining Legislative Authority:** Overreliance on PILs could potentially undermine the legislative authority and democratic process by allowing unelected judges to make decisions on policy matters that are traditionally within the purview of elected representatives.

Understanding and mitigating these disadvantages are essential to ensure that PIL remains an effective tool for public interest while preventing its misuse or overburdening of the judicial system. Balancing the advantages and disadvantages is crucial for optimizing the role of PIL in promoting social justice and upholding constitutional values.



OBJECTIVE OF PUBLIC INTEREST LITIGATION

The primary objective of Public Interest Litigation (PIL) is to serve the public interest by providing a legal mechanism that enables individuals or groups to raise issues of broader societal concern directly to the courts. Here are the key objectives of PIL:

- **Access to Justice:** PIL aims to democratize access to justice by allowing any citizen or organization to approach the courts on behalf of public interest, especially those who may be marginalized or lack the means to pursue litigation through traditional channels.
- **Protecting Fundamental Rights:** It seeks to safeguard fundamental rights and constitutional values by addressing systemic issues, societal injustices, human rights violations, environmental concerns, corruption, and administrative inefficiencies that affect a large section of society.
- **Promoting Social Justice:** PIL plays a crucial role in advocating for social justice and equality. It empowers the courts to intervene in matters where the interests of the disadvantaged or underprivileged are at stake.
- **Ensuring Accountability and Transparency:** It serves as a check on governmental or institutional actions, ensuring accountability, transparency, and adherence to legal and constitutional norms. PIL helps in holding authorities accountable for their actions or inactions.
- **Policy Reforms and Systemic Change:** PIL cases often lead to policy changes, reforms, or the establishment of guidelines that influence legislative and administrative actions. Landmark PIL judgments set precedents and contribute to systemic changes that benefit society.
- **Upholding the Rule of Law:** By addressing issues that concern the rule of law and constitutional values, PIL reinforces the importance of adherence to legal principles and the protection of individual and collective rights.
- **Public Participation and Awareness:** PIL encourages public participation in legal processes, raising awareness about critical social issues and fostering a sense of responsibility among citizens to engage in matters of public interest.

Overall, the primary objective of Public Interest Litigation is to ensure that the legal system serves not just individuals but the broader interests of society, contributing to a more just, equitable, and accountable society. PILs were created with the aim of making justice more available to the disadvantaged and oppressed.

1. It is a critical tool for bringing human rights to those who have been denied them.
2. It improves everyone's access to justice. Any person or organisation that is capable of doing so can file petitions on behalf of those who are unable or lack the resources to do so.
3. It aids in the judicial oversight of state facilities such as jails, asylums, and protective homes, among others.
4. It's a crucial method for judicial review.

5. PIL is a critical tool for social reform, preserving the rule of law, and accelerating the balance of law and justice.

WHO CAN FILE PUBLIC INTEREST LITIGATION?

All Indian citizens or organisations can file a public interest litigation petition before the Supreme Court under Article 32 of the Constitution of India or the High Courts under Article 226 of the Constitution of India. However, the person or organisation filing the PIL petition must **prove to the court** that the PIL is being filed for an **issue concerning public interest** and that it will benefit the public at large.

A PIL can only be filed against the Central Government, municipal governments or State Government and not against individuals. The Parliament of India, each State's Legislature, and all local or other authorities under the control of the government are included in the definition of a government.

HOW TO FILE PUBLIC INTEREST LITIGATION?

Below are the steps to file a PIL:

Step 1: The person filing the PIL (known as the petitioner) must understand the issues concerning people at large by researching and consulting all the individuals or groups related to the issue.

Step 2: The petitioner must collect all the necessary information and documents as evidence to support the PIL petition.

Step 3: Draft the PIL petition containing the name of the court, name and address of the petitioner and opposite party (respondent), the article under which it is filed, facts of the case (facts and information of the issue concerning public) and the relief sought from the court.

Step 4: Send a copy of the PIL petition to the respondent.

Step 5: File the PIL petition with the Supreme Court or High Court along with the proof of sending the petition copy to all the respondents. If the petitioner files the PIL in High Court, he/she must submit two copies of the petition to the court and in the case of the Supreme Court, the petitioner must submit five copies of the petition to the court.

METHODOLOGY USE FOR DATA COLLECTION

Data collection for Public Interest Litigation (PIL) involves gathering information related to cases filed, their nature, outcomes, and impact. Several methodologies are used for this purpose:

- **Court Records and Databases:** Researchers collect data from court records, judgments, and case files related to PILs. This includes information on case numbers, parties involved, legal arguments, decisions rendered, and remedies granted.
- **Legal Research and Documentation:** Legal databases, libraries, and academic resources are consulted to compile information on PILs. This involves analyzing legal documents, statutes, regulations, and scholarly articles relevant to the cases.
- **Media and Reports:** News articles, press releases, and media coverage often provide insights into PIL cases, their progression, public reactions, and societal impact. Reports from NGOs, legal aid organizations, or governmental bodies may also offer valuable information.
- **Surveys and Interviews:** Researchers might conduct surveys or interviews with stakeholders involved in PILs, such as petitioners, lawyers, judges, government officials, or affected communities. This qualitative data helps understand the context, motivations, and outcomes of PILs.
- **Analysis of Precedents:** Studying past judgments and precedents set by PIL cases is crucial. Researchers analyze how earlier cases influenced legal decisions, shaped policies, or brought about social change.
- **Quantitative Analysis:** Statistical data on the number of PILs filed, their distribution across regions, types of issues addressed, success rates, and time taken for resolution are essential for quantitative analysis, providing insights into trends and patterns.
- **Academic Studies and Reports:** Academic research, dissertations, and reports focusing on PILs contribute to the understanding of the scope, impact, and challenges associated with this legal mechanism.

Combining these methodologies helps create a comprehensive understanding of PILs, their effectiveness, challenges, and their role in addressing issues of public concern and societal welfare.

VAKILSEARCH



DATA ANALYSIS

Analyzing data on Public Interest Litigation (PIL) involves assessing various aspects of these cases to understand their impact, trends, effectiveness, and challenges. Here are key components of data analysis for PIL:

- **Case Classification:** Categorizing PIL cases based on the nature of issues addressed, such as environmental concerns, human rights violations, administrative matters, etc. This helps identify predominant areas of public interest.
- **Geographical Analysis:** Analyzing the distribution of PILs across regions or jurisdictions to identify if certain areas have a higher frequency of PIL filings and understanding regional variations in concerns.
- **Temporal Trends:** Studying trends over time to observe changes in the frequency of PIL filings, success rates, duration of cases, and shifts in the nature of issues brought to court.
- **Success Rates and Outcomes:** Evaluating the outcomes of PILs, including the success rates in achieving desired objectives or remedies sought. This involves analyzing judgments, orders, and the impact of court decisions on policy changes or societal reforms.
- **Impact Assessment:** Assessing the societal impact of PILs by studying how court decisions influenced policies, brought about social change, or addressed systemic issues. This might involve qualitative assessments based on interviews or surveys.
- **Analysis of Parties Involved:** Understanding the profiles of petitioners, respondents, and interveners in PIL cases to identify trends related to who initiates or defends these cases.
- **Duration and Efficiency:** Analyzing the time taken for resolution of PIL cases to assess the efficiency of the legal system in addressing public interest matters.
- **Comparative Studies:** Comparing PILs in different jurisdictions or countries to identify best practices, challenges, and variations in approaches to addressing public interest concerns through legal means.
- **Challenges and Limitations:** Identifying challenges faced in PILs, such as delays, misuse, lack of implementation, or unintended consequences, to propose recommendations for improvement.

Data analysis in PIL is crucial to understand the effectiveness and impact of these legal interventions, guiding policymakers, legal practitioners, and stakeholders in improving access to justice and addressing societal concerns.

Examples of Public Interest Litigation Cases

- **Hussainara Khatoon vs. State of Bihar case:** This case was the first reported instance of PIL in India, which brought attention to the issue of inhuman conditions of prisoners and undertrial prisoners.

- **Vishaka vs. State of Rajasthan:** This case is related to the issue of sexual harassment in the workplace. As a result, the Vishaka Guidelines came into effect, published in 1997, which provided employers with the definition of sexual harassment, a list of preventative strategies, and information on filing complaints of workplace sexual harassment.

- **M.C. Mehta vs. Union of India:** This case is related to pollution in the Ganges basin. The judgment criticised the local government for giving permission for untreated sewage from Kanpur's tanneries to enter the Ganges. Directions were given to prevent the consequences of water and air pollution on millions of people in the Ganga basin and emphasised the need for sustainable development.

- **Parmanand Katara vs. Union of India:** This case was filed to facilitate hospitals to handle emergency accident cases without concern for pending police investigations. The judgment made it obligatory for a hospital or doctor, public and private, to provide immediate medical aid to a road accident victim.

- **Javed vs. State of Haryana:** In this case, the constitutionality of a population control provision governing the panchayat election was challenged. The Haryana Provision disqualified persons having more than two children from holding certain offices in panchayats. The court mainly emphasised the problem of population explosion as a global and national issue at the expense of protecting human rights. The court held that the Haryana Provision was well-defined and based on a clear objective to popularise family planning.



FINDING AND CONCLUSION ON PUBLIC INTEREST LITIGATION

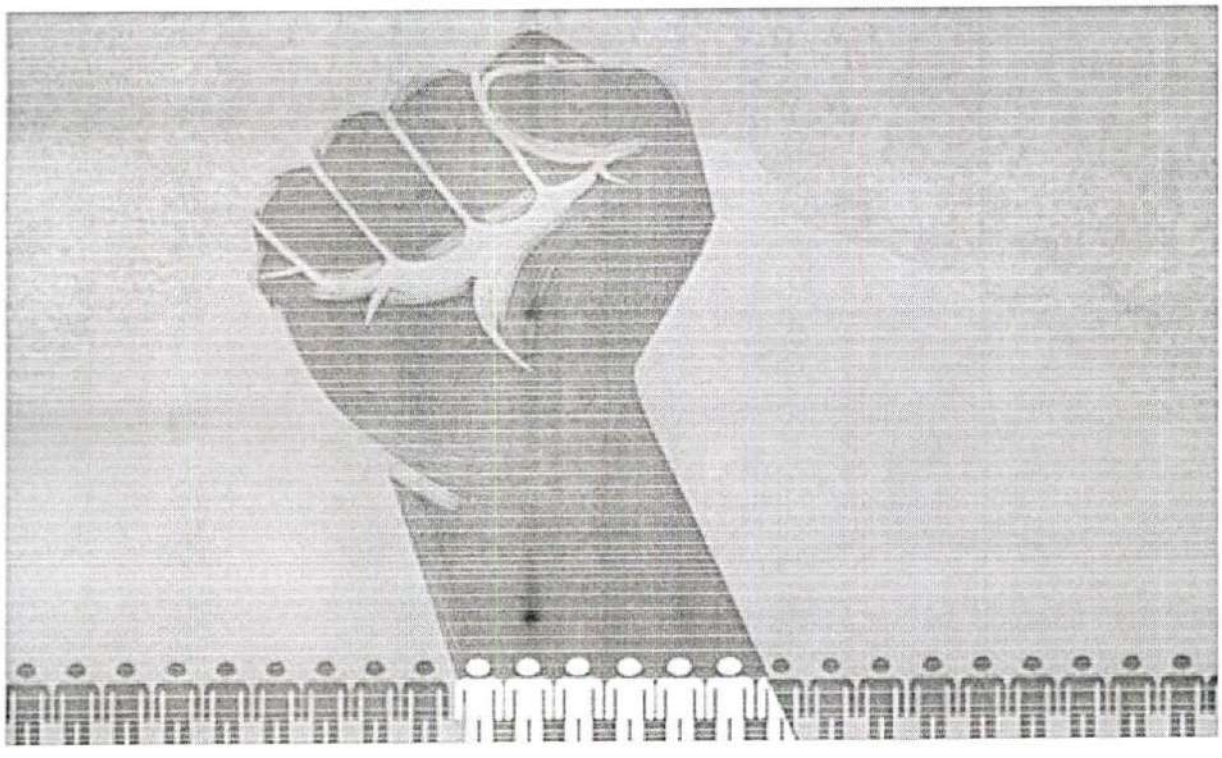
Research findings and conclusions on Public Interest Litigation (PIL) typically encompass various aspects of its impact, efficacy, challenges, and contributions to society. Here are some key findings and conclusions based on studies and analyses:

- **Impact on Public Welfare:** PIL has been instrumental in addressing critical issues affecting public welfare, including environmental conservation, human rights violations, corruption, and administrative inefficiencies.
- **Policy Influence:** Several PIL cases have led to policy changes, reforms, and the establishment of legal precedents that have positively influenced governance, legislation, and societal norms.
- **Access to Justice:** PIL has democratized access to justice, enabling marginalized or disadvantaged groups to seek legal remedies for issues impacting their lives and communities.
- **Judicial Activism:** PIL reflects the judiciary's proactive role in protecting constitutional values, ensuring accountability, and filling gaps in governance when other branches of government fall short.
- **Challenges of Implementation:** Despite successes, challenges persist, including delays in adjudication, misuse of PIL for personal agendas, lack of proper implementation of court directives, and judicial overload due to excessive filings.
- **Regional Disparities:** Disparities exist in the frequency and effectiveness of PILs across regions, reflecting varying levels of legal awareness, access to resources, and judicial responsiveness.
- **Community Engagement:** PIL promotes community engagement and awareness about legal rights and responsibilities, encouraging civic participation in matters of public interest.
- **Need for Balanced Approach:** Balancing the benefits of PIL with measures to prevent misuse and ensure efficient judicial processes is essential. Clear guidelines and judicial scrutiny help prevent frivolous petitions.
- **Role in Social Change:** PILs have played a crucial role in catalyzing social change, advocating for marginalized groups, and challenging societal norms that perpetuate injustice or inequality.
- **Continuous Improvement:** Continuous evaluation and refinement of PIL mechanisms, along with capacity-building efforts for all stakeholders, are essential to maximize its benefits and address evolving societal challenges.

In conclusion, Public Interest Litigation remains a potent tool for promoting social justice, protecting fundamental rights, and addressing systemic issues. While it has made significant contributions, ongoing efforts are necessary to address challenges and ensure its continued effectiveness in serving the larger interests of society.

CONCLUSION

- Public Interest Litigation has produced astonishing results which were unthinkable three decades ago. Degraded bonded labourers, tortured under trials and women prisoners, humiliated inmates of protective women's home, blinded prisoners, exploited children, beggars, and many others have been given relief through judicial intervention.
- The greatest contribution of PIL has been to enhance the accountability of the governments towards the human rights of the poor.
- The PIL develops a new jurisprudence of the accountability of the state for constitutional and legal violations adversely affecting the interests of the weaker elements in the community.
- However, the Judiciary should be cautious enough in the application of PILs to avoid Judicial Overreach that are violative of the principle of Separation of Power.
- Besides, the frivolous PILs with vested interests must be discouraged to keep its workload manageable.



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S4 B.Com - B - FC - IV 23-24

Guidelines for Project

(Read all points below at least twice)

1. Make Group of 5 to work on the Project.
2. Project must be in the form of Word Document.
3. Formatting of Project Text
    a. Title page font size 14,
    b. Times New Roman,
    c. Margin 1 inch all 4 sides.
    d. Internal content font size 12
4. The contents of the Project should be arranged as per the following:
    - Title page-
        - Name of the topic,
        - Roll No. and Name of Team Members,
        - Academic year,
        - Faculty Name
    - Declaration (as per format provided)
    - Index (in tabular format)
    - Introduction
    - Objective of Study
    - Methodology used for data collection.
    - Data analysis
    - Findings & Conclusion
    - Bibliography - Please note don't mention search engine names. Ensure complete website address link, author name, page numbers.
5. **The Project file must be named with the Roll No. of student submitting the project.**
6. **Every student must submit the project individually.**
7. **Last Date of Submitting Project: 15th January 2024.**
8. **The Project file to be submitted in PDF format only with size of Max. 1mb.**
9. **Submit your Project by using the Google Form link provided in your WhatsApp Group.**
10. **Read all instruction provided in google form first and then fill it.**
11. **Link will stop accepting projects after 15th January 2024.**
12. **Please note that No Submission will be accepted after Last Date mentioned Above.**

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Report of Project Submission for SYBCOM - Foundation Course-IV SEM - IV - 2023-24

The FC-IV project was taken in the form of a PDF file which students submitted online by using Google Form. It is done with the intention to promote digitization in education and at the same time it also saved the cost of paper and filing to be incurred by students.

Students were given various topics related to the Soft skills, Social Networking Sites and its impact on youth, Green technology, Digital media, Satellite technology, Time management.

Outcome:

1. Students improved their communication and technical skills.
2. Presentations were made by students which boosted their confidence.
3. Students came to know how to work in a group and how to lead a group.
4. They learned about the various communities and hardships that different people are facing.
5. Students tried to find out solutions to the problems they have studied.
6. Now they are aware of managing stress.

Faculty

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Convener



Foundation Course-IV

Project Report

Title of the Project

Submitted to

Department of Commerce

The South Indian Association's

The S.I.A. College of Higher Education, Dombivli (E)

By -Megha Vighnesh Ma'am

Sr. No.	Name	Roll No.	Leader /Member
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CERTIFICATE

This is to certify that ***SUNAYNA SUTHAR***, **Roll No.** *CF22214* has worked and duly completed his / her Project, ***Titled:*** ***Misuse of internet – Give examples*** of **"Foundation Course - IV"** in **Second Year of Bachelor of Commerce** under supervision and Guidance of **Mrs.Megha Vighnesh**.

It is her / his own work and facts reported by her / his personal findings and investigations.

It is her / his own work and facts reported by her / his personal findings and investigations.

Mrs.Megha Vighnesh
(FACULTY)

Mrs. Hema Iyengar
(COURSE CO-ORDINATOR)

DECLARATION
We the undersigned solemnly declare that the report of the project work entitled **MISUSE OF INTERNET WITH EXAMPLES** is based on our own work carried out during the course of our study.
We assert that the statements made and conclusions drawn are an outcome of the project work. We further declare that to the best of our knowledge and belief that the project report does not content any part of any work which has been submitted for the award of any other degree.

Name and signature of student

SUNAYNA SUTHAR



INDEX

INTRODUCTION

HOW INTERNET WAS MADE

HOW INTERNET IS MISUSED?

REAL LIFE EXAMPLES OF THE MISUSE OF INTERNET

PREVENTION TO BE TAKEN AGAINST INTERNET MISUSE

CONCLUSION



INTRODUCTION

What is the Internet?

The Internet is a **global network** of billions of computers and other electronic devices. With the Internet, it's possible to access almost any information, communicate with anyone else in the world, and do much more.

You can do all of this by connecting a computer to the Internet, which is also called **going online.** When someone says a computer is online, it's just another way of saying it's connected to the Internet.

How does the Internet work?

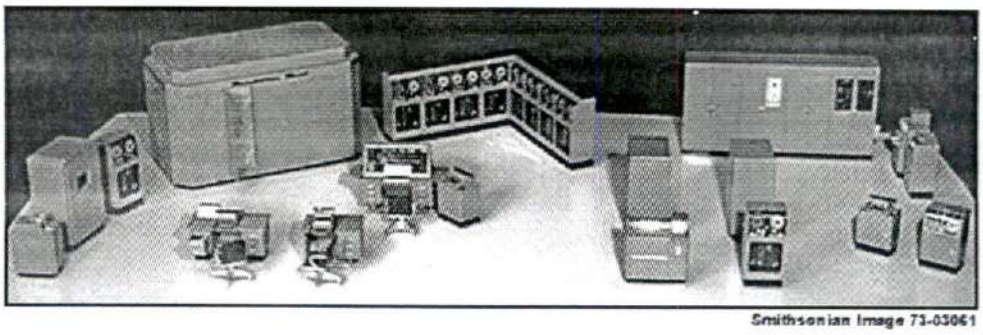
At this point you may be wondering, **how does the Internet work?** The exact answer is pretty complicated and would take a while to explain. Instead, let's look at some of the most important things you should know.

It's important to realize that the Internet is a global network of **physical cables**, which can include copper telephone wires, TV cables, and fiber optic cables. Even wireless connections like Wi-Fi and 3G/4G rely on these physical cables to access the Internet.

When you visit a website, your computer sends a request over these wires to a **server**. A server is where websites are stored, and it works a lot like your computer's hard drive. Once the request arrives, the server retrieves the website and sends the correct data back to your computer. What's amazing is that this all happens in just a few seconds!

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HOW INTERNET WAS MADE



Smithsonian Image 73-03061

January 1, 1983 is considered the official birthday of the Internet. Prior to this, the various computer networks did not have a standard way to communicate with each other. A new communications protocol was established called Transfer Control Protocol/Internetwork Protocol (TCP/IP). This allowed different kinds of computers on different networks to "talk" to each other. ARPANET and the Defense Data Network officially changed to the TCP/IP standard on January 1, 1983, hence the birth of the Internet. All networks could now be connected by a universal language.

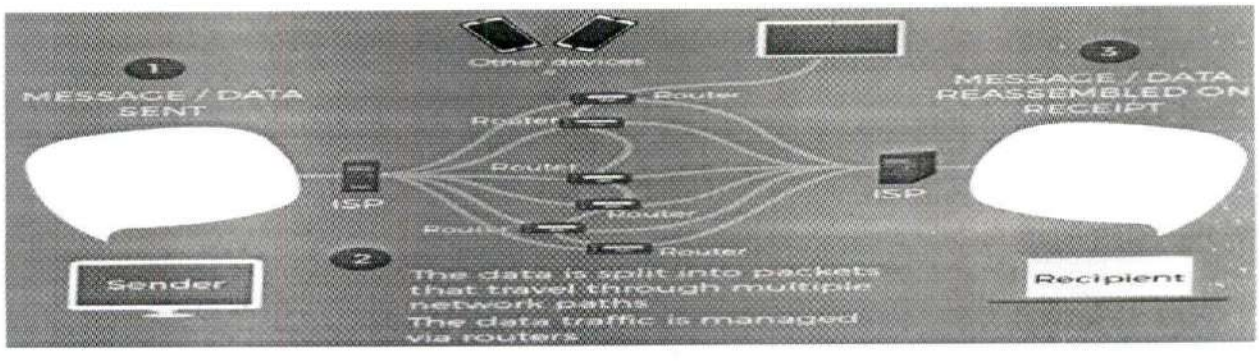
The image above is a scale model of the UNIVAC I (the name stood for Universal Automatic Computer) which was delivered to the Census Bureau in 1951. It weighed some 16,000 pounds, used 5,000 vacuum tubes, and could perform about 1,000 calculations per second. It was the first American commercial computer, as well as the first computer designed for business use. (Business computers like the UNIVAC processed data more slowly than the IAS-type machines, but were designed for fast input and output.) The first few sales were to government agencies, the A.C. Nielsen Company, and the Prudential Insurance Company. The first UNIVAC for business applications was installed at the General Electric Appliance Division, to do payroll, in 1954. By 1957 Remington-Rand (which had purchased the Eckert-Mauchly Computer Corporation in 1950) had sold forty-six machines.

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HOW INTERNET IS MISUSED?

Internet abuse refers to improper use of the internet and may include:

- Cyberbullying, use of the internet to bully and intimidate.
- Cybercrime, use of computers in criminal activity
- Cybersex trafficking, the live streaming of coerced sexual acts and or rape
- Internet homicide, the killing online
- Malware, software designed to harm a user's computer, including computer viruses
- Spamming, sending unwanted advertising



Internet, the most used thing in the 21st century. Since we are living in the information age we tend to use the internet to obtain the desired information. From shopping to sharing memories through social media. However, just like all of the things, it gets to used wrongfully and often times abused. There are times that people use the internet to open the black market. Through this their transactions are kept secret or let's say, away from the fire. Another form of abuse is the cyber bullying. This is commonly used by ordinary millenials nowadays, since usually the control is not within the reach of their parents. These abuses can lead to the destruction of a person's life in the virtual world and in real life. But there are ways in avoiding these type of situations. It is through education during in the early stages of life.

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REAL LIFE EXAMPLES OF THE MISUSE OF INTERNET

Examples of misuse:

Examples of abuse and misuse be classified into the following groups:

1. Menacing, harassing or offensive use of the internet or a mobile

e.g. In 2011, a male adolescent from NSW created a Facebook page titled "All Police Are Corrupt", which contained the names of numerous local police officers. He was found guilty of harassment and offensive use of the internet.

2. Threats and intimidation

e.g. 2. In 2009, a male from WA posted a video on YouTube that presented him making threatening comments towards people of a particular ethnic and religious background. He was accused under racial hate laws.

3. Stalking

e.g. In 2009, a male from Victoria copied pictures from a teenager's profile and posted them on adult websites, along with her name and contact details. He was charged with stalking and sentenced to imprisonment.

e.g. 2. In 2011, a young male in WA had befriended a stranger on Facebook. He was arrested for stalking after sending her threatening messages and unwanted gifts.

4. Unauthorised access

e.g. logging into a person's online accounts without their permission or accessing material that is prohibited to you (such as pirating movies or illegal downloading of music)

5. Defamation

e.g. In 2009, a teenager in SA made a harassing page online regarding a local police officer. The male was charged with defamation and was placed on a two year good behavior bond.

6. Encouraging suicide

e.g. Intentionally encouraging or causing them to kill themselves.



PREVENTION TO BE TAKEN AGAINST INTERNET ABUSE

Safeguard Your Password

Protecting your password is the single most important thing you can do to secure your computer account. Most people are careful to protect the PIN numbers for their ATM and credit cards. Your computer account deserves the same level of protection.

Beware of Phishing and Spear Phishing Attempts

Be aware of phishing messages, which are unsolicited e-mail messages appearing to come from a legitimate company that ask for your login and password and/or other personally identifiable information (PII).

Never "Share" Accounts

Do not let *anyone*, even a trusted friend or family member, use your computer account. Remember that under University policies, the owner of a computer account is responsible for the use of that account.

Beware "Shoulder Surfers"

In public computing environments -- computer labs, classrooms or an office workstation -- stay alert for "shoulder surfers" whenever you must enter in a password. If someone is helping you with a problem, ask them to look the other way while you enter your password into the computer. Stay alert in public computing facilities, and remember to protect your password

Make Backup Copies of Important Data

You should routinely make back-up copies of all your important work. Having a secure back-up minimizes the impact of a hardware/software problem, as well as the damage caused by Internet abuse.

Use Virus Protection Software

The spread of computer viruses are a common problem on most college campuses. Regularly update virus protection software on your personal computer and schedule scans. Scan also any computer files you receive on disk or through email. Even if you trust the source, it will not hurt



to check for viruses or malware. *Never* start a program if you don't know where it came from, or who sent it to you.

Be Smart about E-Relationships

Computer-mediated communication is one of the most exciting aspects of interacting in cyberspace, but remember this is not like any other form of communication. The people you meet online through social networking websites, gaming environments, or other virtual locations don't always tell the truth about their real identity.

Think Twice Before Taking Action

Always think twice before you take any action someone else might consider to be abuse of the Internet and/or University computing resources. Remember that electronic communication doesn't include the non-verbal signals we take for granted in face-to-face conversations.

Report Unusual/Suspicious Activity

Even if you take all precautions, your account may still become involved in an IT-abuse situation. If you begin receiving unusual messages from complete strangers, or if you notice changes to your web pages you don't remember making, or any other suspicious activity, don't hesitate to call the UVa Help Desk or send an email message to the IT-Abuse Team.

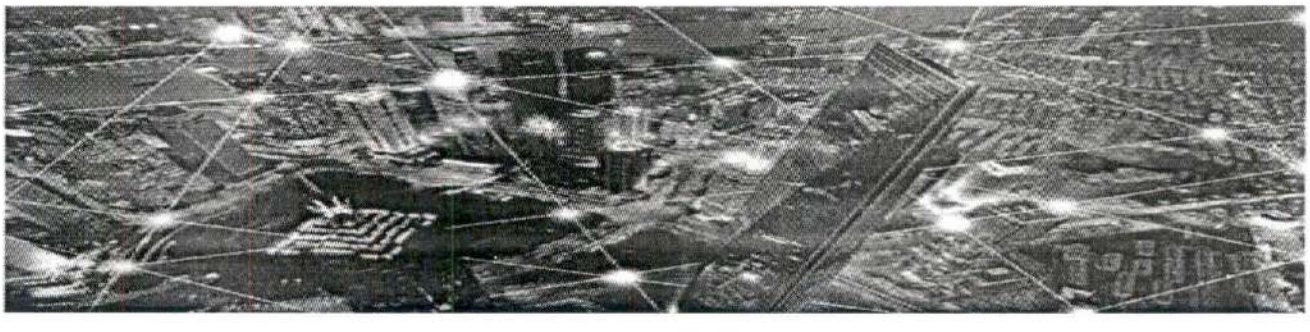


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CONCLUSION

Internet is widely used World Wide but enormously it's user lack about

1. How is it used exactly?
2. Ways to overcome the misuse of internet against them?
3. Lack of knowledge of internet



Teens also should learn to be good bystanders too. If they witness cyberbullying online, they should refrain from participating in the cyberbullying and instead look for ways to support the person being targeted.

And remember, "technology and the internet are not the issue. It's the people who use it to harm others that are the real problem. "

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(EAST)

S.Y.B COM DIV-B

FOUNDATION COURSE PROJECT 2023-24

INCRESING USE OF CELL PHONES AND ITS IMPACT ON YOUTH

SR.NO	NAME OF THE STUDENTS	LEADER/MEMBERS	ROLL NO.
1.	NARVEKAR NINAD SUDHIR	MEMBER	CF22148

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Affiliated to University of Mumbai
Accredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road, Near Balaji Mandir,
Dombivli (East), 421202

CERTIFICATE

This is to certify that **NARVEKAR NINAD SUDHIR Roll No. CF22148**

has worked and duly completed his / her Project, ***Titled: COMPE*TITIVE *EXAMS FOR EMPLOY*MENT** of **"Foundation Course - IV"** in **Second Year of Bachelor of Commerce** under supervision and Guidance of **Mrs. Megha Vighnesh.**

It is her / his own work and facts reported by her / his personal findings and investigations.

Mrs. Megha Vighnesh
(FACULTY)

Mrs. Hema Iyengar
(COURSE CO-ORDINATOR)



DECLARATION

We the undersigned solemnly declare that the report of the project work entitled. Effect of smoking on health is based on our own work carried out during the course of our study. We assert that the statements made and conclusions drawn are an outcome of the project work. We further declare that to the best of our knowledge and belief that the project report does not content any part of any work which has been submitted for the award of any other degree.

Ninad S. Narvekar



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1	INTRODUCTION	5
2	POSITIVE AND NEGETIVE IMPACT	6 7
3	PROBLEM FACING	8 11
4	IMPACT IN YOUTH	12 13



INTRODUCTION

increased use of cell phones is said to cause vision problems in teenagers. As per a study conducted on 30 medical students, 83% of them were found to have cell phone vision syndrome. The symptoms of eye strain may include stress, redness, burning sensation, blurred vision, and dry eyes.

Without cell phone student life looks almost unthinkable. The present study explores usage of cell phone among university students. Use of cell phone is very common among students and it has been shading great impact on their academic performance, health and expenses. Male students spend more time on dialing and receiving calls than females, also both spend a lot of but equal time on sending and receiving SMS. Students' live in hostel use cell phone more than day-scholars. Significant association exists between family monthly income and average expenses of cell phone usage. As cell phone is necessary for students but also become a cause of disturbance in the class. There is also significant association between service packages with average monthly expenses of cell phone and subscription of low rate packages. Association exists between use of call packages and adverse effects. Late night call packages' lacks mental freshness, consistently usage of phone effects on health by playing games on cell phone damages our eyesight. There is also an association exist between traffic accidents and disobeys the traffic rule during driving by using cell phone. Five factors were extracted by using factor analysis, namely; Negative impacts, disturbance, Mobile Dependency, Adverse Effect on health, Cost efficient.

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There is no doubt that a mobile phone is a handy tool. It eases communication with colleagues, friends, and relatives. But every technology that provides such benefits comes with a set of negative impacts. The impact of mobile phones on youth and society is immense. It is this area that requires attention when you are giving your teen a cell phone. Here's how cell phones affect teenagers.

The increasing use of cell phones has had a profound impact on youth in various aspects of their lives, both positive and negative.

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1.Positive Impacts:

A) Communication and Connectivity:

Cell phones have revolutionized communication, enabling youth to stay connected with friends and family regardless of geographical distances.

Instant messaging, calls, and video chats facilitate real-time communication.

B) Information Access:

Youth have access to a vast amount of information at their fingertips, promoting learning and knowledge acquisition.

Educational apps and online resources provide additional learning opportunities.

C) Social Networking:

Social media platforms on cell phones enable youth to build and maintain social connections.

Networking can have positive effects on personal and professional development.

D) Emergency Situations:

Cell phones provide a quick and efficient means of seeking help during emergencies.

E) Entertainment and Creativity:

Cell phones offer a variety of entertainment options, from games to streaming services, fostering creativity and relaxation.

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2. Negative Impacts:

A)Addiction and Distraction:

Excessive use can lead to addiction, affecting productivity and interfering with real-life interactions.

Distraction during school or work can have negative consequences.

B) Social Isolation Paradoxically, while cell phones enhance virtual connections, they can contribute to feelings of social isolation and loneliness in some cases.

C)Privacy Concerns:

Youth may be more susceptible to privacy issues, including data breaches and inappropriate sharing of personal information.

D)Cyberbullying:

The anonymity provided by cell phones and social media can contribute to cyberbullying, negatively impacting the mental health of youth.

E) Sleep Disruption:

Excessive use, especially before bedtime, can lead to sleep disruption, affecting overall health and well-being.

F) Physical Health Issues:

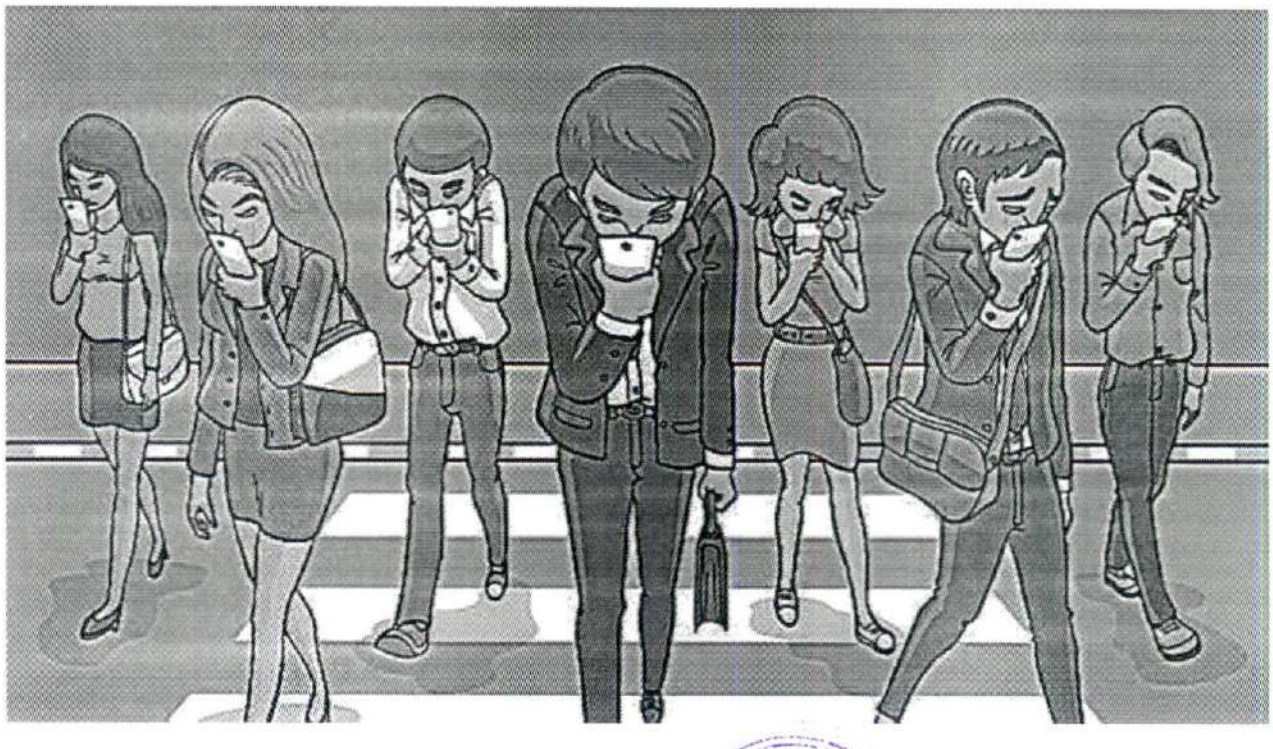
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Extended periods of cell phone use can contribute to issues such as eye strain, neck pain, and poor posture.

G) Impact on Mental Health:

Social comparison on social media and constant exposure to curated online lives may contribute to anxiety and low self-esteem.

It's important to note that the impact of cell phone use on youth varies based on individual experiences and the balance struck between positive and negative aspects. Encouraging responsible and mindful use, along with open communication about potential risks, can help mitigate some of the negative effects.



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1.Sleep loss

Most teens keep their cell phones nearby while sleeping to respond to texts and calls and remain reachable around the clock. This may lead to sleep disturbances and interruptions. Studies have found that teenagers who use cellphones after the lights out experienced increased tiredness. Also, college students who use cell phones after the onset of sleep are reported to be awake an extra 46 minutes per week (4). Moreover, the blue light emitted by the phone screens is believed to lower the levels of melatonin, thus interrupting the sleep cycle.

2. Anxiety

Relying on texting as a primary mode of communication increase Anxiety teens. Texting is instantly gratifying, but it also produces anxiety. The instant by a friend can bring joy and elation. But in case of delayed response or no response, this same pleasure can turn into disappointment. Also, cell phone addiction can turn into an obsession to check messages and reply immediately and lead to social isolation and a poor academic performance. It may also increase anxiety by creating an illusion that they had received a message even when there was no message, making them frequently check their phones

3.Ability to Stay Connected

One of the beneficial things with having a mobile phone on teenagers is to stay connects with their close one. By having a mobile phone which provides any kind of social media they can easily interact with each other in any situation. According to sanfordhealth.org, there's a study by Shawn Whiting, the clinical supervisor of behavioral health at Sanford Health in Bemidji, which said the mobile phone has changed how people communicate. The study found those teenagers are often using their mobile phone to connect with each other. They are using it as a communication tool to spend their time with each other. It shows that teenagers often use their mobile phones to access social media to connect with their peers. Shawn also mentioned that most of the teenagers spend their time accessing social media for five or six hours a day. It means mobile phone on teenagers can be a very good platform for them to communicate or getting information through the mobile phones such as social media, the Internet or phone calls. Also, it can make them to stay keep in touch with someone who is in distance. Unlike the old days before the mobile phone era, people especially teenagers are hard to contact their friends if they don't

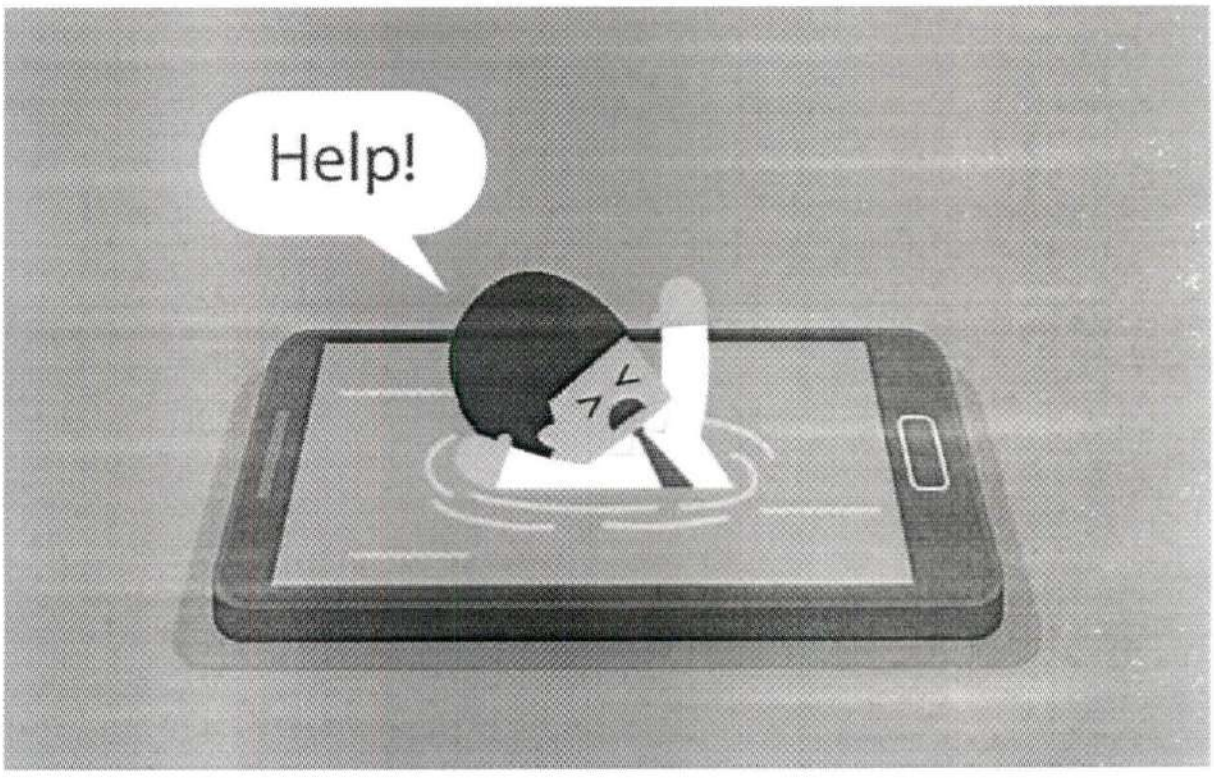
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meet each other. Nowadays, people find it easier to contact each other or giving information. They just need to open up their mobile phone and start texting or calling. It can be concluded, mobile phone become the most effective platform to stay connect with each other. It also makes them always have a friend to talk, to stay keep in touch and avoid the distance between each other.

4.Getting Addicted

There's also a bad side about mobile phone which can make the teenagers nowadays to get addicted. Some of teenagers can't get rid of mobile phone which can create some causes whether it is mental or physical health. According to psychguides.com, in a study conducted by Baylor University, problematic mobile phone users can develop a social media addiction, as well such as impaired self-esteem, impaired work performance and interpersonal conflicts. These kinds of causes are mostly happened when teenagers started to get addicted on their mobile phone or can stop staring at it in a short time. In the study, American addiction center resources have implied that teenagers are often getting addicted to mobile phone in terms in using a social media (such as Facebook, Instagram, Snapchat etc.). Research has revealed 92% of teens say that they go online daily, while almost constantly and over half of teenagers go online many times a day. It also shows 94% of teenagers access the Internet via their mobile phones at least once a day, if not more. And social media site that most-commonly visited for teens is Facebook with a high percentage that up to 71%, followed by Instagram 52%, then Snapchat 44%. These percentages of teenagers using a mobile phone are quite high. As a result, teenagers often get addicted to a mobile phone by using the Internet, and for using social media too much, it can affect their mental health to causes some problem like depression, low self-esteem and even insomnia.

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5.information Overload

Using a mobile phone for surfing online too much can decrease productivity at school due to information overload. Teenagers can have an overload of information as they surf the internet to gain more and more knowledge that they might not require in their real life.However, one thing to keep in mind is all the information that kids obtain from the internet might not be relevant. In addition, some of the news or information on the internet can be fake. Thus, before believing any information, ask your teenager to do proper research

6.Gaming Addiction

Online games are now top-rated on cell phones. Teenagers get hooked on mobile games and cannot stop playing this game, harming their social life and productivity at school. Most mobile games are made to be incredibly addictive for the benefit of the mobile game company—for example, PUBG, Fortnite, mobile legend, Ludo, Candy Crush, etcWhen teenagers start to get addicted to mobile games, they prioritize games more than their studies and personal lives. They only see the positive side of gaming when addicted to mobile gaming and ignore the opposing sides.

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Important Smartphone Addiction Statistics

Did you know that almost 50% of Americans are addicted to their phones? Unfortunately, cell phone addiction rates continue to rise as more and more people get a smartphone. Social media is a big driver of the increase in cell phone addiction, as well as other apps like Youtube. Find more phone addiction stats below.

StatisticData	
People who own smartphones	2.5 billion
Number of times someone checks their phone	80 times a day, every 12 minutes
Percentage of people who sleep with their phone	67%
Average number of times people look at their phones each day	150 times
Percentage of people who suffer from nomophobia	66%
Percentage of people who use their phone during meals with friends or family	68%
Percentage of people who admit to using their phone while driving	47%

How Much Time Do We Spend on Our Phones

The average person spends about four hours a day on their smartphone, with teenagers spending even more time (an average of nine hours a day).

This number is likely to increase in the future, as people become even more dependent on their devices. Smartphones have become an integral part of our lives, and it is important to be aware of how much time we are spending on them.

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Radiation Exposure

Impaired Cognitive Function

Sleep Disturbances

Increased Stress Levels

Eye Strain and Vision Problems

Neck and Back Pain

Increased Risk of Accidents

Decreased Social Skills

Addiction

Poor Academic Performance

Monitor Social Media Habits

You can also use parental controls to monitor the social media habit of your child. For example, you can see what they are using social media for. You can check their messages with their friends and also monitor if they are befriending a stranger.

You can limit their usage of social media applications preventing them from getting addicted to it. You can view the timeline of your child for possible threats of cyberbullying. You will monitor their messages and realize if they are being cyberbullied or are cyberbullying someone.

You can also check the contents that they are consuming. This will help you talk to them about the unrealistic body image perception set by social media networks

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Conclusion

Cell phones can significantly affect the mental health of teenagers. They can severely affect your kids and lead them to have mental health issues. Some of the significant issues caused by using cell phones are cyberbullying, body image issues, and digital addiction. In addition, they result in causing anxiety and depression in teenagers.

For the protection of our kids, we should protect them through the use of parental control applications. We can use them for monitoring screen time, social media apps, and filtering inappropriate content.



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PROJECT DETAILS

BSC (IT) (2023-24)

Project

Project Guidelines

Project Dissertation Semester V and Project Implementation Semester VI

Chapter 1 to 4 should be submitted in Semester V in spiral binding. These chapter have also to be included in Semester VI report. Semester VI report has to be hard bound with golden embossing. Students will be evaluated based on the dissertation in semester V and dissertation and viva voce in Semester VI.

I. OBJECTIVES

- Describe the Systems Development Life Cycle (SDLC).
- Evaluate systems requirements.
- Complete a problem definition.
- Evaluate a problem definition.
- Determine how to collect information to determine requirements.

- Perform and evaluate feasibility studies like cost-benefit analysis, technical feasibility, time feasibility and Operational feasibility for the project.
- Work on data collection methods for fact finding.
- Construct and evaluate data flow diagrams.
- Construct and evaluate data dictionaries.
- Evaluate methods of process description to include structured English, decision tables and decision trees.
- Evaluate alternative tools for the analysis process.
- Create and evaluate such alternative graphical tools as systems flow charts and state transition diagrams.
- Decide the S/W requirement specifications and H/W requirement specifications.
- Plan the systems design phase of the SDLC.
- Distinguish between logical and physical design requirements.
- Design and evaluate system outputs.
- Design and evaluate systems inputs.
- Design and evaluate validity checks for input data.
- Design and evaluate user interfaces for input.
- Design and evaluate file structures to include the use of indexes.
- Estimate storage requirements.
- Explain the various file update processes based on the standard file organizations.
- Decide various data structures.
- Construct and evaluate entity-relationship (ER) diagrams for RDBMS related projects.
- Perform normalization for the unnormalized tables for RDBMS related projects
- Decide the various processing systems to include distributed, client/server, online and others.
- Perform project cost estimates using various techniques.
- Schedule projects using both GANTT and PERT charts.
- Perform coding for the project.
- Documentation requirements and prepare and evaluate systems documentation.
- Perform various systems testing techniques/strategies to include the phases of testing.
- Systems implementation and its key problems.

- Generate various reports.
- Be able to prepare and evaluate a final report.
- Brief the maintenance procedures and the role of configuration management in operations.
- To decide the future scope and further enhancement of the system.
- Plan for several appendices to be placed in support with the project report documentation.
- Decide the various processing systems to include distributed, client/server, online and others.
- Perform project cost estimates using various techniques.
- Schedule projects using both GANTT and PERT charts.
- Perform coding for the project.
- Documentation requirements and prepare and evaluate systems documentation.
- Perform various systems testing techniques/strategies to include the phases of testing.
- Systems implementation and its key problems.
- Generate various reports.
- Be able to prepare and evaluate a final report.
- Brief the maintenance procedures and the role of configuration management in operations.
- To decide the future scope and further enhancement of the system.
- Plan for several appendices to be placed in support with the project report documentation.
- Work effectively as an individual or as a team member to produce correct, efficient, well-organized and documented programs in a reasonable time.
- Recognize problems that are amenable to computer solutions, and knowledge of the tool necessary for solving such problems.
- Develop of the ability to assess the implications of work performed.
- Get good exposure and command in one or more application areas and on the software
- Develop quality software using the software engineering principles
- Develop of the ability to communicate effectively.

II. Type of the Project

The majority of the students are expected to work on a real-life project preferably in some industry/ Research and Development Laboratories/Educational Institution/Software Company. Students are encouraged to work in the areas listedbelow . However, it is ***not mandatory*** for a

student to work on a real-life project. The student can formulate a project problem with the help of her/his Guide and submit the project proposal of the same. **Approval of the project proposal is mandatory**. If approved, the student can commence working on it, and complete it. Use the latest versions of the software packages for the development of the project.

III. SOFTWARE AND BROAD AREAS OF APPLICATION

FRONT END / GUI Tools	.Net Technologies,Java
DBMS/BACK END	Oracle, SQL Plus, MY SQL, SQL Server,
LANGUAGES	C, C++, Java, VC++, C#, R,Python
SCRIPTING LANGUAGES	PHP,JSP, SHELL Scripts (Unix), TcL/TK,
.NET Platform	F#,C#. Net, Visual C#. Net, ASP.Net
MIDDLE WARE (COMPONENT) TECHNOLOGIES	COM/DCOM, Active-X, EJB
UNIX INTERNALS	Device Drivers, RPC, Threads, Socket programming
NETWORK/WIRELESS TECHNOLOGIES	-
REALTIME OPERATING SYSTEM/ EMBEDDED SKILLS	LINUX, Raspberry Pi, Arduino, 8051
APPLICATION AREAS	Financial / Insurance / Manufacturing / Multimedia / Computer Graphics / Instructional Design/ Database Management System/ Internet / Intranet / Computer Networking-Communication Software development/ E-Commerce/ ERP/ MRP/ TCP-IP programming / Routing protocols programming/ Socket programming.

IV.Introduction

The project report should be documented with scientific approach to the solution of the problem that the students have sought to address. The project report should be prepared in order to solve the problem in a methodical and professional manner, making due references to appropriate techniques, technologies and professional standards. The student should start the documentation process from the first phase of software development so that one can easily identify the issues to be focused upon in the ultimate project report. The student should also include the details from

the project diary, in which they will record the progress of their project throughout the course. The project report should contain enough details to enable examiners to evaluate the work. The important points should be highlighted in the body of the report, with details often referred to appendices.

1.1 PROJECT REPORT:

Title Page

Original Copy of the Approved Proforma of the Project Proposal

Certificate of Authenticated work

Role and Responsibility Form

Abstract

Acknowledgement

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Table of Figures

CHAPTER 1: INTRODUCTION

1.1 Background

1.2 Objectives

1.3 Purpose, Scope, and Applicability

1.3.1 Purpose

1.3.2 Scope

1.3.3 Applicability

1.4 Achievements

1.5 Organisation of Report

CHAPTER 2: SURVEY OF TECHNOLOGIES

CHAPTER 3: REQUIREMENTS AND ANALYSIS

3.1 Problem Definition

3.2 Requirements Specification

3.3 Planning and Scheduling

3.4 Software and Hardware Requirements

3.5 Preliminary Product Description

3.6 Conceptual Models

CHAPTER 4: SYSTEM DESIGN

4.1 Basic Modules

4.2 Data Design

4.2.1 Schema Design

4.2.2 Data Integrity and Constraints

4.3 Procedural Design

4.3.1 Logic Diagrams

4.3.2 Data Structures

4.3.3 Algorithms Design

4.4 User interface design

4.5 Security Issues

4.6 Test Cases Design

The documentation should use tools like star UML, Visuo for windows, Rational Rose for design as part of Software Project Management Practical Course. The documentation should be spiral bound for semester V and the entire documentation should be hard bound during semester VI.

CHAPTER 5: IMPLEMENTATION AND TESTING

5.1 Implementation Approaches

5.2 Coding Details and Code Efficiency

5.2.1 Code Efficiency

5.3 Testing Approach

5.3.1 Unit Testing

5.3.2 Integrated Testing

5.3.3 Beta Testing

5.4 Modifications and Improvements

5.5 Test Cases

CHAPTER 6: RESULTS AND DISCUSSION

6.1 Test Reports

6.2 User Documentation

CHAPTER 7: CONCLUSIONS

7.1 Conclusion

7.1.1 Significance of the System

7.2 Limitations of the System

7.3 Future Scope of the Project

REFERENCES

GLOSSARY

APPENDIX A

APPENDIX B

V. EXPLANATION OF CONTENTS

Title Page

Sample format of Title page is given in Appendix 1 of this block. Students should follow the given format.

Original Copy of the Approved Proforma of the Project Proposal

Sample Proforma of Project Proposal is given in Appendix 2 of this block. Students should follow the given format.

Certificate of Authenticated work

Sample format of Certificate of Authenticated work is given in Appendix 3 of this block. Students should follow the given format.

Role and Responsibility Form

Sample format for Role and Responsibility Form is given in Appendix 4 of this block.

Students should follow the given format.

Abstract

This should be one/two short paragraphs (100-150 words total), summarising the project work. It is important that this is not just a re-statement of the original project outline. A suggested flow is background, project aims and main achievements. From the abstract, a reader should be able to ascertain if the project is of interest to them and, it should present results of which they may wish to know more details.

Acknowledgements

This should express student's gratitude to those who have helped in the preparation of project.

Table of Contents: The table of contents gives the readers a view of the detailed structure of the report. The students would need to provide section and subsection headings with associated pages. The formatting details of these sections and subsections are given below.

Table of Figures: List of all Figures, Tables, Graphs, Charts etc. along with their page numbers in a table of figures.

Chapter 1: Introduction

The introduction has several parts as given below:

Background: A description of the background and context of the project and its relation to work already done in the area. Summarise existing work in the area concerned with the project work.

Objectives: Concise statement of the aims and objectives of the project. Define exactly what is going to be done in the project; the objectives should be about 30 /40 words.

Purpose, Scope and Applicability: The description of Purpose, Scope, and Applicability are given below:

• Purpose: Description of the topic of the project that answers questions on why this project is being done. How the project could improve the system its significance and theoretical framework.

• Scope: A brief overview of the methodology, assumptions and limitations. The students should answer the question: What are the main issues being covered in the project? What are the main functions of the project?

• Applicability: The student should explain the direct and indirect applications of their work. Briefly discuss how this project will serve the computer world and people.

Achievements: Explain what knowledge the student achieved after the completion of the work. What contributions has the project made to the chosen area? Goals achieved - describes the

degree to which the findings support the original objectives laid out by the project. The goals may be partially or fully achieved, or exceeded.

Organisation of Report: Summarising the remaining chapters of the project report, in effect, giving the reader an overview of what is to come in the project report.

Chapter 2: Survey of Technologies

In this chapter Survey of Technologies should demonstrate the students awareness and understanding of Available Technologies related to the topic of the project. The student should give the detail of all the related technologies that are necessary to complete the project. The should describe the technologies available in the chosen area and present a comparative study of all those Available Technologies. Explain why the student selected the one technology for the completion of the objectives of the project.

Chapter 3: Requirements and Analysis

Problem Definition: Define the problem on which the students are working in the project.
Provide details of the overall problem and then divide the problem in to sub-problems. Define each sub-problem clearly.
Requirements Specification: In this phase the student should define the requirements of the system, independent of how these requirements will be accomplished. The Requirements Specification describes the things in the system and the actions that can be done on these things. Identify the operation and problems of the existing system.
Planning and Scheduling: Planning and scheduling is a complicated part of software development. Planning, for our purposes, can be thought of as determining all the small tasks that must be carried out in order to accomplish the goal. Planning also takes into account, rules, known as constraints, which, control when certain tasks can or cannot happen. Scheduling can be thought of as determining whether adequate resources are available to carry out the plan. The student should show the Gantt chart and Program Evaluation Review Technique (PERT).

Software and Hardware Requirements: Define the details of all the software and hardware needed for the development and implementation of the project.

• Hardware Requirement: In this section, the equipment, graphics card, numeric co-processor, mouse, disk capacity, RAM capacity etc. necessary to run the software must be noted.
• Software Requirements: In this section, the operating system, the compiler, testing tools, linker, and the libraries etc. necessary to compile, link and install the software must be listed.
Preliminary Product Description: Identify the requirements and objectives of the new system. Define the functions and operation of the application/system the students are developing as project.

Conceptual Models: The student should understand the problem domain and produce a model of the system, which describes operations that can be performed on the system, and the allowable sequences of those operations. Conceptual Models could consist of complete Data Flow Diagrams, ER diagrams, Object-oriented diagrams, System Flowcharts etc.

Chapter 4: System Design

Describes desired features and operations in detail, including screen layouts, business rules, process diagrams, pseudocode and other documentation.
Basic Modules: The students should follow the divide and conquer theory, so divide the overall problem into more manageable parts and develop each part or module separately. When all modules are ready, the student should integrate all the modules into one system. In this phase, the student should briefly describe all the modules and the functionality of these modules.
Data Design: Data design will consist of how data is organised, managed and manipulated.
• Schema Design: Define the structure and explanation of schemas used in the project.
• Data Integrity and Constraints: Define and explain all the validity checks and constraints provided to maintain data integrity.
Procedural Design: Procedural design is a systematic way for developing algorithms or procedurals.

• Logic Diagrams: Define the systematical flow of procedure that improves its comprehension and helps the programmer during implementation. e.g., Control Flow Chart, Process Diagrams etc.

• Data Structures: Create and define the data structure used in procedures.

• Algorithms Design: With proper explanations of input data, output data, logic of processes, design and explain the working of algorithms.

User Interface Design: Define user, task, environment analysis and how to map those requirements in order to develop a "User Interface". Describe the external and internal components and the architecture of user interface. Show some rough pictorial views of the user interface and its components.

Security Issues: Discuss Real-time considerations and Security issues related to the project and explain how the student intends avoiding those security problems. What are the security policy plans and architecture?

Test Cases Design: Define test cases, which will provide easy detection of errors and mistakes with in a minimum period of time and with the least effort. Explain the different conditions in which the students wish to ensure the correct working of theproject.

Chapter 5: Implementation and Testing

Implementation Approaches: Define the plan of implementation, and the standards the students have used in the implementation.

Coding Details and Code Efficiency: Students not need include full source code, instead, include only the important codes (algorithms, applets code, forms code etc). The program code should contain comments needed for explaining the work a piece of code does. Comments may be needed to explain why it does it, or, why it does a particular way.

The student can explain the function of the code with a shot of the output screen of that program code.

• Code Efficiency: The student should explain how the code is efficient and how the students have handled code optimisation.

Testing Approach: Testing should be according to the scheme presented in the system design chapter and should follow some suitable model – e.g., category partition, state machine-based. Both functional testing and user-acceptance testing are appropriate. Explain the approach of testing.

• Unit Testing: Unit testing deals with testing a unit or module as a whole. This would test the interaction of many functions but, do confine the test within one module.

• Integrated Testing: Brings all the modules together into a special testing environment, then checks for errors, bugs and interoperability. It deals with tests for the entire application. Application limits and features are tested here.

Modifications and Improvements: Once the students finish the testing they are bound to be faced with bugs, errors and they will need to modify your source code to improve the system. Define what modification are implemented in the system and how it improved the system.

Chapter 6: Results and Discussion

Test Reports: Explain the test results and reports based on the test cases, which should show that theproject is capable of facing any problematic situation and that it works fine in different conditions. Take the different sample inputs and show the outputs.

User Documentation: Define the working of the software; explain its different functions, components with screen shots. The user document should provide all the details of the product in such a way that any user reading the manual, is able to understand the working and functionality of the document.

Chapter 7: Conclusions

Conclusion: The conclusions can be summarised in a fairly short chapter (2 or 3 pages). This chapter brings together many of the points that would have made in the other chapters.

Limitations of the System: Explain the limitations encountered during the testing of the project that the students were not able to modify. List the criticisms accepted during the demonstrations of the project.

Future Scope of the Project describes two things: firstly, new areas of investigation prompted by developments in this project, and secondly, parts of the current work that was not completed due to time constraints and/or problems encountered.

REFERENCES

It is very important that the students acknowledge the work of others that they have used or adapted in their own work, or that provides the essential background or context to the project. The use of references is the standard way to do this. Please follow the given standard for the references for books, journals, and online material. The citation is mandatory in both the reports.
E.g:

Linhares, A., & Brum, P. (2007). Understanding our understanding of strategic scenarios: What role do chunks play? *Cognitive Science*, *31*(6), 989-1007. https://doi.org/doi:10.1080/03640210701703725

Lipson, Charles (2011). Cite right : A quick guide to citation styles; MLA, APA, Chicago, the sciences, professions, and more (2nd ed.). Chicago [u.a.]: University of Chicago Press. p. 187. ISBN 9780226484648.

Elaine Ritchie, J Knite. (2001). *Artificial Intelligence, Chapter 2 ,p.p 23 - 44.* Tata McGrawHill.

GLOSSARY

If you the students any acronyms, abbreviations, symbols, or uncommon terms in the project report then their meaning should be explained where they first occur. If they go on to use any of them extensively then it is helpful to list them in this section and define the meaning.

APPENDICES

These may be provided to include further details of results, mathematical derivations, certain illustrative parts of the program code (e.g., class interfaces), user documentation etc.

In particular, if there are technical details of the work done that might be useful to others who wish to build on this work, but that are not sufficiently important to the project as a whole to

justify being discussed in the main body of the project, then they should be included as appendices.

VI. SUMMARY

Project development usually involves an engineering approach to the design and development of a software system that fulfils a practical need. Projects also often form an important focus for discussion at interviews with future employers as they provide a detailed example of what the students are capable of achieving. In this course the students can choose your project topic from the lists given in Unit 4: Category-wise Problem Definition.

VII. FURTHER READINGS

1. Modern Systems Analysis and Design; Jeffrey A. Hoffer, Joey F. George, Joseph,S. Valacich; Pearson Education; Third Edition; 2002.
2. ISO/IEC 12207: Software Life Cycle Process (http://www.software.org/quagmire/descriptions/iso-iec12207.asp).
3. IEEE 1063: Software User Documentation (http://ieeexplore.ieee.org).
4. ISO/IEC: 18019: Guidelines for the Design and Preparation of User Documentation for Application Software.
5. http://www.sce.carleton.ca/squall.
6. http://en.tldp.org/HOWTO/Software-Release-Practice-HOWTO/documentation.html.
7. http://www.sei.cmu.edu/cmm/

PROFORMA FOR THE APPROVAL PROJECT PROPOSAL

(Note:All entries of the proforma of approval should be filled up with appropriate and complete information. Incomplete proforma of approval in any respect will be summarily rejected.)

Rollno: _____

PNR **No.:** .....

1. Name of the Student

2. Title of the Project

3. Name of the Guide

4. Teaching experience of the Guide _____

5. Is this your first submission? Yes ☐ No ☐

Signature of the Student

Date: .....

Signature of the Guide

Date: .....

Signature of the Coordinator

Date: .....

(All the text in the report should be in times new roman)

TITLE OF THE PROJECT (NOT EXCEEDING 2 LINES, 24 BOLD, ALL CAPS)

A Project Report (12 Bold)
Submitted in partial fulfillment of the
Requirements for the award of the Degree of (size-12)

BACHELOR OF SCIENCE (INFORMATION TECHNOLOGY)(14 BOLD, CAPS)

By(12 Bold)

Name of The Student (size-15, title case)
Seat Number (size-15)

Under the esteemed guidance of (13 bold)
Mr./Mrs. Name of The Guide (15 bold, title case)
Designation (14 Bold, title case)

COLLEGE LOGO

DEPARTMENT OF INFORMATION TECHNOLOGY(12 BOLD, CAPS)
COLLEGE NAME (14 BOLD, CAPS)
(Affiliated to University of Mumbai) (12, Title case, bold, italic)
CITY, PIN CODE(12 bold, CAPS)
MAHARASHTRA (12 bold, CAPS)
YEAR (12 bold)

COLLEGE NAME (14 BOLD, CAPS)
(Affiliated to University of Mumbai) (13, bold, italic)
CITY-MAHARASHTRA-PINCODE(13 bold, CAPS)

DEPARTMENT OF INFORMATION TECHNOLOGY (14 BOLD, CAPS)

College Logo

CERTIFICATE (14 BOLD, CAPS, underlined, centered)

This is to certify that the project entitled, **"Title of The Project "**, is bonafied work of **NAME OF THE STUDENT** bearing Seat.No: (**NUMBER**) submitted in partial fulfillment of the requirements for the award of degree of BACHELOR OF SCIENCE in INFORMATION TECHNOLOGY from University of Mumbai. (12, times new roman, justified)

Internal Guide (12 bold) **Coordinator**

(Don't write names of lecturers or HOD)

External Examiner

Date: **College Seal**

COMPANY CERTIFICATE (if applicable)

First Half 2024

UNIVERSITY OF MUMBAI

T.Y.B.Sc.(IT) SemVI (Choice Based) FH 2024Semester VI Examination

Project Implementation

Morning Session: 9:00 a.m. to 1:00 p.m.

Evening Session: 1:30 p.m. to 5:30 p.m.

COLLEGE CODE:		521
COLLEGE NAME:		The SIA College of Higher Education, Dombivli (E)
NO. OF DAYS:		2
Date	Session	Seat Numbers
02/05/2024	Morning	1068423, 1068440, 1068399, 1068417, 1068396, 1068422, 1068483, 1068437, 1068481, 1068463, 1068369, 1068361, 1068415, 1068379, 1068365,
	Evening	1068478, 1068375, 1068394, 1068426, 1068482, 1068420, 1068373, 1068419, 1068469, 1068479, 1068413, 1068374, 1068376, 1068429, 1068362,
03/05/2024	Morning	1068410, 1068404, 1068416, 1068403, 1068414, 1068468, 1068430, 1068397, 1068358, 1068398, 1068484, 1068370, 1068371, 1068418, 1068357, 1068480

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PROJECT DETAILS

MSC (IT) (2023-24)

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DEPARTMENT OF INFORMATION TECHNOLOGY P.G. SECTION
ACADEMIC YEAR 2023-24

Month	Tentative Date	Title of the Activity	Status	Curricular/Co curricular/ Extra curricular
JULY		Commencement of MSc Part 2 Semester 3 Lectures		
AUGUST		Orientation of MSc Part 1 students	Completed	Curricular
		Commencement of Lectures for Part 1		
November		Internal Examination for Part1 and Part 2	Completed	Curricular
January		Research Paper Presentation by students	Completed	Curricular
February		External & Practical Examination for Part 1 & Part 2	Completed	Curricular
June		Internal examination for Part 1 and Part 2	Completed	Curricular

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DEPARTMENT OF INFORMATION TECHNOLOGY

ACADEMIC YEAR 2023-24

DEPARTMENTAL BUDGET

PG SECTION

SR.NO	PARTICULARS	AMOUNT(Rs)
1	Departmental Activities:	
	1} Subject Expert Lecturers	10000
2	Club Activities-Name of club	
	1} Banner and brochures	6000
3	Seminar, conference, workshop	
	1} Workshops	10000
	NET BALANCE	**26000**

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DEPARTMENT OF INFORMATION TECHNOLOGY

POST GRADUATION COURSE - M.SC. (I.T.)
DEPARTMENTAL PROFILE

ABOUT PROGRAM

The basic objective of the Master of Science - Information Technology is to provide to the country a steady stream of competent young men and women with the necessary knowledge, skills and foundations for acquiring a wide range of rewarding careers into the rapidly expanding world of Information Technology.

ABOUT COURSE

The IT sector has been growing at the rapid rate and is one of the top employment sectors in India in the past and present. This predicts good career prospects for M.Sc. in IT degree holders. This course is a professional qualification in IT, which prepares the IT professionals in software development, testing, networking, research projects in academia and the industry R&D labs etc.

Professionals with an MSc IT one can work in different roles like Software Developer, IT analyst, Maintenance Engineer, Application programmer in the IT sector, Software Engineer, Computer Programmer, Interface Engineer, Java Developer, Project Manager, Information Security Analyst, IT Consultant, and Network Administrator.

Students can also opt to move to other industries like teaching, banking, Analytics too. They can apply for various open positions in the government sector.

Keeping in mind the future opportunities in IT Sector, the college started MSC(IT) in 2018 . We offer AI track to the students with subjects like Applied AI, Machine Learning, Robotic Process Automation, Natural Language Processing, Deep Learning and Human Computer Interaction.

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DEPARTMENT OF INFORMATION TECHNOLOGY
ACADEMIC YEAR 2023-24

OBJECTIVES OF POST GRADUATION COURSE - M.SC. (I.T.)

- Provides technology-oriented students with the knowledge and ability to develop creative solutions.
- Develop skills to learn new technology.
- Apply computer science theory and software development concepts to construct computing-based solutions.
- Design and develop computer programs/computer-based systems in the areas related to big data analytics, Artificial neural networks, Cloud computing, Machine learning, Natural language processing, Deep learning and so on.

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DEPARTMENT OF INFORMATION TECHNOLOGY ACADEMIC YEAR 2023-24

TEACHER'S LIST

Sr. No.	Teacher's Name
1	Mrs. S. Sai Sree Rangarajan
2	Mrs. Sreekala Nair
3	Mrs. Tejaswini Shivsharan
4	Mrs. Sandhya Thakkar
5	Mrs. Sandhya Pandey
6	Mrs.Shilpa Nimbre
7	Mrs. Shubhangi Datpardar
8	Mrs. Bhavana Dhande
9	Ms. Tejal Bagrao
10	Mrs. Mamta Devre
11	Mrs. Jayashree Pawar

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POST GRADUATION COURSE - M.SC. (I.T.)
ACADEMIC YEAR 2023-24
STUDENT LIST MSC IT PART 1

ROLL NO	STUDENT NAME
PSI123001	DASH SHUBHAM SANGRAM
PSI123002	DESHPANDE AISHWARYA MILIND
PSI123003	DHARNE DIPTI KASHINATH
PSI123004	JHALA SHYAM SINGH JAGDEV SINGH
PSI123005	PANDEY VARSHA SANTOSH
PSI123006	PATIL PRIYANKA RAMESH
PSI123007	SHELKE SHUBHAM AVINASH
PSI123008	THOMBARE RAJKUMAR HANUMAN
PSI123009	UPADHYAY AANCHAL MANOJ

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POST GRADUATION COURSE - M.SC. (I.T.)
ACADEMIC YEAR 2023-24
STUDENT LIST MSC IT PART 2

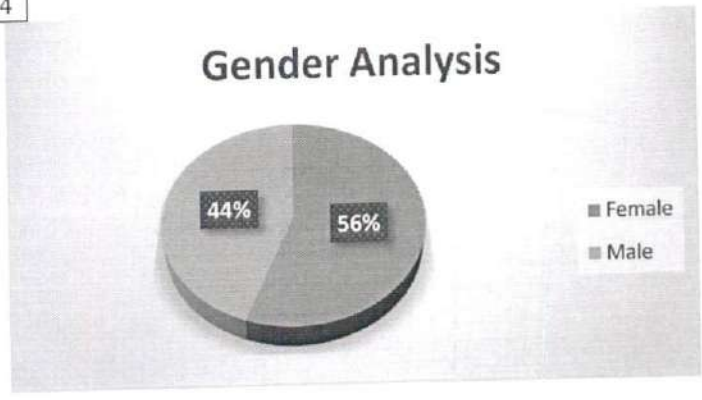
ROLL NO	STUDENT NAME
PSI122002	DEVRUKHKAR SAIRAJ PRADIP
PSI122003	DONGRE SHREYA SUHAS
PSI122005	GAT SUYOG JALINDER
PSI122006	JADHAV MONISH VILAS
PSI122007	JAITAPKAR RUTIK UTTAM
PSI122010	KOCHALE HRHISHIKESH TANAJI
PSI122011	KUVARE PRASAD ARUN
PSI122013	PATIL SAHIL DNYANESHWAR
PSI122015	YADAV SHIVNARAYAN TRIBHUVAN
PSI122016	KANADE OMKAR GAJANAN
PSI122018	VARMA SANDHYA RAMMURTI

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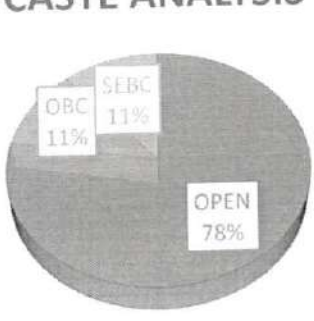
DEPARTMENT OF INFORMATION TECHNOLOGY
ACADEMIC YEAR 2023-24
MSC IT PART I

STUDENT INFORMATION ANALYSIS

GENDER ANALYSIS	
FEMALE	5
MALE	4



CASTE ANALYSIS	
OPEN	7
SEBC	1
OBC	1



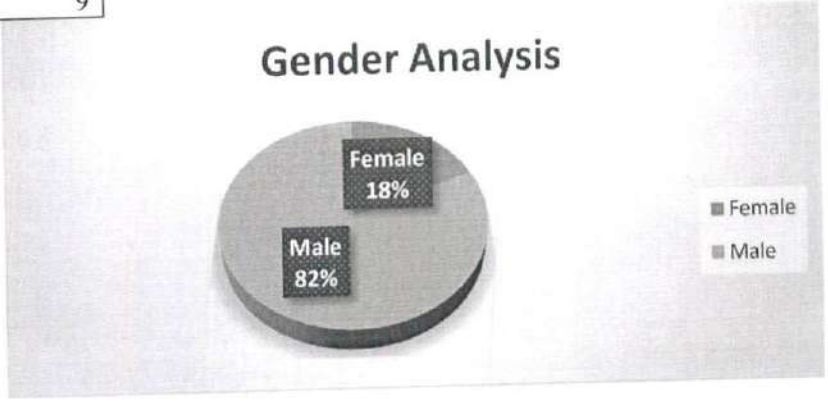


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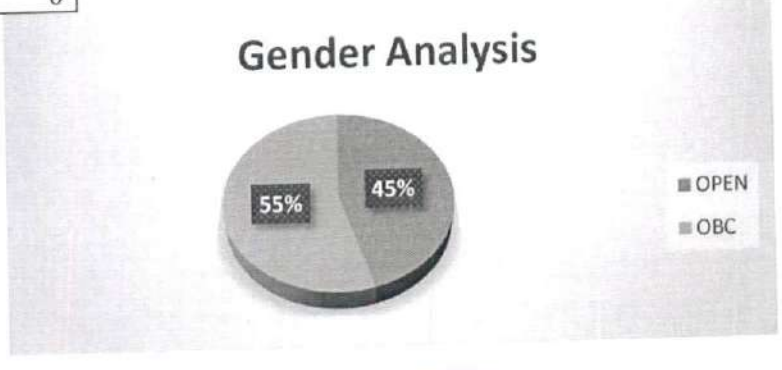
DEPARTMENT OF INFORMATION TECHNOLOGY
ACADEMIC YEAR 2023-24
MSC IT PART II

STUDENT INFORMATION ANALYSIS

GENDER ANALYSIS	
FEMALE	2
MALE	9



CASTE ANALYSIS	
OPEN	5
OBC	6



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DEPARTMENT OF INFORMATION TECHNOLOGY

ACADEMIC YEAR 2023-24

MSC IT PART 1 SEMESTER 1
INDIVIDUAL WORKLOAD

Name of the Teacher	Name of the Subject	Theory	Practical	Total
Mrs. Sreekala Nair	Research Methodology	4	0	4
Mrs. Shubhangi Datpardar	Data Science	4	0	4
Mrs. Shilpa Nimbre	Data Science Practical	0	4	4
Mrs. Bhavna Dande	Soft Computing	4	0	4
Ms. Tejal Bagrao	Soft Computing Practical	0	4	4
Mrs. Jayashree Pawar	Cloud Computing	2	0	2

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ACADEMIC YEAR 2023-24

MSC IT PART 2 SEMESTER 3
INDIVIDUAL WORKLOAD

Name of the Teacher	Name of the Subject	Theory	Practical	Total
Mrs. Tejaswini Shivsharan	Technical Writing & Entrepreneurship Management	4	4	8
Mrs. S. Sai Sree	Applied Artificial Intelligence	4	4	8
Mrs. Sandhya Thakkar	Machine Learning	4	4	8
Mrs. Sandhya Pandey	Robotic Process Automation	4	4	8

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DEPARTMENT OF INFORMATION TECHNOLOGY

ACADEMIC YEAR 2023-24

MSC IT PART 1 SEMESTER 2
INDIVIDUAL WORKLOAD

Name of the Teacher	Name of the Subject	Theory	Practical	Total
Mrs. Shilpa Nimbre	Big Data Analytics	4	4	8
Mrs. Tejaswini Shivsharan	Modern Networking	4	4	8
Mrs. Sandhya Pandey	Microservices Architecture	2	0	2
Mrs. S. Sai Sree	Computer Vision	0	4	4

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MSC IT PART 2 SEMESTER 4
INDIVIDUAL WORKLOAD

Name of the Teacher	Name of the Subject	Theory	Practical	Total
Mrs. Jayashree Pawar	Blockchain	4	4	8
Mrs. Shubhangi Datpardar	Natural Language Processing	4	4	8
Mrs. Tejal Bagrao	Deep Learning	4	4	8
Mrs. Bhavana Dhande	Human Computer Interaction	4	4	8

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DEPARTMENT OF INFORMATION TECHNOLOGY
ACADEMIC YEAR 2023-24

TIME TABLE
MSC PART 1 SEMESTER 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
10-12 DS(T)	9-10 DS(T)	11-1 DS(T)	9.00-10.00 RM(T)		9-11 SC(P)
12-1 SC(T)	10-12 SC(P)	1-2 SC(T)	10.00-12.00 IP(T)	11-12 RM(T)	11-1 DS(P)
1.30-2.30 RM(T)	12-1 SC(T)	2.30-3.30 CC(T)	12-1 SC(T)	12-2 IP(T)	
2.30-4.30 DS(P)	1.30-2.30 RM(T)		1.30-2.30 CC(T)		
	2.30-3.30 CC(T)				

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DEPARTMENT OF INFORMATION TECHNOLOGY
ACADEMIC YEAR 2023-24

TIME TABLE
MSC PART 2 SEMESTER 3

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9-11 RPA(P)	9-11 ML(P)	10-11ML(T)	9-11 AAI(P)		9-11 RPA(P)
11-12 ML(T)	11-12 TW(T)	11-12 RPA(T)	11-12 AAI(T)	10-11ML(T)	11-12 AAI(T)
12-1 TW(T)	12-1 AAI(T)	12-2 ML(P)		11-12 TW(T)	1-3 AAI(P)
1.30-2.30 RPA(T)	1.30-2.30 RPA(T)	2-4 TW(P)	12.30-1.30 RPA(T)	12-1 AAI(T)	
			2-3 ML(T)	1.30-3.30 TW(P)	
			3-4 TW(T)		

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DEPARTMENT OF INFORMATION TECHNOLOGY
ACADEMIC YEAR 2023-24

TIME TABLE
MSC PART 1 SEMESTER 2

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	SATURDAY
10-12 BDA(T)	9-10 BDA(T)	10-11 MSA(T)	9.00-10.00 CV(P)	9-11 MN(P)
12-1 MN(T)	10-12 MN(P)	11-1 BDA(T)	10-11 BDA(T)	11-1 BDA(P)
1.30-3.30 BDA(P)	12-1 MN(T)	1-2 MN(T)	12-1 MN(T)	1.30-3.30 CV(P)
			1.30-2.30 MSA(T)	

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DEPARTMENT OF INFORMATION TECHNOLOGY
ACADEMIC YEAR 2023-24

TIME TABLE
MSC PART 2 SEMESTER 4

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9-11 HCI(P)	9-11 DL(P)	10-11DL(T)	9-11 NLP(P)		9-11 HCI(P)
11-12 DL(T)	11-12 BC(T)	11-12 HCI(T)	11-12 NLP(T)	10-11DL(T)	11-12 NLP(T)
12-1 BC(T)	12-1 NLP(T)	12-2 DL(P)		11-12 BC(T)	1-3 NLP(P)
1.30-2.30 HCI(T)	1.30-2.30 HCI(T)	2-4 BC(P)	12.30-1.30 HCI(T)	12-1 NLP(T)	
	2.30-3.30 BC(T)		2-3 DL(T)	1.30-3.30 BC(P)	

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NOTICE

Date: 17/01/2024

This is to inform all students of MSC IT (part 1) that a Paper presentation of research paper is scheduled on 20th January 2024 at 10:00a.m in Room no.115. Students are requested to be on time for the same as it is mandatory as per new NEP syllabus.

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MScPart -1(Paper presentation)

Marksheet (2023-24)

Date:20/01/24

Sr. No	Roll No.	Name Of The Student	Marks
1	PSI123001	Shubham Dash	35
2	02	Aishwarya Milind Deshpande	30
3	03	Dipti Dhane	32
4	04	Thala Shyam Singh	30
5	05	Pandey Varsha	30
6	06	Patil Priyanka	32
7	07	Shelke Shubham	30
8	08	Thombre Rajkumar	35
9	09	Upadhyay Aanchal	30
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

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Cyber Security Challenges in Internet of Things

Jhala Shyam Singh (PSI123004)

Shubham Shelke (PSI123007)

The South Indian Association's

The S.I.A. College of Higher Education, Dombivli Gymkhana Road, Dombivli (E), Tal. Kalyan, Dist. Thane, PIN 421 203

ABSTRACT

The Internet of Things (IOT) has emerged as a transformative technology, connecting a countless of devices to the internet, enabling real-time collection, and development of automation across various industries. However, the rapid prefiltration of IOT devices has brought forth a multitude of Cyber security challenges that demand immediate attention. This abstract concise overview of the key cyber security challenges in the realm of IOT. IoT devices are characterized by their constrained resources, making them vulnerable to security threats. They often lack robust security features, including secure boot, encryption, and regular firmware updates. As a result, malicious actors can exploit vulnerabilities in these devices, leading to data breaches, privacy infringements, and potential physical harm. The sheer scale of IoT deployments amplifies the risk. As the number of devices increases, so does the attack surface, making it challenging to monitor and protect every device effectively. Inadequate network segmentation, poor authentication mechanisms and weak access controls exacerbate this issue. To address these challenges, a multi-faceted approach is required. This includes developing robust security standards for IoT devices, enhancing device firmware update mechanisms, and promoting industry-wide cooperation to establish best practices. Additionally, user education and awareness are crucial in ensuring that individuals and organizations take proactive steps to secure their IoT environments.



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DEPARTMENT OF INFORMATION TECHNOLOGY
ACADEMIC YEAR 2023-24

REPORT

Event Name : Research Paper Presentation
Date: 20th January 2024
Venue: Room No 115
Time: 10.00 AM – 12.00 PM
Participant: SYIT & MSc IT students
Resource person: Dr. Nitinkumar Patil
Purpose: To share the research findings and ideas and to encourage scientific investigations and research to promote their applications in various fields.
Description: MSC IT Part 1 students presented their Research Papers in front of faculties and Learners community. The Resource Person Dr. Nitinkumar Patil gave some suggestions. The same was told to be incorporated. It was a new experience for SYIT students who attended a event like this for the first time.
Beneficiaries
Male :26
Female :18
Total :44



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Notice

Date: 23/06/2023

DEPARTMENT OF INFORMATION TECHNOLOGY

MSC INFORMATION TECHNOLOGY

ACADEMIC YEAR 2023-24

A meeting with teachers is scheduled on 26/6/2023 at 2PM to decide on the workload distribution of MSC IT for semester 1 and semester 3.

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Date: 26/06/2023

DEPARTMENT OF INFORMATION TECHNOLOGY
MSC INFORMATION TECHNOLOGY
ACADEMIC YEAR 2023-24

AGENDA:

1. To finalize on the workload allocation for MSC(IT) Semester 1 and Semester 3.

Sr. No.	Teacher's Name	Signature
1	Mrs. S. Sai Sree Rangarajan	
2	Mrs. Sreekala Nair	
3	Mrs. Tejaswini Shivsharan	
4	Mrs. Sandhya Thakkar	
5	Mrs. Sandhya Pandey	
6	Mrs.Shilpa Nimbre	
7	Mrs. Shubhangi Datpardar	
8	Mrs. Bhavana Dhande	
9	Ms. Tejal Bagrao	
10	Mrs. Mamta Devre	
11	Mrs. Jayashree Pawar	

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Date: 26/06/2023

DEPARTMENT OF INFORMATION TECHNOLOGY

MSC INFORMATION TECHNOLOGY

ACADEMIC YEAR 2023-24

MINUTES OF THE MEETING

In the departmental meeting of PG Section

1. The workload of Msc IT part 1 and part 2, Semester 1 and Semester 3 was distributed among the teachers.
2. It was decided to conduct subject expert lectures, workshops for the students

CONVENOR

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Notice

Date: 09/02/2024

DEPARTMENT OF INFORMATION TECHNOLOGY

MSC INFORMATION TECHNOLOGY

ACADEMIC YEAR 2023-24

A meeting with teachers is scheduled on 13/02/2024 at 2PM to decide on the workload distribution of MSC IT for semester 2 and semester 4.

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Date: 13/02/2024

DEPARTMENT OF INFORMATION TECHNOLOGY
MSC INFORMATION TECHNOLOGY
ACADEMIC YEAR 2023-24

AGENDA:

2. To finalize on the workload allocation for MSC(IT) Semester 2 and Semester 4.

Sr. No.	Teacher's Name	Signature
1	Mrs. S. Sai Sree Rangarajan	
2	Mrs. Sreekala Nair	
3	Mrs. Tejaswini Shivsharan	
4	Mrs. Sandhya Thakkar	
5	Mrs. Sandhya Pandey	
6	Mrs.Shilpa Nimbre	
7	Mrs. Shubhangi Datpardar	
8	Mrs. Bhavana Dhande	
9	Ms. Tejal Bagrao	
10	Mrs. Mamta Devre	
11	Mrs. Jayashree Pawar	

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Date: 13/02/2024

DEPARTMENT OF INFORMATION TECHNOLOGY

MSC INFORMATION TECHNOLOGY

ACADEMIC YEAR 2023-24

MINUTES OF THE MEETING

In the departmental meeting of PG Section

3. The workload of Msc IT part 1 and part 2, Semester 2 and Semester 4 was distributed among the teachers.
4. It was decided to conduct subject expert lectures, workshops for the students

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M.Sc Information Technology

Semester I Practical Examination Second Half 2023

Appointment Letter

College Name (Examination Centre)	CENTRE: Jeevandeep Shaikshanik Sansthas Poai Sanchalit Arts Commerce and Science College
Examination:	M. Sc. IT Part 1 Sem 1 Practical Examination
Date	4th, 5Th and 6th March2024
Centre Coordinator	Prof. Pravin Ghare
Cell No	8452043978
Email	pravinghare14@gmail.com
Examiner for Data Science Practical	Prof. Jayshree Vishe jayshreevishe2020@gmail.com 9273505196
Examiner for Soft Computing Techniques Practical	PROF.TEJAL BAGRAO bagraotejal@gmail.com 7083782394
Examiner for Security Breaches and Countermeasures Practical Exam Date: 6th March 2024	SUNITA SINGH sunita1987@gmail.com 9321248671

Instructions:

1. Duty is not transferable without prior permission of Chairperson.
2. The examiners must report to the exam centre at least 15 minutes prior to the scheduled time.
3. The examiners must remain present in the Computer Lab for the entire duration of the Examination.
4. Use of mobile phones in the Computer Lab is STRICTLY PROHIBITED.
5. Be extremely careful while entering the marks. All the examiners and the centre coordinators are equally responsible in case of any error found in mark entry.

Dr. Ujwala Sav
Chairperson
M.Sc. IT Semester I Practical Examination
Second Half 2023

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Department of Information Technology

(ACADEMIC YEAR 2023-24)

REGULAR PRACTICAL INTERNAL EXAMINATION TIME TABLE

Class: MSC PART-I **Sem :I**

DATE	SUBJECT	TIME
13/01/2023	SOFT COMPUTING	10:00 TO 11:00 AM
13/01/2023	DATA SCIENCE	12:00 TO 01:00 PM

Convener

Principal

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DEPARTMENT OF INFORMATION TECHNOLOGY
ACADEMIC YEAR 2023-24

Date: 2/2/2024

ADDITIONAL INTERNAL EXAMINATION TIME TABLE

CLASS: MSC IT PART 2 **SEMESTER: III**

DATE	SUBJECT	TIME
10/2/2024	Machine Learning	10.00 AM - 11.10 AM
10/2/2024	Robotic Process Automation	11.15AM – 12.25 PM

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Internal Examination Time Table

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY Part-I ATKT, Semester-II

Exam Date	Subject Code	Subject Name	Time
17-02-2024	PSIT201	Big Data Analytics	10:00am to 11.00am
17-02-2024	PSIT202	Modern Networking	11:00am to 12.00pm
17-02-2024	PSIT203	MicroServices Architecture	12:00pm to 01.00pm
17-02-2024	PSIT204	Image Processing	01:00pm to 02.00pm

Examination Committee Convenor

Principal

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Internal Examination Time Table

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY Part-II ATKT, Regular, Semester-IV

Exam Date	Subject Code	Subject Name	Time
15-06-2024	PSIT401	BLOCKCHAIN	10:00am to 11:15am
15-06-2024	PSIT402a	NATURAL LANGUAGE PROCESSING	11:20am to 12:35pm
22-06-2024	PSIT403a	DEEP LEARNING	10:00am to 11:15am
22-06-2024	PSIT404a	HUMAN COMPUTER INTERACTION	11:20am to 12:35pm

Examination Committee Convenor

Principal

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Internal Examination Time Table

M.SC (INFORMATION TECHNOLOGY) Part-I (NEP) Regular, Semester-II

Exam Date	Subject Code	Subject Name	Time
15-06-2024	511	Big Data Analytics	10:00am to 11:00am
15-06-2024	513	Modern Networking	11:05am to 12:05pm
15-06-2024	515	Microservices Architecture	12:10pm to 12:30pm
22-06-2024	516c	Computer Vision Practical	12:15am to 02:15pm
22-06-2024	514	Modern Networking Practical	11:05am to 12:05pm
22-06-2024	512	Big Data Analytics Practical	10:00am to 11:00am

Examination Committee Convenor

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PROJECT DETAILS

BAMMC (2023-2024)

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10/10/2023

Project Report of FYBAMMC Foundation Course-I

FYBAMMC Students were given various topics for FC I Project such as Violence against women, causes effects and solution, Child abuse- effects and ways to prevent it, Increasing Suicide among youth, Increasing crime among youth, Impact of Mass media on culture and so on.

Outcome:

1. Project work helped students improve their communication and technical skills.
2. Since the Presentations were made by students so their presentation skill developed.
3. Group project improved the skill of team work among the students.
4. Students came to know about the various strata of society and the hardships which they are facing.
5. Students are somewhat aware of the various issues faced by the society and youth.

Record of FYBAMMC Students

No of students submitted FC-I Projects	24
No of students absent	03
Total No of students	21

Faculty

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FOUNDATION COURSE-I

Class: FYBAMMC 2023-24

SEM-I

FACULTY: Mrs. Babita Nagdev

PROJECT GUIDELINES

1. Group of 4 or 5 students to work on the Project
2. Project should be made with Powerpoint Presentation.
3. Title page font size 16, Times New Roman, Margin 1 inch all 4 sides. Internal content font size 14
4. The contents of the assignment should be arranged as per the following: Title page- Name of the topic, Team Members Name and Roll no. Subject name, Academic Year, Faculty Name.
5. Internal content: Introduction, Body of the topic arranged with clear headings and subheadings, Findings & Conclusion
6. A presentation has to be made covering all the content.
7. No copy pasting from websites, formatting to be done. All members should compulsorily present the same.
8. It is advisable while submitting the group list select the topic and mention the same to avoid duplication
9. Upon submission of the group list group numbers will be allotted to each of the group and presentations will be taken in that order.
10. No extension whatsoever will not be entertained.

ALL THE BEST, KEEP LEARNING.

Faculty

Convenor

Group 06

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CERTIFICATE

This is to certify that Ms/Mr om. S. Dubey, Roll no AF 23001 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "substance abuse" under supervision of **Mrs. Babita Nagdev** for the Academic year 23-2024

It is her/ his own work and facts reported by her/his personal findings and investigations.

FACULTY
Mrs. Babita Nagdev

COURSE COORDINATOR
Ms. Shweta Gopalakrishnan

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CERTIFICATE

This is to certify that Ms/Mr Vidhi Jadhav, Roll no AF230-02 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Child Abuse" under supervision of **Mrs. Babita Nagdev** for the Academic year 2023

It is her/ his own work and facts reported by her/his personal findings and investigations.

FACULTY
Mrs. Babita Nagdev

COURSE COORDINATOR
Ms. Shweta Gopalakrishnan

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CERTIFICATE

This is to certify that Ms/Mr Harsh Jagde, Roll no AF23003 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Violence against women" under supervision of **Mrs. Babita Nagdev** for the Academic year 23-24

It is her/ his own work and facts reported by her/his personal findings and investigations.

FACULTY
Mrs. Babita Nagdev

COURSE COORDINATOR
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CERTIFICATE

This is to certify that Ms/Mr Jaya Sharma, Roll no AF23004 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Impact on Social Media on youth" under supervision of **Mrs. Babita Nagdev** for the Academic year 23-2024

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FACULTY
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COURSE COORDINATOR
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CERTIFICATE

This is to certify that Ms/Mr Namrata Joshi, Roll no AF23005 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Impact on Social Media on Youth" under supervision of **Mrs. Babita Nagdev** for the Academic year 23-2024

It is her/ his own work and facts reported by her/his personal findings and investigations.

FACULTY
Mrs. Babita Nagdev

COURSE COORDINATOR
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CERTIFICATE

This is to certify that Ms/Mr Priti Kushwaha, Roll no AF2300 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Impact on Social Media on youth" under supervision of **Mrs. Babita Nagdev** for the Academic year 2023-2024

It is her/ his own work and facts reported by her/his personal findings and investigations.

FACULTY
Mrs. Babita Nagdev

COURSE COORDINATOR
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CERTIFICATE

This is to certify that Ms/Mr Vidhi Mehta, Roll no AT23008 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "substance abuse" under supervision of **Mrs. Babita Nagdev** for the Academic year 23-2024

It is her/ his own work and facts reported by her/his personal findings and investigations.

FACULTY
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COURSE COORDINATOR
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This is to certify that Ms/Mr Riddhi mehta, Roll no AF2308 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Impact on Social Media on Youth" under supervision of **Mrs. Babita Nagdev** for the Academic year 23-2024

It is her/ his own work and facts reported by her/his personal findings and investigations.

FACULTY
Mrs. Babita Nagdev

COURSE COORDINATOR
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CERTIFICATE

This is to certify that Ms/Mr Khushi Mishra , Roll no At23010 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "substance abuse" under supervision of **Mrs. Babita Nagdev** for the Academic year 23-2024

It is her/ his own work and facts reported by her/his personal findings and investigations.

FACULTY
Mrs. Babita Nagdev

COURSE COORDINATOR
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This is to certify that Ms/Mr Rohit Mohite, Roll no AF23011 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Violence against women" under supervision of **Mrs. Babita Nagdev** for the Academic year 23-24

It is her/ his own work and facts reported by her/his personal findings and investigations.

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This is to certify that Ms/Mr Sabarisandhya Mooparan, Roll no AF23012 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Violence against women" under supervision of **Mrs. Babita Nagdev** for the Academic year 23-24

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This is to certify that Ms/Mr Parth Patange, Roll no AF23013 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "violence against women" under supervision of **Mrs. Babita Nagdev** for the Academic year 23-24

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This is to certify that Ms/Mr Rutvik Patil, Roll no AF23014 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "violence against women" under supervision of **Mrs. Babita Nagdev** for the Academic year 23-24

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This is to certify that Ms/Mr Anurag Prajapati, Roll no AP23015 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "violence against women" under supervision of **Mrs. Babita Nagdev** for the Academic year 23-24

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This is to certify that Ms/Mr Zoya Sayed, Roll no AF2301 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Impact on Social Media on youth" under supervision of **Mrs. Babita Nagdev** for the Academic year 23-2024

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This is to certify that Ms/Mr Rinjal bhariya, Roll no AF28019 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "child Abuse" under supervision of **Mrs. Babita Nagdev** for the Academic year 2023

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This is to certify that Ms/Mr Kajal Yadav, Roll no AF23023 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Child Abuse" under supervision of **Mrs. Babita Nagdev** for the Academic year 2023

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This is to certify that Ms/Mr Prem mane, Roll no AF23024 has worked and duly completed her/his Project Work in Course **"Foundation Course I"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "child Abuse" under supervision of **Mrs. Babita Nagdev** for the Academic year 2023

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VOILENCE AGAINST WOMEN

PROJECT BY :BABITA MAM

MADE BY :ANURAG PRAJAPATI ,HARSH JADGE , PARTH PATANGE ,

ROHIT MOHITE , RITVIK PATIL , Sandhya Moopanar.

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CAUSES OF VIOLENCE ON WOMEN

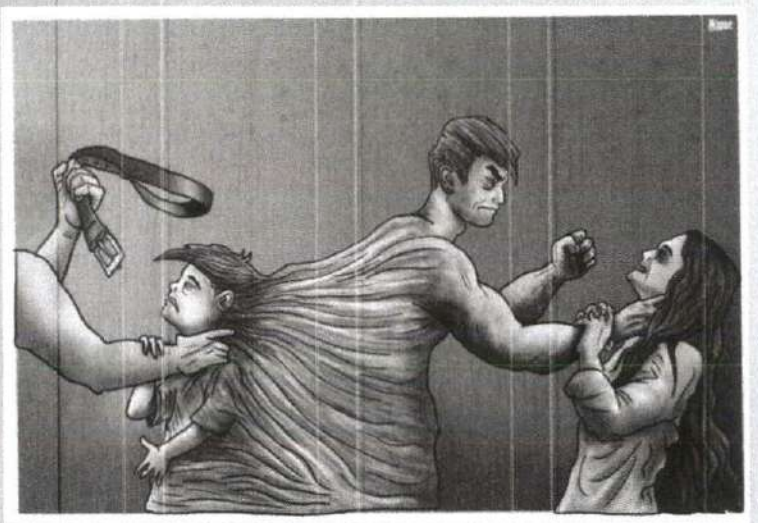
- Many of the misconceptions surrounding violence again women centre on causes
- The unequal distribution of power and resources between men and women
- An adherence to rigidly defined gender roles and identities i.e., what it means to be masculine and feminine
- Justify violence against women, based on the notion that it is legitimate for a man to use violence against a woman
- Men can't control their anger or sexual urges

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- Alcohol causes men to be violent
- It is a threat to women's lives, it puts their physical and psychological health at risk, and it is a threat to the well-being of their children, with consequences for the whole community
- In societies shaped by patriarchy, violence against women is an expression of unequal power relationships between men and women
- So the causes of this violence are to be found not only at the individual level but also, and particularly, at the structural level



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- He person raped should never be held responsible for the violence they are subject to. Neither her behaviour, her appearance nor her clothing can justify the violence
- Crimes against sexual self-determination are predominantly committed by men, and it is mainly women who are affected
- The unequal treatment of women is based on outdated stereotypes and role ascriptions for men and women

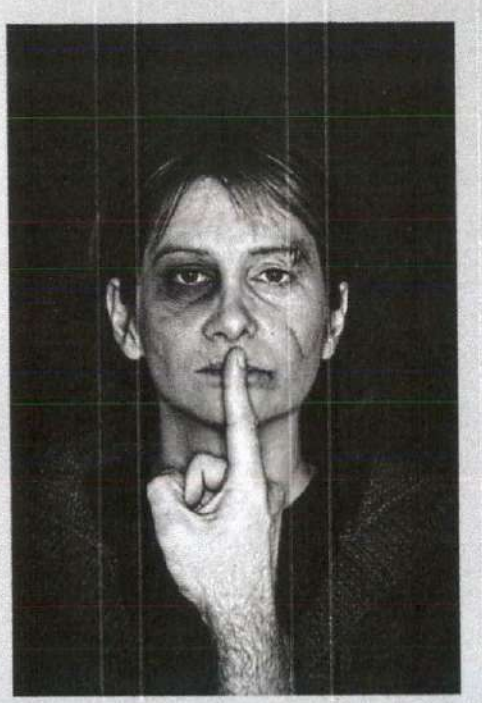
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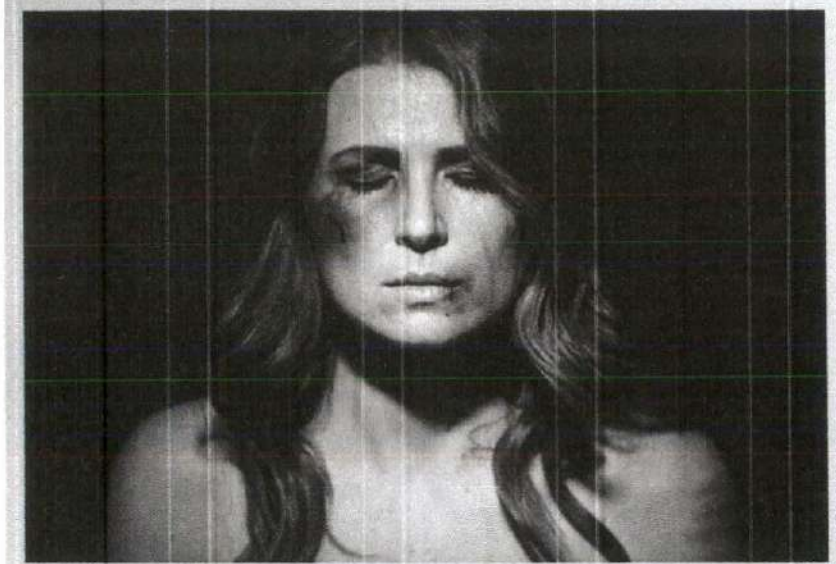
EFFECTS OF VIOLENCE ON WOMEN

- Violence against women can cause long-term physical and mental health problems
- Violence and abuse affect not just the women involved but also their children, families, and communities
- These effects include harm to an individual's health, possibly long-term harm to children, and harm to communities such as lost work and homelessness
- The short-term physical effects of violence can include minor injuries or serious condition

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- They can include bruises, cuts, broken bones, or injuries to organs and other parts inside of your body.
- Some physical injuries are difficult or impossible to see without scans, x-rays, or other tests done by a doctor or nurse
- Violence against women, including sexual or physical violence, is linked to many long-term health problems
- To cope with the effects of the violence, some women start misusing alcohol or drugs or engage in risky behaviors, such as having unprotected sex





- Sexual violence can also affect someone's perception of their own bodies, leading to unhealthy eating patterns or eating disorders
- Sometimes, violence against women ends in death
- More than half of women who are murdered each year are killed by an intimate partner
- One in 10 of these women experienced violence in the month before their death

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- Addressing violence against women is essential for achieving gender equality, promoting human rights, and creating safer and more equitable societies.

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SOLUTION FOR VIOLENCE AGAINST WOMEN

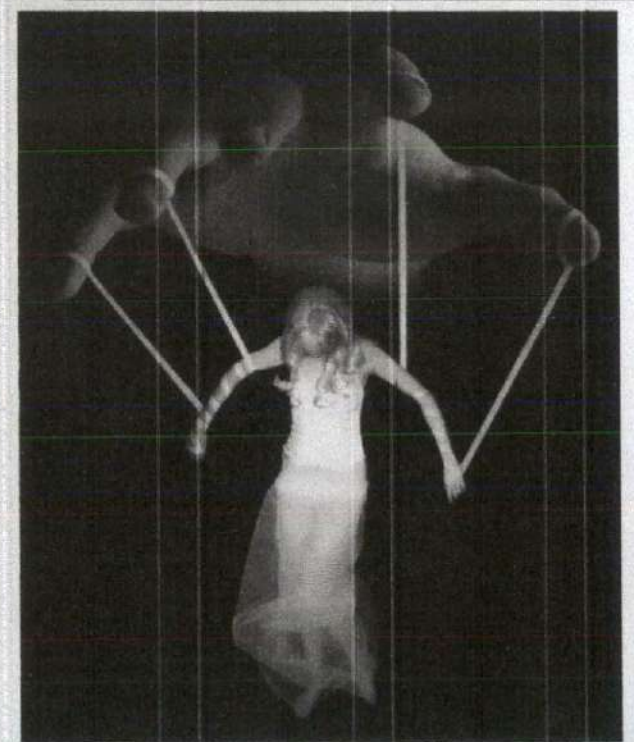
- Violence against women is pervasive, but it's not inevitable—unless we stay silent. In the face of rising anti-feminist movements, it's more crucial than ever that we speak up and out
- Taboos around gender-based violence provide perpetrators with impunity and prevent women and girls from getting the help they need: less than 40 per cent of women who experience violence seek help of any sort
- Violence against women takes many forms. It can be physical, sexual or emotional. It can be public or private, online or off, perpetrated by a stranger or an intimate partner

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- Regardless of how, where, or why it happens, it has serious short- and long-term consequences for women and girls and serves to prevent their full and equal participation in society
- For many women, sexual harassment is a daily experience. Whether it's online, on the street or in the workplace, brushing off inappropriate behavior serves to further normalize it
- Common forms of harassment like online bullying, catcalling, sexual comments and sexual jokes serve to make women and girls feel unwelcome and unsafe in public spaces



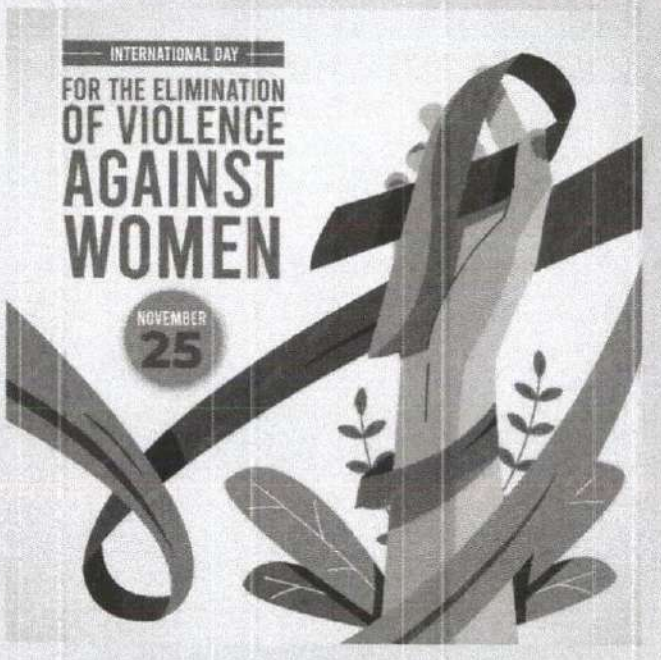
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- They help to reinforce biases and stereotypes that perpetuate misogyny. And they contribute to a culture of impunity, in which women can be harmed without consequence
- Create a safer environment for everyone online and offline by challenging your peers to reflect on their own behaviour and speaking up when someone crosses the line, or by enlisting the help of others if you don't feel safe
- Evidence shows that women in relationships with men whose beliefs and behaviours reinforce male dominance and gender inequality are more likely to experience intimate partner violence

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- Evidence shows that a strong and autonomous feminist movement is the most crucial factor in driving policy change on gender-based violence
- Increasing long-term funding to women's rights organizations is key to finding effective solutions to prevent and respond to violence against women



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REFERENCE

- Violence against women is a pressing global issue with various facets and consequences. Here are four key points that highlight its significance:
- Prevalence: Violence against women is alarmingly widespread, affecting women of all ages, backgrounds, and socioeconomic statuses. This includes physical, sexual, psychological, and economic forms of violence.
- Human Rights Violation: Such violence infringes upon women's fundamental human rights, including the right to life, security, and dignity. It perpetuates gender inequality and discrimination.



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- Health Impact: Violence against women leads to severe physical and psychological health consequences, such as injuries, trauma, depression, and increased risk of chronic illnesses. It also affects their reproductive and sexual health
- Socioeconomic Costs: Beyond the immediate harm to individuals, violence against women has broader societal and economic costs. It reduces women's participation in the workforce, hampers their economic empowerment, and places a burden on healthcare and legal systems.

Foundation course I

SUBSTANCE ABUSE IMPACT ON YOUTH AND CHALLENGES IN FUTURE



- AF23010
- AF23008
- AF23001

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INDEX

- INTRODUCTION
- TYPES OF SUBSTANCES
- IMPACT ON YOUTH
- FACTOR CONTRIBUTING TO SUBSTANCE ABUSE
- STATISTIC
- PREVENTION AND AWARENESS
- FUTURE CHALLENGES
- CONCLUSION
- REFERENCE

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INTRODUCTION

- Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs.
- One of the key impacts of illicit drug use on society is the negative health consequences experienced by its members.
- Drug use also puts a heavy financial burden on individuals, families and society.
- Substance abuse differs from addiction.
- Many people with substance abuse problems are able to quit or can change their unhealthy behavior.
- Addiction, on the other hand, is a disease. It means you can't stop using even when your condition causes you harm.



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• TYPES OF SUBSTANCES

- ALCOHOL
- MARIJUANA
- PRESCRIPTION MEDICINES, SUCH AS PAIN PILLS, STIMULANTS, OR ANXIETY PILLS
- METHAMPHETAMINE
- COCAINE
- OPIATES
- HALLUCINOGENS
- CIGRATE/DRUGS
- INHALANTS

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• IMPACT ON YOUTH

YOUNG PEOPLE WHO PERSISTENTLY ABUSE SUBSTANCES OFTEN EXPERIENCE AN ARRAY OF PROBLEMS, INCLUDING ACADEMIC DIFFICULTIES, HEALTH-RELATED PROBLEMS (INCLUDING MENTAL HEALTH), POOR PEER RELATIONSHIPS, AND INVOLVEMENT WITH THE JUVENILE JUSTICE SYSTEM. ADDITIONALLY, THERE ARE CONSEQUENCES FOR FAMILY MEMBERS, THE COMMUNITY, AND THE ENTIRE SOCIETY.

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FACTORS CONTRIBUTING TO SUBSTANCE ABUSE

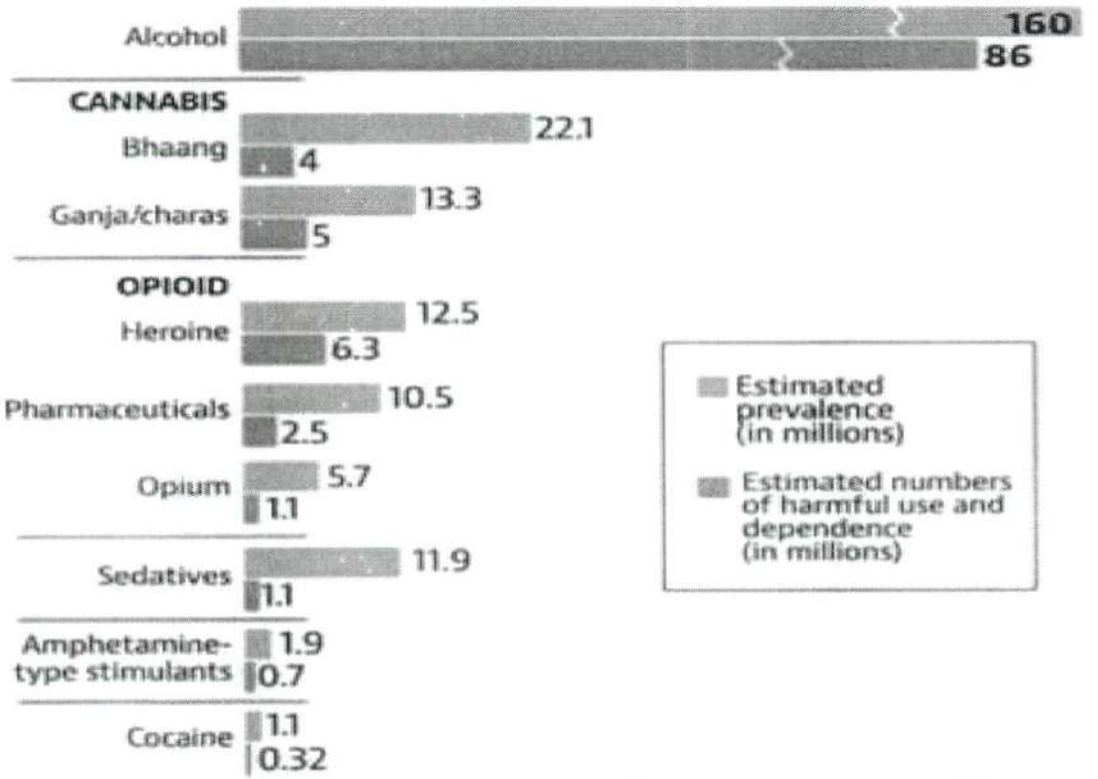
- Early aggressive behavior, lack of parental supervision, academic problems, undiagnosed mental health problems, peer substance use, drug availability, poverty, peer rejection, and child abuse or neglect are risk factors associated with increased likelihood of youth substance use and abuse.
- Risk factors that occur during early childhood further increase the risk of youth substance abuse.
- Risk factors of prolonged duration, for example, those that continue on from childhood through adolescence, are also associated with increased likelihood of youth substance abuse

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• STATISTIC

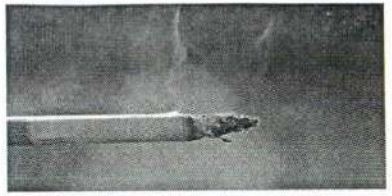
Scale of substance abuse in India

Alcohol is the most commonly used legal psychoactive substance, with about about 14.6% of population using it



(Source: Magnitude of Substance Abuse in India Report, 2019)

THIS IS SO WORLDWIDE CONSENSUS LIKE MISUSE OF NARCOTICS AND PSYCHOACTIVE SUBSTANCES IS ON THE RISE AND INDIA IS NO EXCEPTION TO THIS



AIIMS
New Delhi



A 2019 National study conducted by AIIMS Delhi on the prevalence of drug abuse in the country establishes that-

- A substantial percentage of people use psychoactive substance alcohol cannabis and opidiites and adult men top the list of drugs users.
- Alcohol is the most commonly abused psychoactive substances followed by cannabis appeared heroine opiods and inhalers.
- Addiction generally begins with alcohol most nicotine and cannabis considered as gateway to hard drugs and then hard substances.

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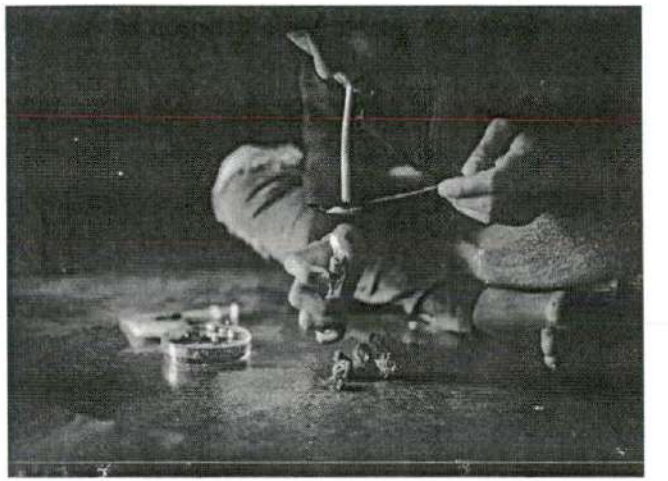
PREVENTION & AWARENESS

1. Avoid temptation and peer pressure . Develop healthy friendships and relationships by avoiding friends or family members who presures you to use substance
2. If your dealing with mental illness such as anxiety depression or post romantic stress disorder you should see professional hair from a licence therapist or counselor.
3. The more you are aware of your biological environment and physical race factors the more likely you are to overcome them hence look at your family history of mental illness and addiction.
4. Stress management skills can help you to overcome life stressers and will help you to live a balanced and healthy life.
5. Develop goals and dreams for your future this will help you focus on what you want and help you realise that drug and alcohol will simply get in the way and hander you from achiving your goals



FUTURE CHALLENGES

1. QUARRELS WITH FRIENDS FAMILY OR RELATIVES AS WELL.
2. ACCIDENTS AND SEVERE HEALTH DISORDERS
3. LOSING THEIR JOBS.
4. DROPPED OUT OF SCHOOL DUE TO POOR PERFORMANCE
5. THEY CAN ALSO INVOLVED IN CRIMINAL ACTIVITIES LIKE PATTY THEFTS BURGLARY VANDALISM OF PUBLIC AND PRIVATE PROPERTY AMONGST OTHERS.
6. LEADING TO MEASURE BEHAVIOUR CHANGES MORE DISORDERS DEPRESSION ANXIETY THOUGHT IS ORDERS AS WELL AS PERSONALITY DISORDERS FOR LONG TERM LONG LASTING EFFECTS ON DEVELOPING BRAINS





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• CONCLUSION

1. SUBSTANCE ABUSE INFLUENCES ALL FACTORS OF LIFE; AVERAGE FITNESS AND WELLNESS' FAMILY LIFE' AND THE COMMUNITY. WITH THERE BEING SO MANY KINDS OF DRUGS, THE EFFECTS ARE ENDLESS. THE EFFECT OF DRUG ABUSE DOES NOT DISCRIMINATE OR FOCUS ON ANY ONE PERSON.
2. SAYING NO TO DRUGS IS CRUCIAL FOR MAINTAINING A HEALTHY AND PRODUCTIVE LIFE. IT HELPS PREVENT THE NEGATIVE CONSEQUENCES OF DRUG USE, SUCH AS COGNITIVE IMPAIRMENT, EMOTIONAL INSTABILITY, AND PHYSICAL HEALTH PROBLEMS.



• SOURCES

1. EDUBIRDIE.COM
2. PROJECTUDAYA.IN
3. NATIONAL INSTITUTE ON DRUG ABUSE: HTTP://WWW.DRUGABUSE.GOV
4. AIIMS.EDU

ALL INFORMATION ARE COLLECTED FROM VARIOUS WEBSITES-GOOGLE





Impact of Social Media on Youth

- By Group 2
- Zoya Sayad (AF23017)
- Jaya Sharma (AF23004)
- Priti Kushwaha (AF23006)
- Namrata Joshi (AF23005)
- Riddhi Mehta (AF23009)

Foundation Course

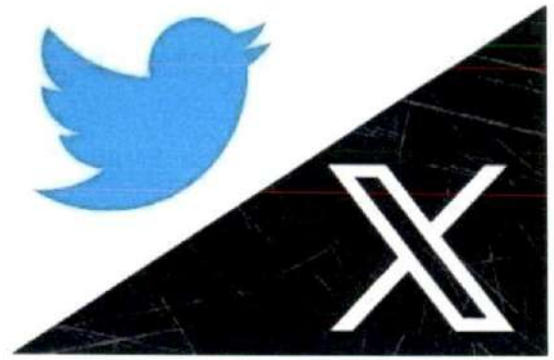
B.A. Multimedia & Mass Communication

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Introduction

Impact of Social Media on Youth

- Welcome to the presentation on the Impact of Social Media on Youth.
- Social media platforms, such as Facebook, Instagram, Twitter, etc., have become ubiquitous in the lives of today's youth. They offer various opportunities and challenges that we will explore in this presentation.









Objectives



- Gain a comprehensive understanding of the role social media plays in the lives of today's youth.
- Examine the positive impacts that social media can have on youth development.
- Explore the potential negative consequences and risks associated with extensive social media use.
- Discuss strategies for responsible and mindful social media usage that maximize benefits while minimizing harm.

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Definition of Social Media



Social media encompasses a wide range of online platforms and websites that enable users to create, share, and interact with content. These platforms provide opportunities for individuals and communities to connect, communicate, and express themselves. Common examples include Facebook, Instagram, Twitter, Snapchat, YouTube, and TikTok.

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Positive Impacts of Social Media

- Enhanced Connectivity: Social media platforms allow youth to connect with friends and family, regardless of geographical distances.
- Information Sharing: Youth can access and share news, knowledge, and information instantaneously, fostering a more informed society.
- Educational Opportunities: Many educational institutions and organizations utilize social media for teaching and learning, expanding access to educational resources.





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Positive Impacts of Social Media

- Creative Expression: Social media provides a platform for youth to express themselves creatively through art, music, writing, and other forms of self-expression.
- Networking: It enables youth to build professional networks, discover career opportunities, and engage with mentors in their fields of interest.
- Social Awareness: Social media campaigns and movements often raise awareness about critical social issues, motivating youth to take action and contribute to positive change.





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Positive Impacts of Social Media

- Support Communities: Online support groups and communities offer help, understanding, and emotional support for youth facing challenges, such as mental health issues.
- Cultural Exchange: Social media fosters cross-cultural interactions, helping youth gain a deeper appreciation and understanding of diverse cultures. - Innovation: Exposure to new ideas and innovations on social media can inspire youth to pursue creative endeavors and entrepreneurial ventures.





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Positive Impacts of Social Media

- Entertainment and Recreation: Social media platforms offer a wide range of entertainment options, from video streaming to interactive games, providing relaxation and enjoyment.
- Marketing and Promotion: It serves as an effective platform for promoting businesses, products, and personal brands, empowering youth entrepreneurs and influencers.





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Negative Impacts of Social Media

- Cyberbullying: Social media can be a breeding ground for cyberbullying, causing emotional harm and distress to many youth.
- Privacy Concerns: Youth often face privacy issues, with personal information at risk of exposure or misuse.
- Addiction: Excessive social media use can lead to addiction, negatively affecting time management and productivity.







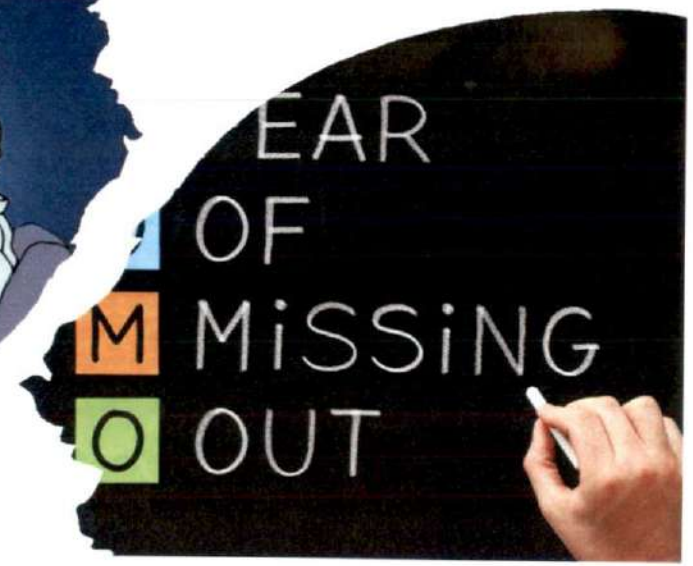
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Negative Impacts of Social Media

- Mental Health Issues: Prolonged use of social media has been linked to anxiety, depression, and low self-esteem, particularly among impressionable youth.
- Misinformation: The spread of false information and rumors on social media can contribute to confusion and public misinformation.
- Fear of Missing Out (FOMO): Youth often experience feelings of inadequacy and anxiety when they perceive that others are enjoying life more than they are, thanks to carefully curated online personas.







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Negative Impacts of Social Media

- Distraction: Excessive use of social media can interfere with academic performance and focus, potentially affecting grades.
- Negative Influences: Youth may be exposed to harmful content, peer pressure, and unrealistic body image standards on social media.
- Online Predators: Vulnerable youth are at risk of encountering online predators and falling victim to scams or exploitation.







Negative Impacts of Social Media

- Reduced Face-to-Face Interaction: Excessive social media use can lead to reduced face-to-face interactions among youth. This may result in a decline in strong, real-life social connections and interpersonal skills.
- Sleep Disruption: Many youth engage with social media late into the night, leading to sleep disruption and sleep deprivation. Poor sleep quality can impact their physical and mental health, including mood and cognitive performance.





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Statistics

- India has one of the largest youth populations globally, with approximately 600 million people under the age of 25.
- According to a survey by the Internet and Mobile Association of India (IAMAI), around 75% of urban Indian youth aged 16 to 29 use social media platforms regularly.
- Facebook, WhatsApp, Instagram, and YouTube are among the most popular social media platforms among Indian youth.
- The availability of affordable smartphones and data plans has contributed to the widespread adoption of social media among young Indians.
- Concerns about cyberbullying and online safety have grown, with reports of cyberbullying incidents involving Indian youth on social media platforms.



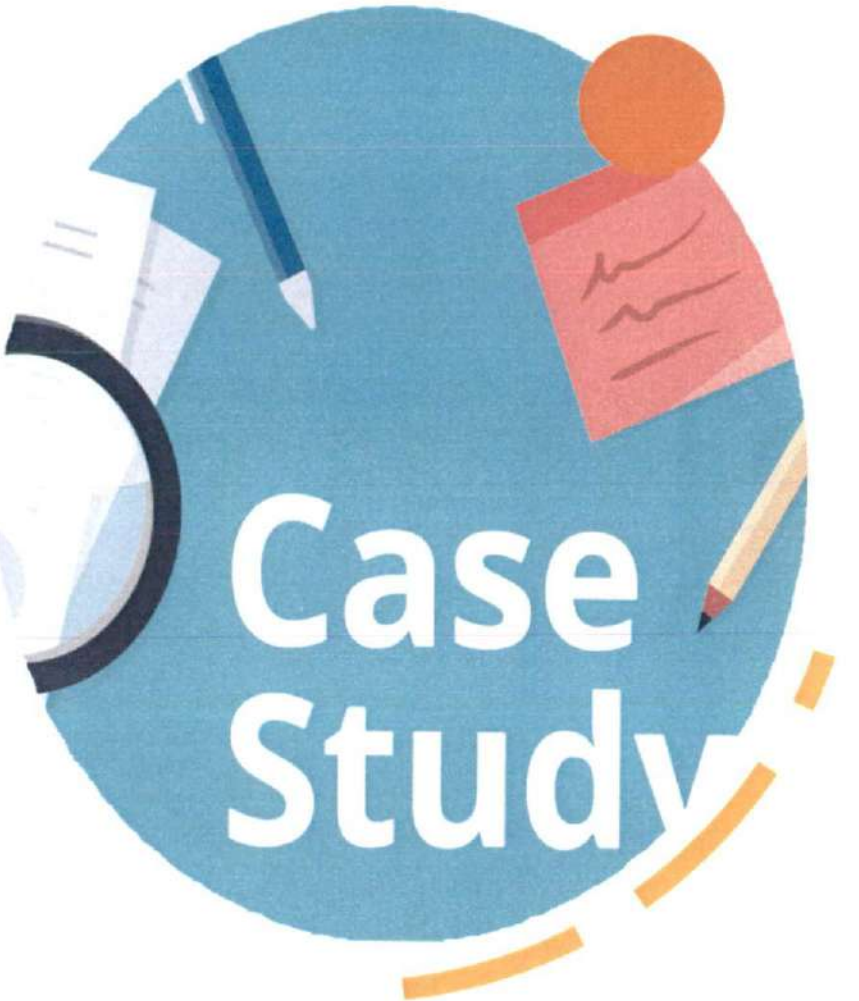
Social Media Tips for Youth

- Manage Screen Time: Set limits on daily social media use to avoid excessive screen time.
- Protect Privacy: Review and update privacy settings regularly to control who can access your information.
- Be Mindful of Content: Think before you post, avoiding hurtful or inappropriate content.
- Cyberbullying Awareness: Be aware of cyberbullying signs and report any abusive behavior.
- Verify Information: Verify the accuracy of information before sharing it.
- Take Breaks: Schedule regular breaks from social media to focus on offline activities.
- Educate Yourself: Learn about online safety, privacy, and how to recognize misinformation.



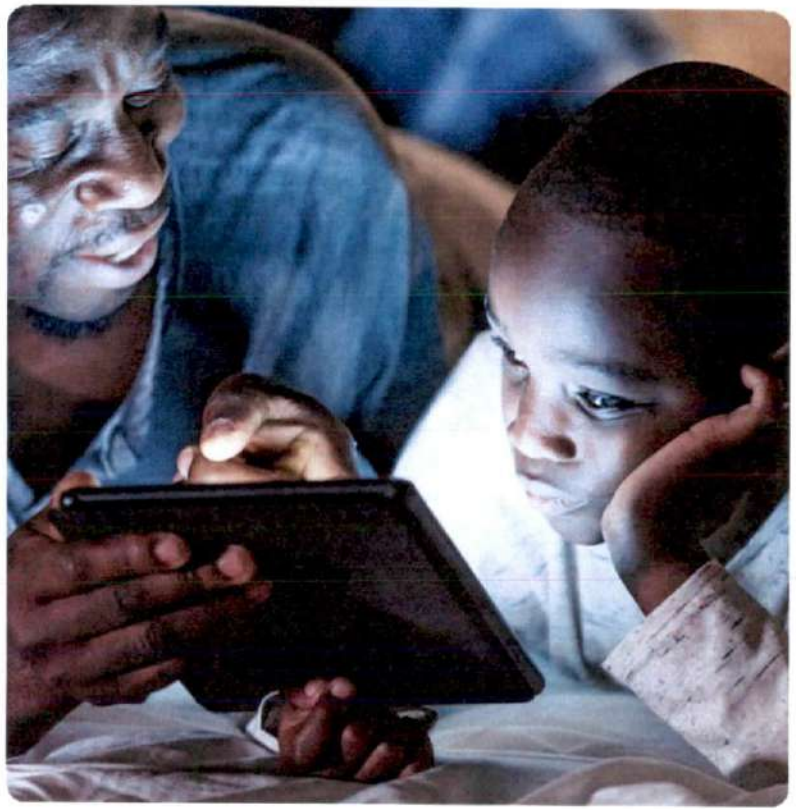
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Case Study: Impact of Social Media on Youth Mental Health in India



- Background:- Researchers conducted a study in 2020 to examine the relationship between social media usage and mental health among youth in India.
- The study involved surveying over 1,000 Indian youth aged 18 to 25.
- It found that excessive use of social media, particularly platforms like Instagram and Snapchat, was associated with higher levels of anxiety and depression symptoms.
- The constant exposure to carefully curated and idealized online lives of peers contributed to feelings of inadequacy and low self-esteem among participants.
- The study also highlighted that cyberbullying incidents on social media negatively affected the mental well-being of young users.

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Parental Role

- Open Communication: Encourage open and non-judgmental conversations about social media.
- Set Guidelines: Establish guidelines for screen time and appropriate online behavior.
- Monitor Activity: Keep an eye on the child's social media activity without invading their privacy.
- Teach Online Safety: Educate the child about online safety, including the risks of sharing personal information.
- Lead by Example: Be a positive role model bydemonstrating responsible social media use.

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Conclusion

- In conclusion, social media has become an integral part of youth culture, impacting their lives in profound ways. While it offers numerous benefits, including connectivity, information access, and creative expression, it also presents challenges like cyberbullying, privacy concerns, and mental health issues.
- Responsible and mindful use of social media, along with guidance from parents and caregivers, can help youth harness the positive aspects while mitigating the negative consequences.
- It is essential for youth to strike a balance between their online and offline lives, ensuring that social media enriches rather than detracts from their overall well-being and personal growth.



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- Vidhi Jadhav AF23002
- Rinjal bhalya AF23019
- Kajal yadav AF23023
- Prem mane AF23024
- Om Patharkar AF23021
- Rohan katwe AF23025

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3 oct,2023

CHILDE ABUSE

INTRODUCTION:-

Child abuse is a deeply distressing and harmful behavior that involves the mistreatment,neglect,or harm of children, typically by adults or older individuals in a position of power or authority over the child. Child abuse can take various forms, including.

Physical Abuse: Physical abuse involves the intentional use of force that results in physical

3 oct,2023

CHILDE ABUSE

INTRODUCTION:-

Child abuse is a deeply distressing and harmful behavior that involves the mistreatment,neglect,or harm of children, typically by adults or older individuals in a position of power or authority over the child. Child abuse can take various forms, including.

i. Physical Abuse: Physical abuse involves the intentional use of force that results in physical harm, injury, or pain to a child. This can include hitting, punching, slapping, kicking, burning, or any form of physical violence.

- **Emotional or Psychological Abuse: Emotional abuse involves actions or behaviors that damage a child's emotional well-being, self-esteem, and psychological development. It can include constant criticism, humiliation, rejection, threats, or manipulation.**
- **Sexual Abuse: Sexual abuse refers to any sexual activity involving a child that is not consensual**



or appropriate for their age and developmental stage. This includes molestation, exploitation, exposure to pornography, and other sexual acts.

IMPORTANCE:-

It's important to note that child abuse is not limited to a single type, and many cases involve a combination of these forms. Child abuse can have devastating and lasting effects on a child's physical and mental health, making it crucial to recognize and report suspected cases to the appropriate authorities to ensure the child's safety and well-being

Child abuse has severe and long-lasting consequences for the physical and mental health of victims. It can lead to physical injuries, emotional trauma, developmental issues, and long-term psychological problems. Survivors of child abuse may struggle with trust, self-esteem, and forming healthy relationships in adulthood.

Child abuse cases:-

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ii. Reporting: Child abuse cases often begin with someone, such as a teacher, healthcare provider, neighbor, family member, or friend, noticing signs of abuse or neglect and reporting their concerns to the appropriate authorities. In many countries, there are hotlines and agencies designated for reporting suspected child abuse.

iii. Investigation: Once a report is made, child protective services or law enforcement agencies typically conduct an investigation to assess the validity of the allegations. This may involve interviews with the child, family members, and witnesses, as well as a review of relevant documents and records.

iv. Types of Cases: Child abuse cases can involve any of the types of abuse mentioned earlier, including physical abuse, emotional or psychological abuse, sexual abuse, neglect, and exposure to domestic violence. Some cases may involve multiple forms of abuse.

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v. Legal Consequences: If evidence of abuse is substantiated, legal action may be taken against the perpetrators. This can include criminal charges, protective orders, restraining orders, and removal of the child from the abusive environment.

Symptoms:-

Child who's being abused may feel guilty, ashamed or confused. The child may be afraid to tell anyone about the abuse, especially if the abuser is a parent, other relative or family friend. That's why it's vital to'watch for red flags, such as:Withdrawal from friends or usual activitiesChanges in behavior — such as aggression, anger, hostility or hyperactivity — or changes in school performanceDepression, anxiety or unusual fears, or a sudden loss of self-confidenceSleep problems and nightmares.An apparent lack of supervisionFrequent absences from schoolRebellious or defiant behaviorSelf-harm or attempts at suicideSpecific signs and

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symptoms depend on the type of abuse and can vary. Keep in mind that warning signs are just that — warning signs. The presence of warning signs doesn't necessarily mean that a child is being abused.

Causes:-

Child abuse is a complex phenomenon with multiple causes.no single factor can be identified as to why some adults behave abusively or neglectfully toward children. The World Health Organization (WHO) and the International Society for Prevention of Child Abuse and Neglect (ISPCAN) identify multiple factors at the level of the individual, their relationships, their local community, and their society at large, that combine to influence the occurrence of child maltreatment. At the individual level, studies have shown that age, mental health, and substance use, and a personal history of abuse may serve as risk factors of child abuse. At the level of society, factors contributing to child maltreatment

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include cultural norms that encourage harsh physical punishment of children, economic inequality, and the lack of social safety nets. WHO and ISPCAN state that understanding the complex interplay of various risk factors is vital for dealing with the problem of child maltreatment.

Effects:-

- **Child abuse can result in immediate adverse physical effects but it is also strongly associated with developmental problems and with many chronic physical and psychological effects, including subsequent ill-health, including higher rates of chronic conditions, high-risk health behaviors and shortened lifespan.Child abuse has also been linked to suicide, according to a May 2019 study, published in the Cambridge University Press.**
- **Maltreated children may be at risk to become maltreating adults. A 1991 source reported that studies indicate that 90**

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percent of maltreating adults were maltreated as children.

Ways to prevent:-

- Community Involvement
- Child Advocacy and Support Services
- School-Based Prevention Programs
- Support Services
- Early Intervention
- Safe and Stable Home Environments

End...

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NAME : SINGH LAXMINARAYAN
STREAM : BAMMC / FY
..OLL NO : AF23022
SUBJECT : FC
PROJECT : CHILD ABUSE



INTRODUCTION

1 : CHILD ABUSE

2 : HOW CHILD ABUSE STARTED?

3 : HOW TO END CHILD ABUSE?



Child abuse is when adults or even other kids hurt children on purpose. It's a really serious problem that happens all over the world. This kind of harm can be physical, like hitting or pushing, but it can also be emotional, like saying mean things or making a child feel scared. Child abuse is never okay, and it can have lasting effects on a child's life.

There are different types of child abuse, such as physical abuse, where a child is hurt physically. There's also emotional abuse, where a child is made to feel bad about themselves. Neglect is another form of child abuse, where a child doesn't get the care and love they need from their parents or caregivers. Sexual abuse is when a child is forced to do things that are not right, and it's very wrong.

It's important to stop child abuse because it can hurt kids in many ways. It can make them feel sad, scared, and even affect their health. Sometimes, children who have been abused have a hard time trusting people or making friends. That's why adults need to look out for signs of child abuse and protect kids from it.

Child abuse is against the law in many places, and there are people who can help, like teachers, doctors, and the police. It's important for everyone to work together to keep children safe and make sure they have a happy and healthy childhood. We all need to remember that kids deserve to grow up in a safe and loving environment.

Child abuse refers to the mistreatment or harm of a child, typically by a parent, caregiver, or another adult in a position of trust and responsibility. It can manifest in various forms, including:

1. **Physical Abuse**: Involves causing physical harm or injury to a child through actions like hitting, kicking, burning, or any form of physical violence.

2. **Emotional or Psychological Abuse**: This type of abuse can include constant criticism, humiliation, threats, or other behaviors that harm a child's emotional well-being and self-esteem.

3. **Neglect**: Neglect occurs when caregivers fail to provide the necessary care and supervision a child needs. This can include neglecting basic needs like food, shelter, clothing, or medical care.

4. **Sexual Abuse**: Involves any non-consensual sexual activity with a child. It can range from inappropriate touching to more severe forms of sexual exploitation.



5. **Child Exploitation**: This can involve the use of children for labor, trafficking, or any other form of commercial exploitation.

Child abuse has serious and long-lasting consequences for the victim. It can lead to physical injuries, emotional trauma, and various developmental and psychological issues. Identifying and preventing child abuse is a crucial societal concern. Reporting suspicions of child abuse to the relevant authorities, such as Child Protective Services, is essential to ensure the child's safety and well-being. Laws and regulations vary by location, but many countries have established systems for the protection of children and prosecution of abusers. It's important to be aware of the signs of child abuse and take action when necessary to protect vulnerable children.

How child abuse started?

Child abuse is not a recent phenomenon, and its origins can be traced back throughout human history. The factors contributing to child abuse are complex and varied. Some key factors include:

1. **Historical Context**: In the past, children were often viewed as property or as having limited rights. Practices that we now consider abusive, such as child labor or physical punishment, were more socially accepted in many cultures.

2. **Family Dynamics**: Family dynamics and structures play a significant role. Dysfunctional families, substance abuse, poverty, and stress can increase the likelihood of child abuse.

3. **Social and Cultural Factors**: Cultural norms, beliefs, and values can shape attitudes toward child-rearing. Some cultures have traditionally used harsh physical discipline as a form of discipline.

4. **Mental Health Issues**: Parents or caregivers with mental health problems may struggle to provide proper care, and their actions can lead to abuse.

5. **Social Isolation**: Lack of social support can exacerbate abusive situations. Isolated families may not receive help or intervention when abuse occurs.

6. **Socioeconomic Factors**: Poverty and economic stress can contribute to child abuse as parents struggle to meet their children's basic needs.

7. **Cycle of Abuse**: Some abusers were themselves abused as children, perpetuating a cycle of abuse from one generation to the next.

It's important to note that societal awareness and legal frameworks around child abuse have evolved over time. Child protection laws and social services have been developed in many countries to prevent and address child abuse. Despite these efforts, child abuse remains a



serious problem, and ongoing education and prevention are crucial in addressing this issue. If you suspect child abuse, it's essential to report it to the relevant authorities to protect the child's well-being.

How to end child abuse?
Ending child abuse is a complex and challenging endeavor that requires the collective efforts of individuals, communities, governments, and organizations. While there's no single solution, the following strategies can help work toward its prevention and elimination:

1. **Raise Awareness**: Promote awareness about the signs of child abuse and its consequences through education and campaigns. Encourage reporting of suspected abuse.

2. **Parenting Education**: Offer parenting programs and support to teach effective and non-violent parenting techniques.

3. **Early Intervention**: Identify and intervene in high-risk situations as early as possible to prevent abuse before it escalates.

4. **Support for Families**: Provide support to families dealing with stress, poverty, addiction, or mental health issues to reduce the risk of abuse.

5. **Stronger Laws and Enforcement**: Advocate for and enforce strong laws against child abuse and neglect, including reporting requirements for professionals working with children.

6. **Mental Health Services**: Improve access to mental health services for parents and caregivers who may need support in dealing with their own psychological issues.

7. **Child Advocacy Centers**: Establish child advocacy centers that provide a safe, child-friendly environment for interviews and evaluations in abuse cases.

8. **Education and Training**: Train professionals, including teachers, healthcare providers, and law enforcement, to recognize and respond to signs of child abuse.

9. **Community Support**: Foster strong, connected communities where neighbors look out for each other and are willing to support families in crisis.

10. **Hotlines and Helplines**: Establish hotlines and helplines for reporting child abuse and providing resources for families in need.

11. **Research and Data Collection**: Invest in research to better understand the root causes of child abuse and the effectiveness of prevention programs.

12. **Global Cooperation**: Collaborate at national and international levels to combat child trafficking and exploitation.



13. **Public Policy**: Advocate for policies that support child protection and allocate resources to address child abuse effectively.

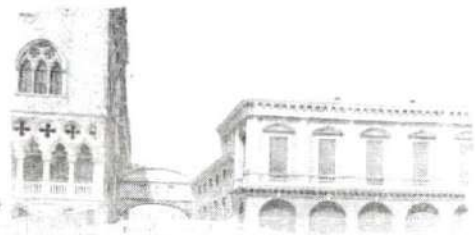
14. **Legal and Judicial Reforms**: Ensure that the legal system is child-friendly and efficient in prosecuting abusers.

15. **Promote Healthy Media**: Encourage media to portray positive and non-violent forms of parenting and relationships.

Ending child abuse is a long-term goal, and progress may be incremental. It requires the commitment of individuals, communities, governments, and organizations to create a society where children can grow up free from harm and fear. Everyone has a role to play in protecting children and ensuring their well-being.

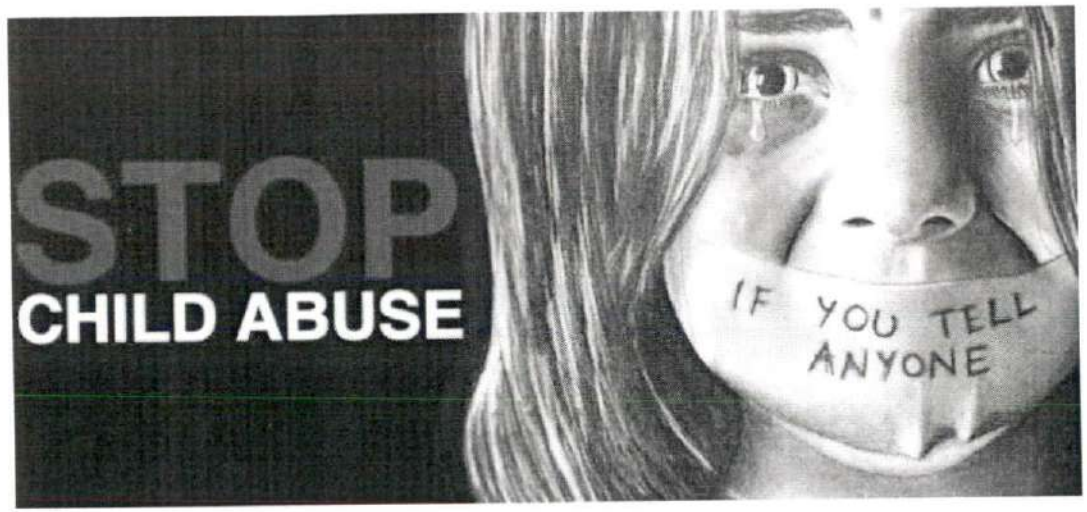


CHILD ABUSE

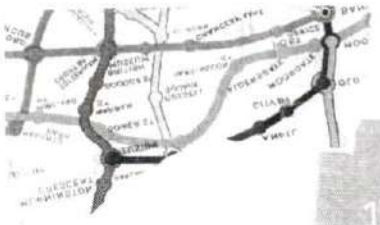


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Near Balaji Mandir, Dombivli (East), 421203.

5/03/2023

Project Report of FYBAMMC Foundation Course-II

As a part of curriculum students were given Foundation Course project in groups.

Students were given project on topics like Changing lifestyle and impact on culture in a globalized, Trafficking of women- causes, effects and responses, Effects on youth of violence, aggression and negative television content, Work from home boon or bane, Increasing urbanization, problem of housing, health and sanitation and so on.

Outcome:

1. Project work heled students improve their communication and technical skills.
2. Since the Presentations were made by students so their presentation skill developed.
3. Group project improved the skill of team work among the students.
4. Students came to know about the various strata of society and the hardships which they are facing.
5. Students are somewhat aware of managing the stress and related issues during Pandemic.

Record of FYBAMMC Students

No of students submitted FC-II Projects	24
No of students absent	06
Total No of students	18

Faculty **Convenor**

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FOUNDATION COURSE-II

Class: FYBAMM 2023-24

SEM-II

FACULTY: Mrs. Babita Nagdev

PROJECT GUIDELINES

1. Group of 4 or 5 students to work on the Project
2. Project should be made with Powerpoint Presentation.
3. Title page font size 16, Times New Roman, Margin 1 inch all 4 sides. Internal content font size 14
4. The contents of the assignment should be arranged as per the following: Title page- Name of the topic, Team Members Name and Roll no, Subject name, Academic Year, Faculty Name.
5. Internal content: Introduction, Body of the topic arranged with clear headings and subheadings, Findings & Conclusion
6. A presentation has to be made covering all the content.
7. No copy pasting from websites, formatting to be done. All members should compulsorily present the same.
8. It is advisable while submitting the group list select the topic and mention the same to avoid duplication
9. Upon submission of the group list group numbers will be allotted to each of the group and presentations will be taken in that order.
10. No extension whatsoever will not be entertained.

ALL THE BEST. KEEP LEARNING.

Faculty

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Convenor



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Near Balaji Mandir, Dombivli (East), 421203

CERTIFICATE

This is to certify that Ms/Mr om.s.Dubey, Roll no AF23001has worked and duly completed her/his Project Work in Course **"Foundation Course II"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Effect of youth aggression violence and negative content under supervision of **Mrs. Babita Nagdev** for the Academic year

It is her/ his own work and facts reported by her/his personal findings and investigations.

FACULTY

Mrs. Babita Nagdev

COURSE COORDINATOR

Ms. Shweta Gopalakrishnan



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CERTIFICATE

This is to certify that Ms/Mr Vidhi Jadhav, Roll no AF23002 has worked and duly completed her/his Project Work in Course **"Foundation Course II"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Glabalization" under supervision of **Mrs. Babita Nagdev** for the Academic year 2024

It is her/ his own work and facts reported by her/his personal findings and investigations.

FACULTY
Mrs. Babita Nagdev

COURSE COORDINATOR
Ms. Shweta Gopalakrishnan

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CERTIFICATE

This is to certify that Ms/Mr Harsh Jagde, Roll no AF23003 has worked and duly completed her/his Project Work in Course **"Foundation Course II"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Challenges faced by migrated person" under supervision of **Mrs. Babita Nagdev** for the Academic year 2023-24

It is her/ his own work and facts reported by her/his personal findings and investigations.

FACULTY

Mrs. Babita Nagdev

COURSE COORDINATOR

Ms. Shweta Gopalakrishnan

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CERTIFICATE

This is to certify that Ms/Mr Jaya Sharma, Roll no AP2304 has worked and duly completed her/his Project Work in Course **"Foundation Course II"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Addiction of mobile. under supervision of **Mrs. Babita Nagdev** for the Academic year 2024

It is her/ his own work and facts reported by her/his personal findings and investigations.

FACULTY
Mrs. Babita Nagdev

COURSE COORDINATOR
Ms. Shweta Gopalakrishnan

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CERTIFICATE

This is to certify that Ms/Mr Namrata. Joshi, Roll no AF23005 has worked and duly completed her/his Project Work in Course **"Foundation Course II"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Addiction of Mobile" under supervision of **Mrs. Babita Nagdev** for the Academic year 2024.

It is her/ his own work and facts reported by her/his personal findings and investigations.

FACULTY

Mrs. Babita Nagdev

COURSE COORDINATOR

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This is to certify that Ms/Mr Priti Kushwaha, Roll no AF23006 has worked and duly completed her/his Project Work in Course **"Foundation Course II"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Addiction of mobile on Youth under supervision of **Mrs. Babita Nagdev** for the Academic year 2024

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This is to certify that Ms/Mr Vidhi. Mehta, Roll no AF2300P has worked and duly completed her/his Project Work in Course **"Foundation Course II"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Effects on youth of aggression, violence and negative content" under supervision of **Mrs. Babita Nagdev** for the Academic year 2023-2024

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This is to certify that Ms/Mr Khushi mishra, Roll no AF23010 has worked and duly completed her/his Project Work in Course **"Foundation Course II"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "effect on youth of aggression violence and negative content under supervision of **Mrs. Babita Nagdev** for the Academic year

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This is to certify that Ms/Mr Sandhya. Mooparar, Roll no AF2302 has worked and duly completed her/his Project Work in Course **"Foundation Course II"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Challenges faced by migrated person. under supervision of **Mrs. Babita Nagdev** for the Academic year 23-24

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This is to certify that ~~Ms~~/Mr Anurag prajapati, Roll no AF23013has worked and duly completed her/his Project Work in Course **"Foundation Course II"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Challenges faced by migratio persons under supervision of **Mrs. Babita Nagdev** for the Academic year 2024

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This is to certify that Ms/Mr Zoya Sayad, Roll no AF017 has worked and duly completed her/his Project Work in Course **"Foundation Course II"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Addiction of mobile on youth" under supervision of **Mrs. Babita Nagdev** for the Academic year 2024

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This is to certify that Ms/Mr Kajal yadav, Roll no 23 has worked and duly completed her/his Project Work in Course **"Foundation Course II"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Globalisation" under supervision of **Mrs. Babita Nagdev** for the Academic year 2024

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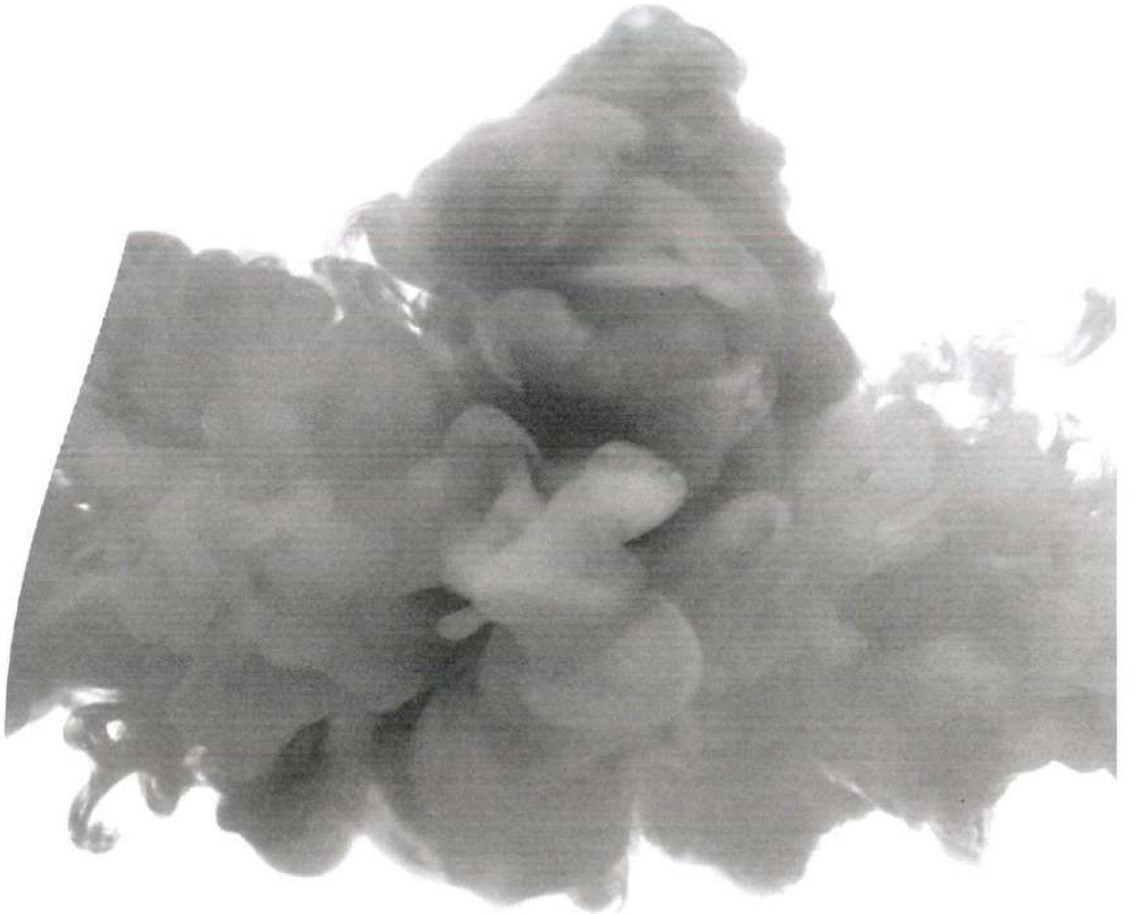
This is to certify that Ms/Mr Rohan Kashive, Roll no 25 has worked and duly completed her/his Project Work in Course **"Foundation Course II"** for First Year of Bachelor of Arts Mass Media and communication and her/his project is entitled, "Globalisation" under supervision of **Mrs. Babita Nagdev** for the Academic year 2024

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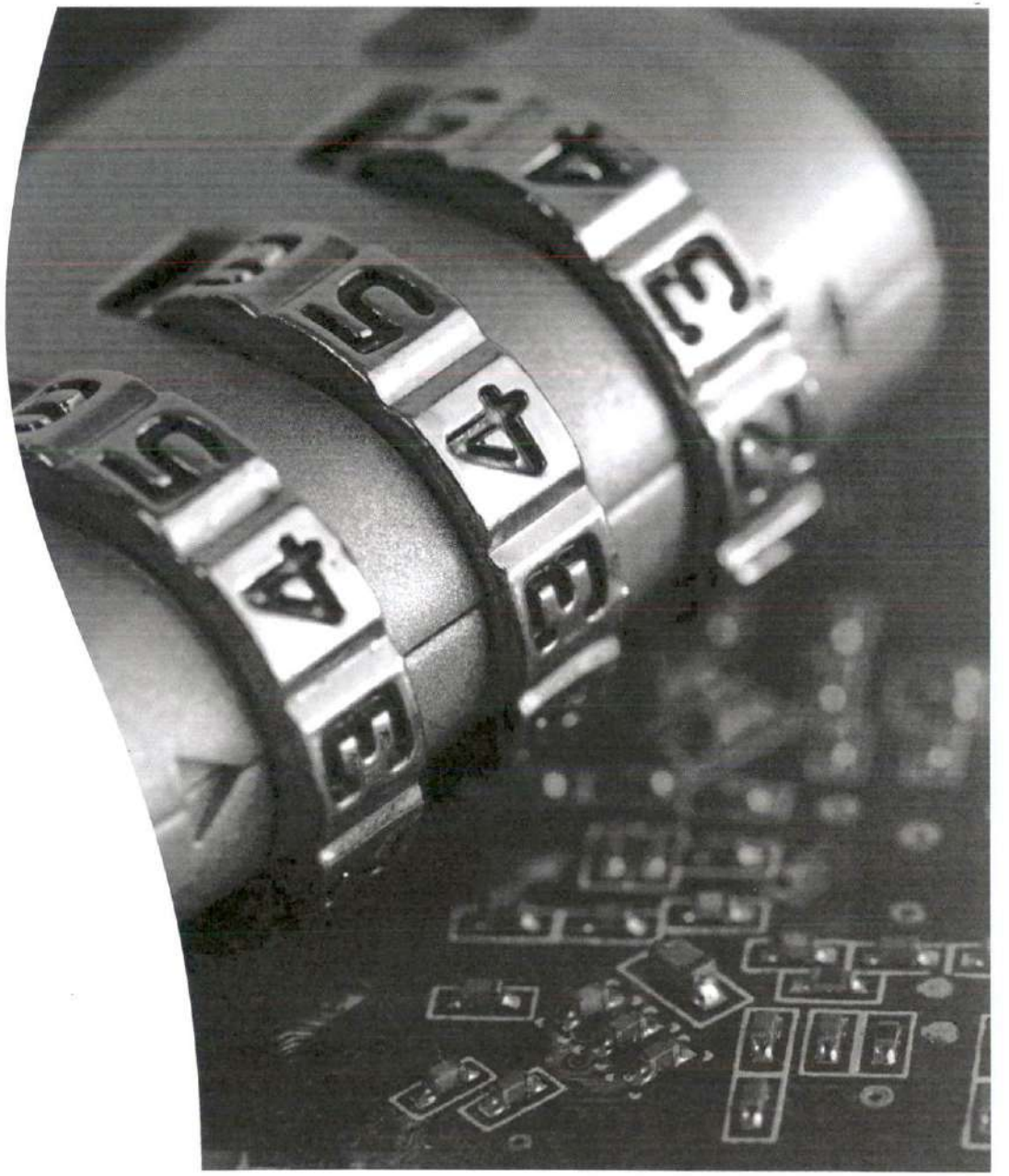
Subject – Foundation Course II



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Topic Effects of addiction to mobile phone on youth \ children

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Mobile Phone Addiction



- Impaired Cognitive Function
- Excessive use of mobile phones can impair cognitive function, which includes memory, attention, and problem-solving skills.
- Several studies have shown that prolonged exposure to mobile phones can lead to poor performance in memory and attention tasks.



Sleep Disturbances

The blue light emitted by mobile phones can interfere with the body's natural sleep cycle.

Exposure to this light can suppress the production of melatonin, which is a hormone that regulates sleep.

This can lead to insomnia and other sleep-related disorders.

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Increased Stress Levels

Mobile phones can also contribute to increased stress levels. Anxiety and stress might result from the continual notifications and messages.

The need to stay connected and available at all times can also create a feeling of pressure, which can have a negative impact on mental health.



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Eye Strain and Vision Problems

Staring at the small screen of mobile phones for extended periods can cause eye strain and fatigue.

This can lead to headaches, dry eyes, and other vision problems. Children are particularly vulnerable to these effects, as their eyes are still developing.

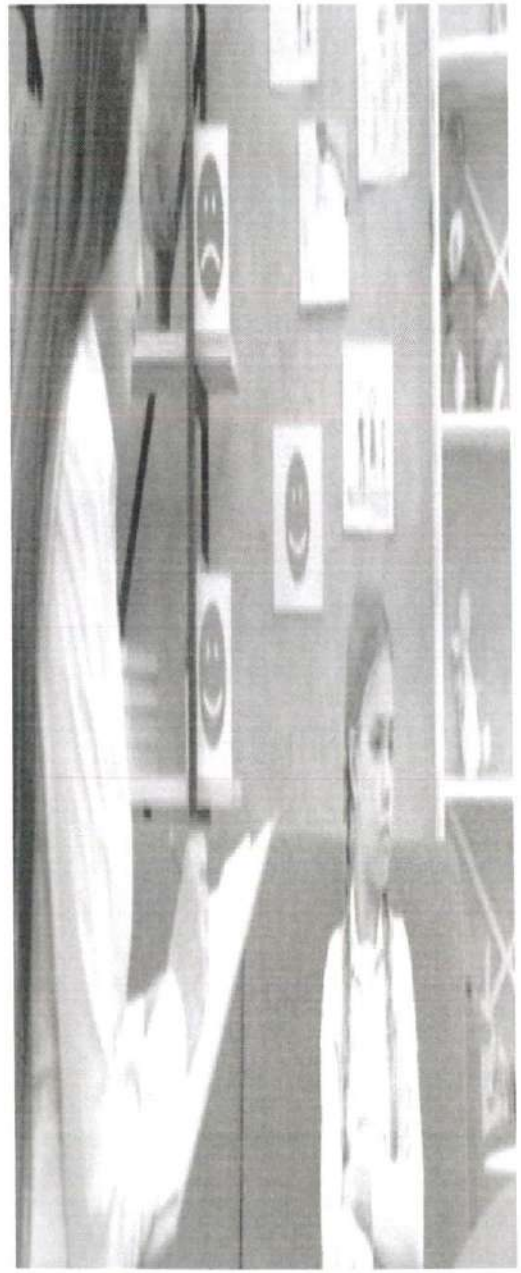


Decreased Social Skills

Excessive use of mobile phones can also lead to decreased social skills.

Children who spend a lot of time on their phones may have difficulty interacting with others and developing social skills.

This can lead to a lack of empathy and understanding of social cues.



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- Addiction
- Mobile phone addiction is a growing concern, especially among young people.
- The constant need to check the phone and stay connected can lead to addictive behaviour.
- Addiction to mobile phones can have a negative impact on mental health, relationships, and academic performance



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Role of smart phones in the lives of Indian youth

Smartphones play a huge role in the lives of Indian youth.

Smartphones enable instantaneous communication and access to information.

Smartphones have had a huge impact in the lives of the Indian youth in spheres such as health, education, work and family.

Indian youth can work remotely from their smartphones.13 Mar 2020



Conclusion

mobile phones have become an essential part of our daily lives, but their excessive use can have harmful effects on our health, especially the brain.

It is essential to limit our exposure to mobile phones and adopt healthy habits to reduce the risk of these harmful effects.

As parents and educators, it is essential to educate children about the risks associated with excessive mobile phone use and promote healthy habits for their overall well-being.



Thank you



FC II PROJECT

Topic:- Challenges faced by migrated person

Team member Names:- Harsh jagde , Anurag prajapati , Parth patange , Rohit mohite

Rutvik patil , Sandhya moopanar



Introduction

- Migration, whether voluntary or forced, entails a profound upheaval in an individual's life, often accompanied by a myriad of challenges.
- From cultural adaptation to navigating legal complexities, migrants encounter a spectrum of obstacles as they forge new lives in unfamiliar territories.
- Understanding the multifaceted nature of these challenges is crucial in crafting effective support systems and policies to facilitate the integration and well-being of migrants.
- This introduction will delve into some of the primary challenges faced by migrated individuals, shedding light on the complexities of their experiences and the imperative need for holistic approaches to address their needs.



Migrated individuals often face various challenges are as follows:-

- Cultural Adjustment
- Language Barrier
- Employment Issues
- Social Integration
- Legal and Administrative Hurdles
- Discrimination and Prejudice
- Financial Challenges
- Family Separation



Cultural Adjustment

- Cultural adjustment is one of the most significant challenges migrants encounter when relocating to a new country or region. It involves adapting to the values, customs, norms, and social behaviors of the host society, which can differ significantly from those of their country of origin. This adjustment process can be complex and often presents several distinct challenges:
- 1.Social customs and norms
- 2. Cultural values and belief
- 3.Stereotyping and discrimination



- 4. Food and dietary habits
- 5.Social networks and Support systems
- 6.Identity and selfconcept
- These cultural adjustment challenges requires a multifaceted approach that acknowledges the complexities of migrant experiences and provides tailored support in areas such as language education, cultural orientation programs, community integration initiatives, and anti-discrimination policies. By fostering an inclusive and supportive environment, host societies can facilitate the successful integration and well-being of migrants, ultimately enriching the diversity and vitality of their communities.



Language Barriers

- Language barriers represent a significant challenge for migrants relocating to a new country or region. Communication is fundamental to daily life, social interactions, accessing services, and employment opportunities. When migrants are unable to effectively communicate in the language of their new environment, they face a multitude of challenges:
- 1. Limited access to services
- 2.Difficulty in employment
- 3. Social isolation



- 4. Educational challenges
- 5.Difficulty in navigating daily life
- 6.Cultural misinterpretations
- language barrier challenges requires targeted interventions and support services, including language education programs, interpretation and translation services, cultural orientation workshops, and community-based language exchange initiatives. By investing in language support resources and promoting linguistic diversity, host societies can facilitate the integration and inclusion of migrants, enabling them to fully participate and contribute to their new communities.



Employment Issues

- Securing suitable employment is a crucial aspect of the migrant experience, as it not only provides economic stability but also plays a significant role in social integration and overall well-being. However, migrants often face various challenges in the job market of their host country, including:
- 1. Recognition of qualifications
- 2.Lack of local experience
- 3.Discrimination and bias
- 4.Underemployment and skills mismatch



- 5.Unstable employment
- 6.Cultural differences in workplace
- Employment issues faced by migrants requires a multifaceted approach that involves collaboration between government agencies, employers, community organizations, and migrant support services. Strategies may include initiatives to promote diversity and inclusion in the workforce, improve recognition of foreign qualifications, provide language and vocational training programs, combat discrimination and bias, and facilitate access to information and resources for job seekers. By addressing these challenges, host societies can harness the talents and contributions of migrants, fostering economic growth, innovation, and social cohesion.



Social Integration

- Social integration refers to the process by which migrants become active participants in the social, cultural, economic, and political life of their host society. While migration offers opportunities for personal growth and enrichment, migrants often encounter various challenges in the process of integrating into their new communities. Some of the key challenges include:
- 1. Language and communication barriers
- 2. Cultural adjustment
- 3.Social networks and Support systems



Legal and Administrative Hurdles

- When migrants relocate to a new country, they often encounter various legal and administrative hurdles, especially concerning employment and residency. Some of the key challenges they may face include:
- 1.Work permits and visas
- 2.Recognition of qualifications
- 3.Language and cultural barriers
- 4.Labour laws and Employment Rights



- 5. Residency and documentation
- 6. Access to social services and benefits
- 7. Dicscrimination and xenophobia
- 8. Family renunification
- Legal and administrative hurdles requires collaboration between governments, employers, civil society organizations, and migrants themselves to ensure fair and inclusive policies and practices that facilitate successful integration and contribute to the social and economic development of both migrants and their host communities.



Discrimination and Prejudice

- Discrimination and prejudice are significant challenges faced by migrants when relocating to a new country. These hurdles can manifest in various forms and contexts, impacting migrants' access to employment, housing, education, healthcare, and other essential services. Here's a detailed overview of the discrimination and prejudice hurdles faced by migrants:
- 1.Racial and ethnic discrimination
- 2.language barriers
- 3.Employment discrimination
- 4.Housing discrimination



- 5.Access to services
- 6. Xenophobia and stereotyping
- 7.Legal and policy discrimination
- 8. Intersectional discrimination
- Discrimination and prejudice against migrants requires comprehensive measures, including legal protections, anti-discrimination policies, public education campaigns, intercultural dialogue, and efforts to promote diversity, inclusion, and equality in all sectors of society. Civil society organizations, human rights advocates, governments, employers, and individuals all have a role to play in combating discrimination and fostering a more inclusive and welcoming environment for migrants in their host communities.



Financial Challenges

- Financial challenges are common for migrants when they relocate to a new country. These challenges can arise due to various factors related to employment, living expenses, currency exchange rates, and access to financial services. Here's a detailed overview of the financial challenges faced by migrants:
- 1.Employment opportunities
- 2.Lower wages and Economic precarity
- 3.Remittances and financial obligations
- 4.Housing costs



- 5.Education and training costs
- 6.Healthcare expenses
- 7.Banking and financial Inclusions
- 8.Currency rate changes and Economic volatility
- 9.Debt and financial obligations
- 10.Retirement and pension planning
- Financial challenges requires comprehensive support mechanisms, including access to fair employment opportunities, affordable housing, healthcare services, financial education, and social protection programs tailored to the needs of migrant populations. Governments, employers, financial institutions, and civil society organizations all have a role to play in promoting financial inclusion, stability, and resilience among migrants in their host communities.



Family Separation

- Family separation is a significant and often traumatic challenge faced by migrants when they relocate to a new country. This separation can occur for various reasons, including economic opportunities, political instability, conflict, or seeking refuge from persecution. Here's a detailed overview of the family separation challenges faced by migrants:
- 1.legal barriers to family reunification
- 2.Financial constraints
- 3.Emotional toll
- 4.Parental Separation and child welfare



- 5. Impact on spousal relationships
- 6.Legal and cultural Differences in Custody And guardianship
- 7.Risk of trafficking and exploitation
- 8.Challenges in integration and settlement
- Challenges of family separation requires a comprehensive and rights-based approach that prioritizes the reunification of families, protects the best interests of children, and provides support services, legal assistance, and psychosocial support to affected individuals and families. Governments, international organizations, civil society groups, and community networks all have a role to play in advocating for policies and practices that facilitate family unity and ensure the well-being of migrant families.



Conclusion

- In conclusion, migrated individuals face a myriad of challenges as they navigate the complex process of relocating to a new country. From legal and administrative hurdles to discrimination, financial strains, and family separation, each obstacle presents unique barriers to their integration and well-being. These challenges not only impact migrants themselves but also have broader implications for their families, communities, and the societies they seek to join.



TOPIC:-CHANGING LIFESTYLE AND IMPACT ON CULTURE IN A GLOBALIZED WORLD.

SUBJECT:-FOUNDATION COURSE II.

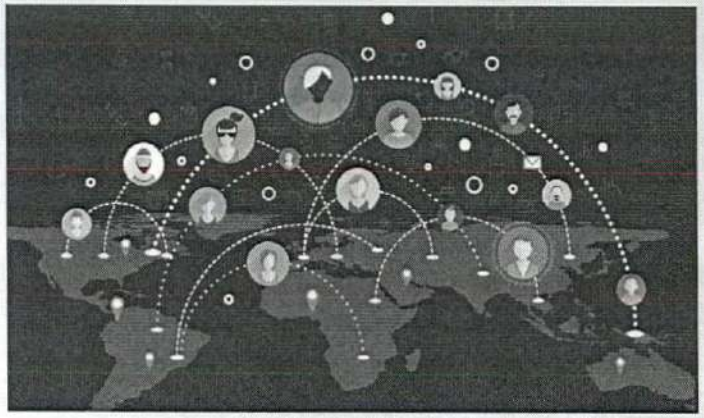


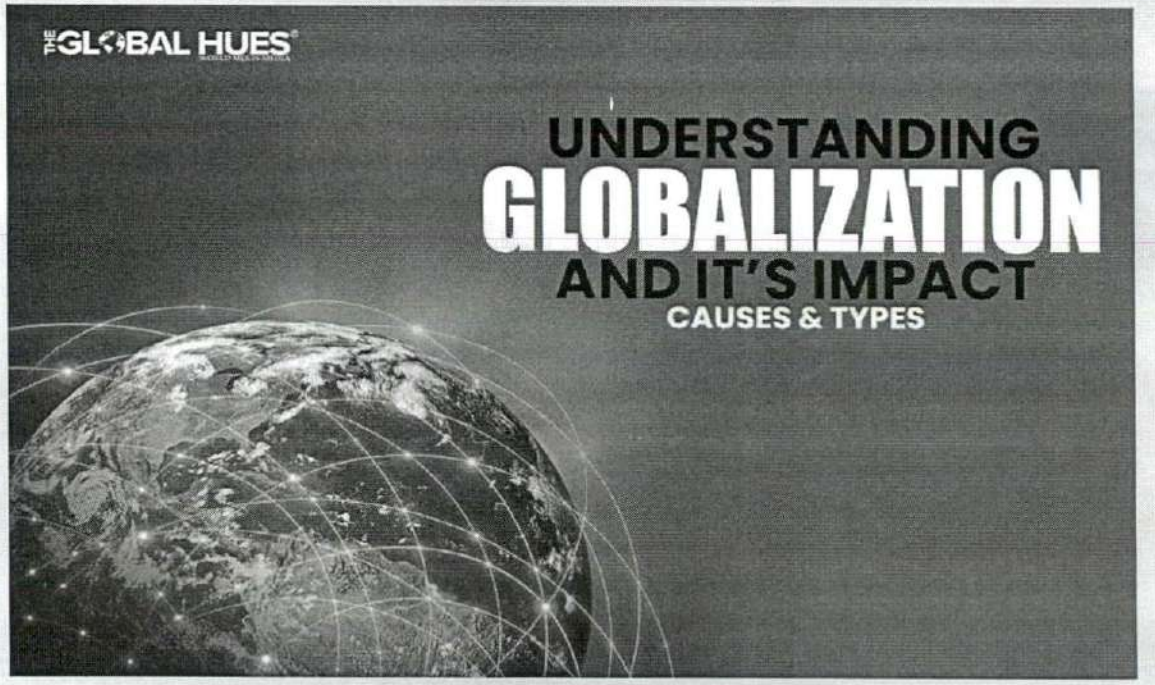
- **VIDHI JADHAV/**
- **AF23002**

- **ROHAN KATWE/**
- **AF23025**

- **KAJAL YADAV/**
- **AF23023**



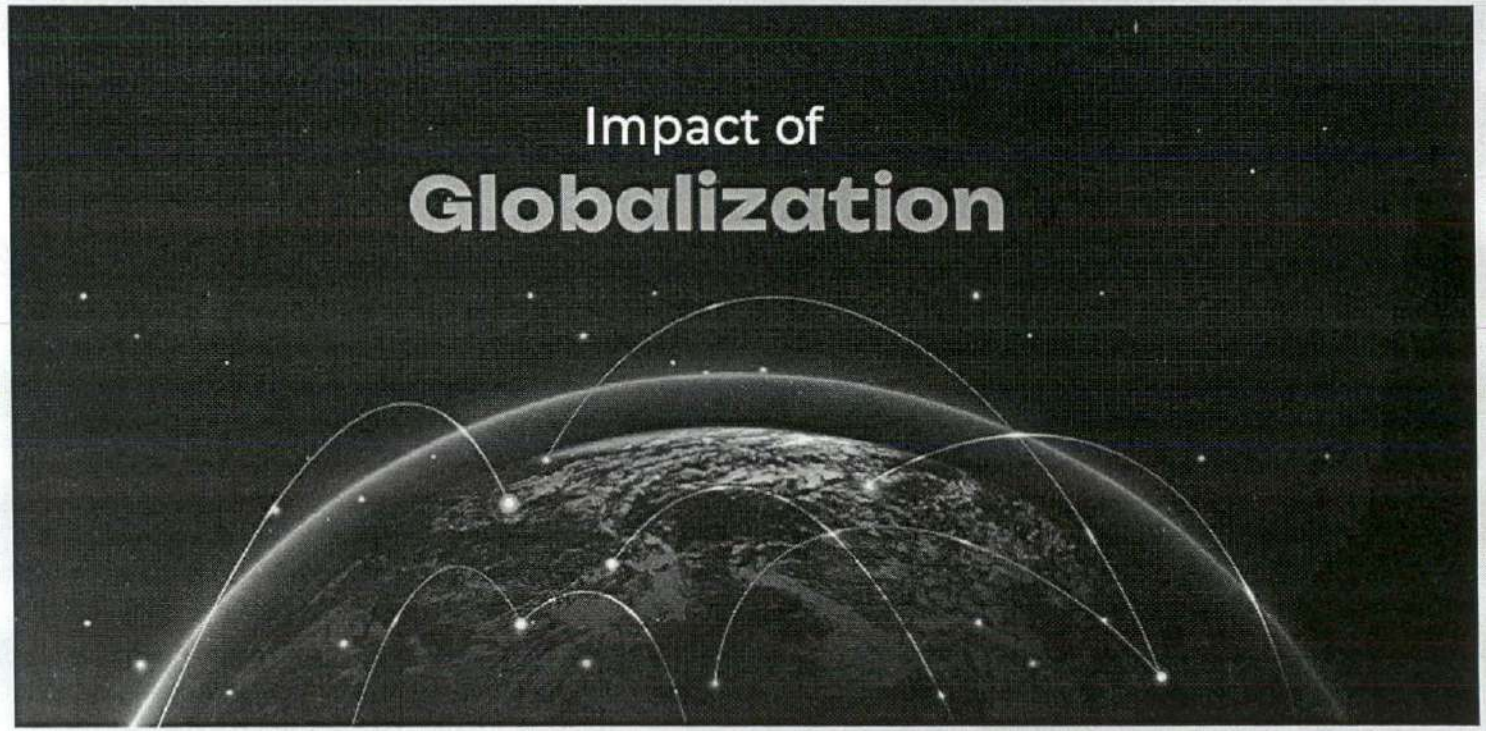




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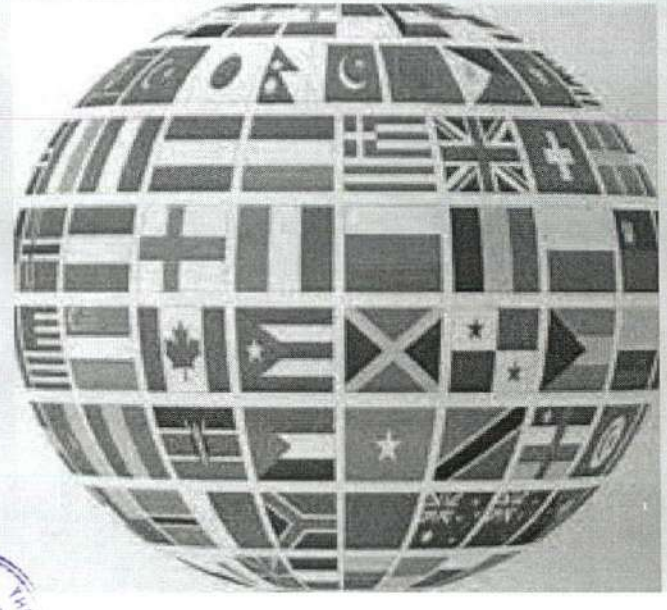
Introduction:

Define globalization and its implications on various aspects of life.Introduce the concept of lifestyle changes and their connection to globalization.Highlight the interconnectedness of cultures due to globalization

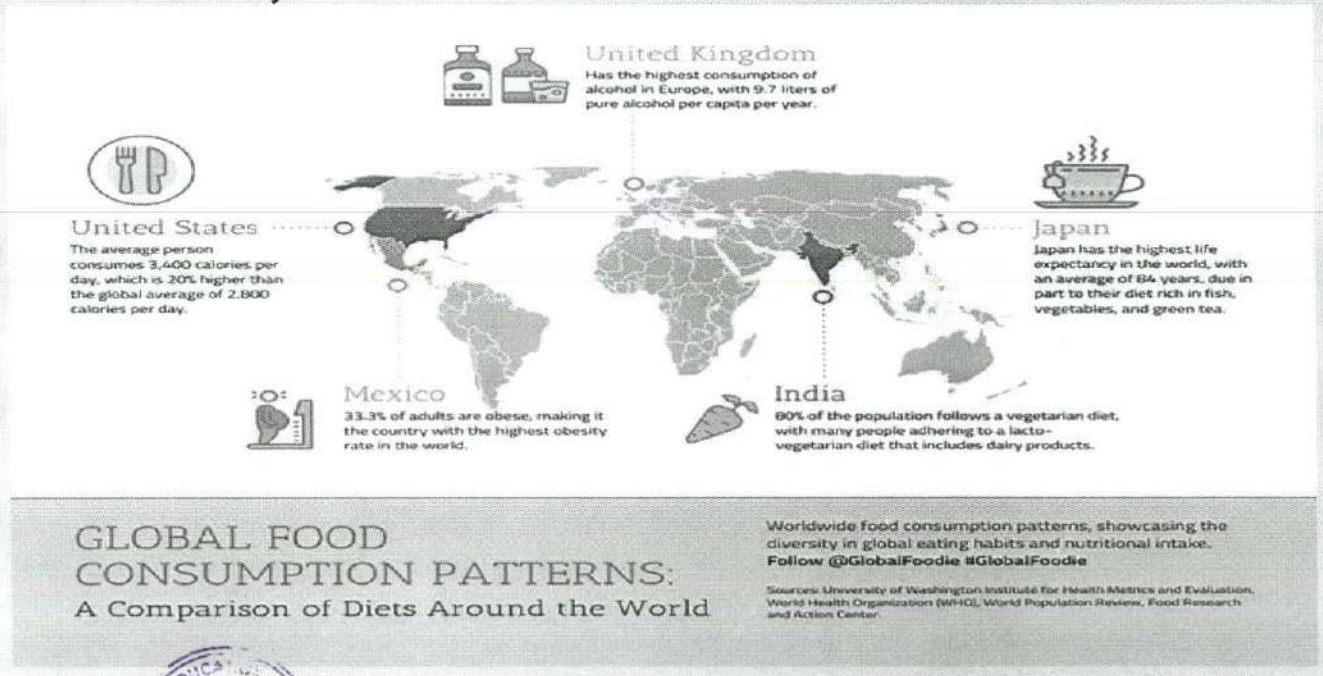


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1.Cultural Fusion: Globalization leads to increased interaction among people from different cultures, resulting in the blending of cultural practices, traditions, and norms.



2.Diverse Consumption Patterns: Changing lifestyles introduce new consumption patterns influenced by global trends, impacting traditional cultural practices related to food, fashion, entertainment, etc.



3. Migration and Diaspora: Migration trends lead to the dispersal of cultural practices as people move to new countries, bringing their traditions with them and often adopting aspects of their host culture

4.Technology and Communication: Advancements in technology enable instant communication and information sharing, facilitating the spread of ideas, values, and cultural norms across borders

5.Homogenization vs. Localization: Globalization can lead to the homogenization of culture as Western ideals dominate, but it also fosters localization as communities strive to maintain their unique cultural identities in the face of globalization.

6.Changing Family Structures: Modern lifestyles often deviate from traditional family structures, impacting social norms, gender roles, and intergenerational relationships within cultures.

7.Urbanization: Rapid urbanization accompanies globalization, influencing cultural dynamics through the creation of multicultural urban spaces where diverse lifestyles intersect.

8.Environmental Awareness: Shifting lifestyles towards sustainability and environmental consciousness create new cultural norms and practices, influencing consumption habits and societal values globally.

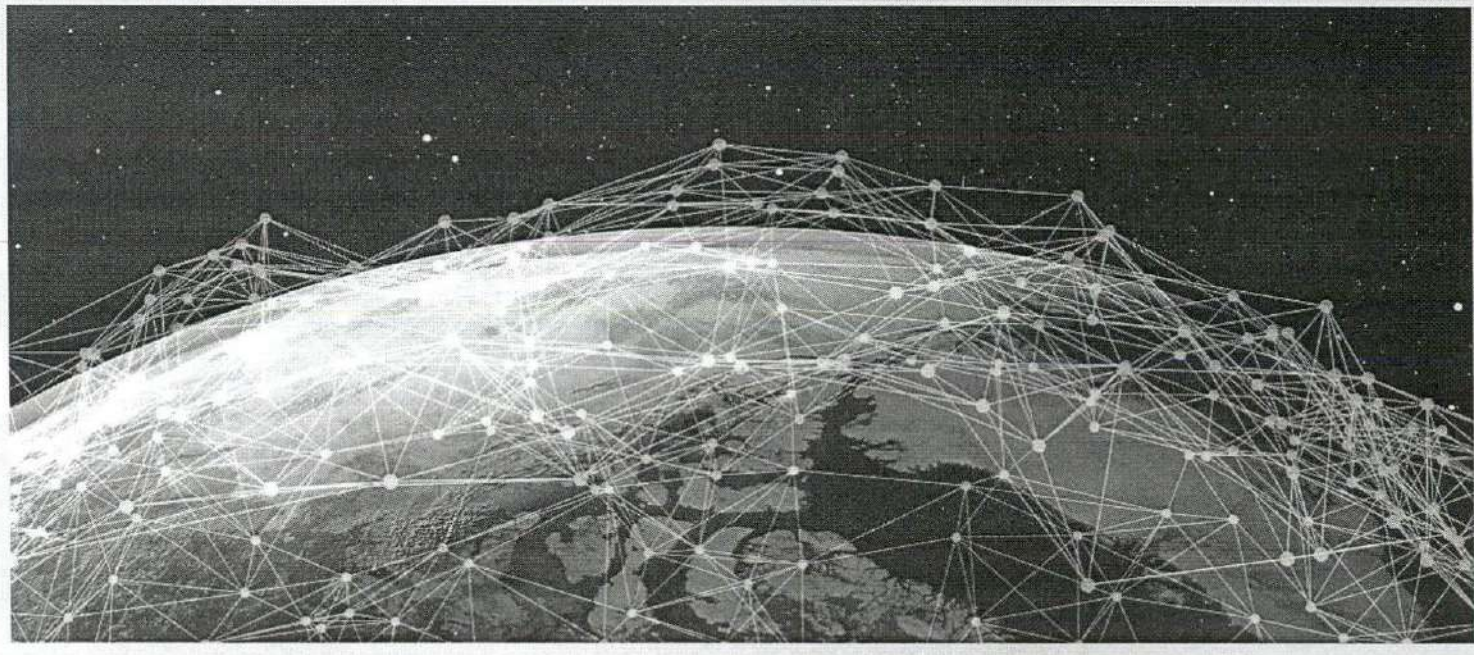
9.Media Influence: Global media platforms disseminate cultural content worldwide, shaping perceptions, aspirations, and behaviors, and sometimes leading to the adoption of foreign cultural practices.

10.culture resistance and revival :- In response to globalization , some communities actively resist cultural assimilation and work to revive or preserve their traditional practices, languages, and heritage.

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Conclusion:

Summarize the key points discussed regarding changing lifestyles and their impact on culture in a globalized world.Emphasize the importance of embracing cultural diversity and fostering mutual understanding in the face of globalization's challenges.Encourage further exploration and dialogue on the topic.



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COMMERCE

TOPIC:EFFECT ON YOUTH OF AGGRESSION,VIOLENCE AND NEGATIVE CONTENT

SUBJECT:FOUNDATION COURSE

TEAM 4:VIDHI MEHTA(AF23008)
KHUSHI MISHRA(AF23010)
OM.S.DUBEY(AF23001

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TOPICS

1. EFFECT OF AGGRESSION ON YOUTH
2. EFFECT OF NEGATIVE CONTENT ON YOUTH
3. EFFECT OF VIOLENCE ON YOUTH
4. MEASURES TO CURE VIOLENCE, AGGRESSION AND NEGATIVE CONTENT
5. REASON OF AGGRESSION, VIOLENCE, NEGATIVE CONTENT

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INTRODUCTION

- Exposure to aggression, violence, and negative content can have profound effects on youth.
- It can desensitize them to violence, increase aggressive behavior, and contribute to emotional and psychological problems such as anxiety, depression, and post-traumatic stress disorder
- Additionally, it can impair cognitive development, affect academic performance, and lead to social isolation or difficulty forming healthy relationships.
- Monitoring and regulating media consumption, along with promoting critical thinking skills and providing supportive environments, are essential in mitigating these negative effects.

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CAUSES OF AGGRESSION ON YOUTH

1. BIOLOGICAL Factors: Genetics, brain chemistry, and hormonal changes can play a role in predisposing some youth to aggression.

2. Environmental Factors:Exposure to violence, abuse, or neglect at home, school, or in the community can significantly influence aggressive behavior.

3. Family Dynamics: Inconsistent or harsh discipline, family conflict, and lack of parental supervision or support can contribute to the development of aggression in youth.

4. Peer Influence: Associating with peers who exhibit aggressive behavior or who condone violence can normalize aggression and encourage its expression in youth.

5. Media and Culture:Exposure to violent media content, including movies, video games, and online platforms, can desensitize youth to aggression and contribute to its normalization.

6. Psychological Factor: low self-esteem, poor impulse control, anger management issues, and mental health disorders such as conduct disorder or oppositional defiant disorder can contribute to aggressive behavior.

CAUSES OF VIOLENCE

1. Exposure to Violence: Witnessing or experiencing violence, whether at home, school, or in the community, can normalize aggressive behavior and increase the likelihood of youth resorting to violence themselves.

2. Family Environment;: Dysfunctional family dynamics, including domestic violence, neglect, abuse, or lack of parental supervision and support, can contribute to the development of violent tendencies in youth.

3. Socioeconomic Factors: Poverty, inequality, lack of access to education, and limited opportunities for employment or advancement can create environments where violence becomes more prevalent among youth.

4. Peer Influence:: Associating with peers who engage in violent behavior or who glorify violence can reinforce these behaviors and attitudes in youth.

5. Mental Health Issues:: Untreated mental health disorders, such as conduct disorder, oppositional defiant disorder, or impulse control disorders, can contribute to violent behavior in youth.

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CAUSES OF NEGATIVE CONTENT

Media Influence: Easy access to various forms of media, including television, movies, video games, and the internet, exposes youth to a wide range of negative content such as violence, explicit language, and inappropriate behaviors.

Parental Influence: Lack of parental supervision or guidance regarding media consumption can lead youth to access and engage with negative content without understanding its potential impact.

Cultural and Societal Norms Cultural attitudes and societal trends that glorify or normalize negative behaviors can influence youth to seek out and engage with such content.

Online Platforms: Social media and online platforms provide easy access to a vast array of content, including negative and harmful material, often without adequate age restrictions or content moderation.

Marketing and Advertising: Advertising campaigns targeting youth may promote negative content, such as unhealthy body images, substance use, or materialistic values, influencing their perceptions



EFFECT OF AGGRESSION ON YOUTH

1. Mental Health: Persistent aggression can lead to mental health issues such as anxiety, depression, and low self-esteem, affecting their overall well-being and quality of life.

2. Social Relationships:; Aggressive behavior can strain relationships with family, friends, and peers, leading to social isolation and difficulty forming meaningful connections.

3. Academic Performance: Aggression can disrupt concentration, impair learning, and lead to disciplinary issues at school, ultimately affecting academic achievement and future opportunities.

4. Physical Health: Engaging in aggressive behavior may increase the risk of physical injury, either through altercations with others or engaging in risky behaviors.

5. Legal Consequences: Severe or repeated acts of aggression may result in legal consequences, including juvenile delinquency charges or involvement with the criminal justice system, which can have long-term repercussions on their future.

6. Cycle of Violence: Experiencing or witnessing aggression in youth can perpetuate a cycle of violence, leading to a greater likelihood of engaging in aggressive behavior in adulthood and perpetuating the cycle across generations.



EFFECT OF VIOLENCE ON YOUTH

1. Physical Harm: Youth exposed to violence may suffer physical injuries, ranging from minor bruises to severe trauma or even death.

2. Emotional and Psychological Impact: Witnessing or experiencing violence can lead to emotional distress, including symptoms of anxiety, depression, post-traumatic stress disorder (PTSD), and other mental health issues.

3. Behavioral Changes: Exposure to violence can alter a youth's behavior, leading to aggression, anger, impulsivity, or withdrawal from social activities.

4. Academic Challenges: The emotional toll of violence can interfere with a youth's ability to concentrate, learn, and perform well in school, potentially leading to academic difficulties and lower educational attainment.

5. Relationship Strain: Violence can strain relationships with family members, peers, and other significant individuals in a youth's life, leading to feelings of mistrust, isolation, and difficulty forming healthy connections.

6. Long-Term Consequences: The effects of violence experienced during youth can have long-lasting consequences into adulthood, impacting future relationships, mental health, and overall well-being.

7. Risk of Revictimization: Youth who experience violence may be at increased risk of further victimization or involvement in violent situations, perpetuating a cycle of violence.

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EFFECT OF NEGATIVE CONTENT ON YOUTH

Psychological Impact:: Exposure to negative content such as violence, explicit language, or graphic imagery can lead to increased levels of anxiety, depression, and other mental health issues.

.Desensitization:: Overexposure to negative content may desensitize youth to its effects, leading to diminished empathy and sensitivity towards others' suffering or harmful behaviors.

3. Behavioral Changes: Consuming negative content can influence youth to mimic or normalize negative behaviors, such as aggression, substance abuse, or risky behaviors.

4. Distorted Perceptions: Negative content can distort youth's perceptions of reality, leading to unrealistic expectations, distorted body image, or skewed views of relationships and social interactions.

5. Academic Distractions: Spending excessive time consuming negative content can distract youth from their academic responsibilities, leading to decreased motivation, lower academic performance, and potential learning difficulties.

6. Social Effects: Negative content can impact youth's social interactions and relationships by promoting unhealthy attitudes, stereotypes, and values, leading to conflicts with peers or difficulty forming meaningful connections.

7. Risk-Taking Behaviors: Exposure to negative content, particularly content glorifying risky behaviors or substance use, can increase the likelihood of youth engaging in similar behaviors themselves.

MEASURES TO CURE AGGRESSION

1. Early Intervention: Identify and address signs of aggression early on through screenings, assessments, and interventions in educational and community settings.

2. Counseling and Therapy: Provide individual or group counseling sessions with trained mental health professionals to help youth understand and manage their emotions, develop coping strategies, and improve communication skills.

3. Anger Management Programs: Offer specialized anger management programs that teach youth techniques for recognizing and controlling their anger in constructive ways.

4. Skill-Building Programs: Implement programs that focus on teaching social skills, conflict resolution, empathy, and problem-solving skills to help youth navigate challenging situations without resorting to aggression.

5. Family Therapy:Involve families in therapy sessions to address underlying family dynamics, improve communication, and establish healthy boundaries and relationships.

6. Peer Support Groups: Create peer support groups or mentoring programs where youth can connect with others who have similar experiences and learn from positive role models.

7. Positive Reinforcement: Encourage and reward positive behaviors, attitudes, and achievements to reinforce pro-social behaviors and build



MEASURES TO CURE VIOLENCE

Conflict Resolution Training: Provide training in conflict resolution and non-violent communication skills to help youth resolve conflicts peacefully and manage anger constructively.

Mental Health Services: Ensure access to mental health services, including counseling and therapy, to address underlying mental health issues that may contribute to violent behavior.

Positive Role Models: Provide opportunities for youth to interact with positive role models, such as mentors, coaches, or community leaders, who can provide guidance, support, and encouragement.

Community Engagement:Engage the community in violence prevention efforts through collaboration with schools, law enforcement, local organizations, and residents. This can involve neighborhood watch programs, community events, and youth outreach initiatives.

7.Legal Consequences: Enforce consequences for violent behavior while also providing opportunities for rehabilitation and reintegration into the community, such as diversion programs o

SUPPORT:address the impact of trauma on youth who have experienced violence or other adverse experiences, providing trauma-informed care and support services.

Promoting Safe Environments: Create safe and supportive environments in schools, neighborhoods, and homes by addressing factors such as poverty, inequality, and lack of access to resources.

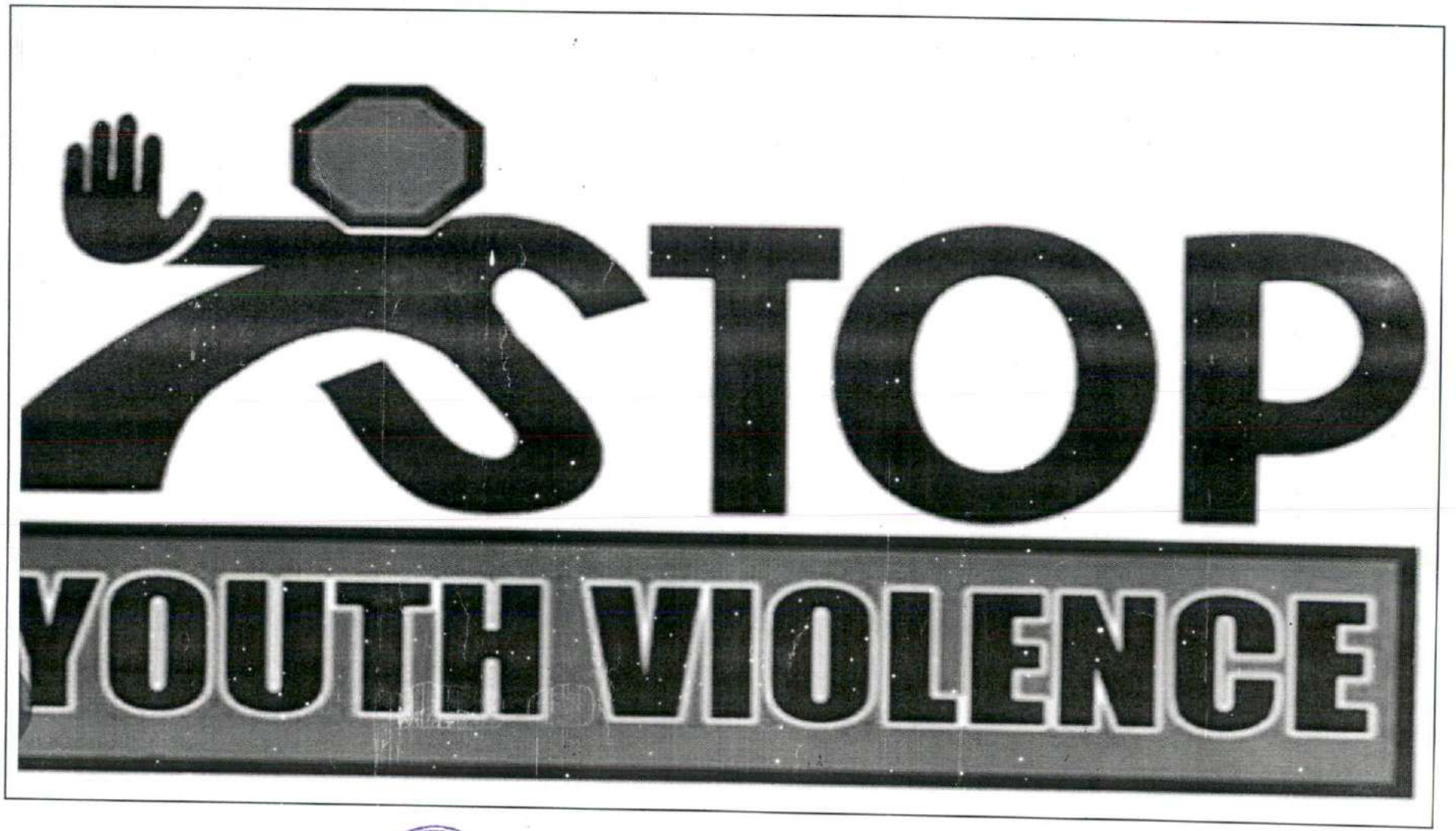


MEASURE TO CURE NEGATIVE CONTENT ADDICTION

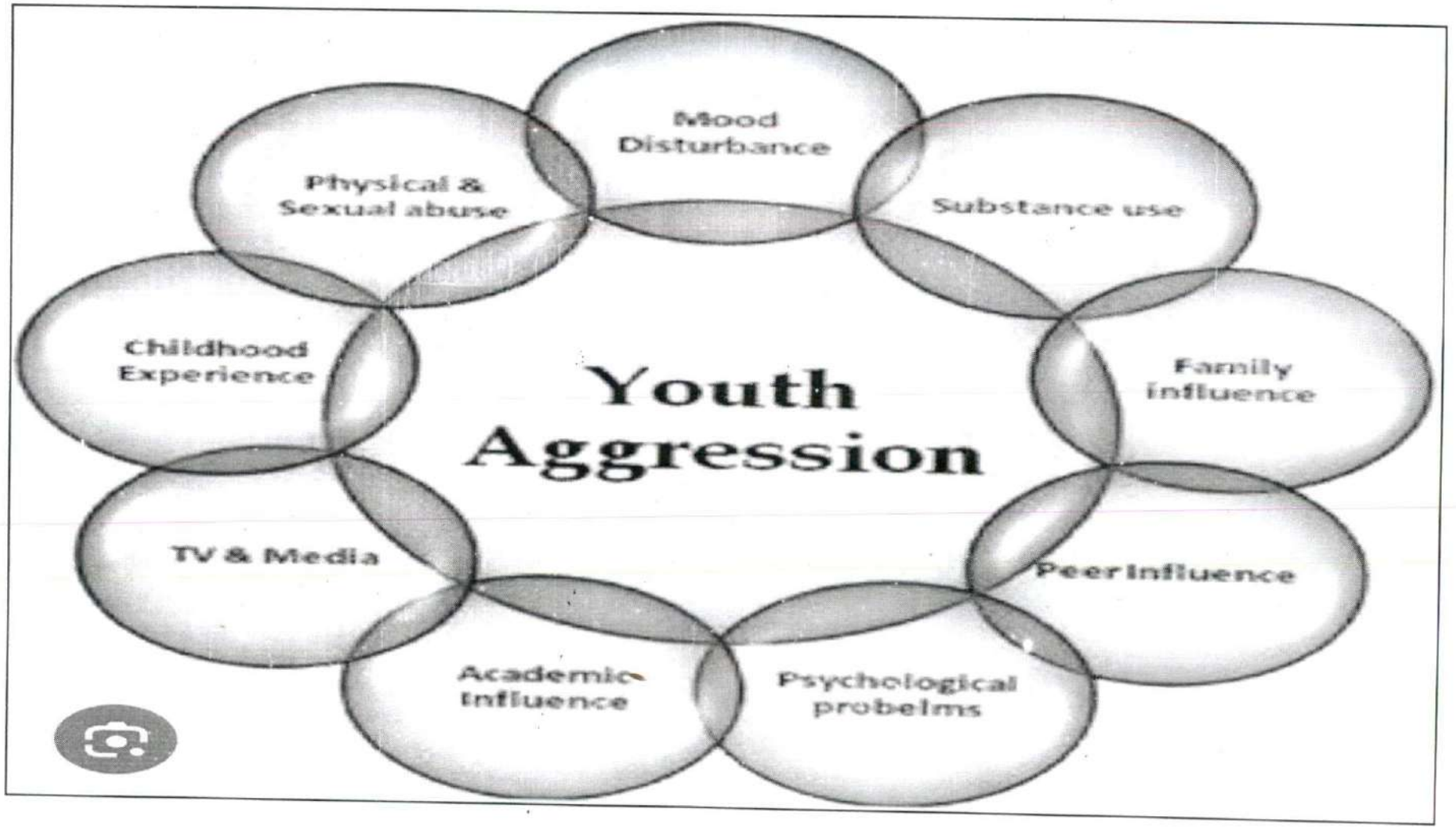
,Education: Implement comprehensive media literacy programs in schools and communities to teach youth critical thinking skills, help them analyze and evaluate media content, and understand its potential impact on their attitudes and behaviors.

- Parental Guidance and Supervision**: Encourage parents to monitor their children's media consumption, set limits on screen time, and engage in open discussions about the content they are exposed to. Provide guidance on selecting age-appropriate and positive media alternatives.
- Healthy Coping Strategies: Teach youth healthy coping strategies to manage stress, boredom, and negative emotions without resorting to excessive screen time or seeking out negative content for stimulation.
- Promotion of Positive Activities**: Encourage participation in positive extracurricular activities, hobbies, and interests that promote personal growth, social connection, and skill development, reducing the desire for negative content consumption.
- Digital Well-being Tools**: Utilize digital well-being tools and features available on devices and platforms to monitor and manage screen time, set boundaries, and limit exposure to negative content.
- Counseling and Therapy: Offer counseling or therapy for youth struggling with negative content addiction to address underlying issues, build coping skills, and develop healthier behaviors and attitudes to media





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NAME : SINGH LAXMINARAYAN

ROLL NO : AF23022

SUBJECT : FC 2

TOPIC : CYBER CRIME



INTRODUCTION ;

Cybercrime refers to criminal activities carried out using computers, networks, and the internet. These crimes can range from hacking and identity theft to cyberbullying and financial fraud. With the increasing reliance on digital technologies, cybercrime has become a significant concern worldwide, posing threats to individuals, businesses, and governments. Cybercriminals use various techniques and tools to exploit vulnerabilities in computer systems and networks, often causing financial losses, data breaches, and disruption of services. Preventive measures such as cybersecurity protocols, encryption, and awareness campaigns are essential in combating cybercrime.

HOW CYBER CRIME STARTED?

The roots of cybercrime can be traced back to the early days of computer technology. In the 1960s and 1970s, as computers became more prevalent in businesses and institutions, individuals began exploiting vulnerabilities in these systems for personal gain or mischief. One of the earliest recorded instances of cybercrime was the case of the "414s" in 1983, where a group of hackers gained unauthorized access to various computer systems, including those at the Los Alamos National Laboratory and Sloan-Kettering Cancer Center.

As computer networks expanded in the 1980s and 1990s, so did cybercriminal activities. The emergence of the internet provided new avenues for exploitation, leading to the proliferation of malware, phishing scams, and online fraud. The 1990s saw high-profile cyberattacks such as the Morris Worm, one of the first internet worms, and the theft of credit card information from online retailers.

Since then, the sophistication and frequency of cybercrime have continued to increase, driven by advancements in technology and the growing interconnectedness of digital systems. Today, cybercriminals employ a wide range of tactics, including ransomware, data breaches, and social engineering attacks, posing significant challenges to individuals, businesses, and governments worldwide.

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Why cyber crime happens?

Cybercrime occurs for various reasons, often stemming from the intersection of technology, human behavior, and societal factors. Here are some detailed explanations of why cybercrime happens:

1. Financial Gain: One of the primary motivations for cybercriminals is financial profit. They may engage in activities such as identity theft, credit card fraud, ransomware attacks, and online scams to steal money or valuable information from individuals, businesses, or financial institutions.

2. Anonymity and Impunity: The anonymity provided by the internet allows cybercriminals to operate with reduced risk of being identified and prosecuted. This sense of impunity encourages individuals to engage in illegal activities online without fear of consequences, making cybercrime an attractive option for some.

3. Exploitation of Vulnerabilities: As technology continues to advance, new vulnerabilities and weaknesses emerge in computer systems, networks, and software. Cybercriminals exploit these vulnerabilities to gain unauthorized access, steal data, or disrupt services for personal gain or malicious intent.

4. Global Reach: The internet has no geographical boundaries, allowing cybercriminals to target victims worldwide from anywhere in the world. This global reach provides cybercriminals with a vast pool of potential targets and makes it challenging for law enforcement agencies to investigate and prosecute cybercrimes effectively.

5. Ease of Access to Tools and Resources: With the proliferation of hacking tools, malware-as-a-service, and online forums for sharing knowledge and techniques, cybercrime has become more accessible to individuals with limited technical skills. This democratization of cybercrime lowers the barrier to entry, attracting a wider range of actors to engage in illegal activities online.

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6. Political and Ideological Motivations: Some cybercrimes are motivated by political or ideological agendas, such as hacktivism, cyber espionage, or cyberterrorism. These individuals or groups may target government agencies, corporations, or other entities to protest, disrupt operations, or steal sensitive information for political purposes.

7. Insider Threats: Insider threats, where individuals with authorized access to systems or information misuse their privileges for personal gain or malicious intent, pose a significant risk to organizations. These insiders may engage in activities such as data theft, sabotage, or espionage, often resulting in significant financial and reputational damage.

8. Social Engineering and Psychological Manipulation: Cybercriminals often use social engineering tactics to manipulate individuals into divulging sensitive information or performing actions that compromise their security. Techniques such as phishing, pretexting, and baiting exploit human psychology and trust to deceive victims and facilitate cybercrimes.

In summary, cybercrime happens due to a combination of factors, including financial incentives, anonymity, technological vulnerabilities, global connectivity, accessibility to tools, ideological motivations, insider threats, and psychological manipulation. Addressing cybercrime requires a multi-faceted approach involving technological solutions, legal frameworks, education, and awareness initiatives to mitigate risks and protect individuals, businesses, businesses, and societies from cyber threats.

How do we get protected from cyber crime ?

Protecting yourself from cybercrime involves adopting a proactive approach and implementing various measures to safeguard your personal information, devices, and online activities. Here are some steps you can take to enhance your cybersecurity:

1. Use Strong and Unique Passwords: Create complex passwords for your online accounts, combining uppercase and lowercase letters, numbers, and special characters. Avoid using easily guessable information such as your name or birthdate. Consider using a reputable password manager to securely store and manage your passwords.



2. Enable Multi-Factor Authentication (MFA): Enable MFA whenever possible to add an extra layer of security to your accounts. MFA requires you to provide two or more forms of verification (e.g., a password and a one-time code sent to your phone) to access your accounts, making it harder for cybercriminals to gain unauthorized access.

3. Keep Software and Devices Updated: Regularly update your operating system, software applications, and antivirus programs to patch known vulnerabilities and protect against malware and other cyber threats. Enable automatic updates whenever possible to ensure you stay protected against the latest security risks.

4. Be Cautious of Phishing Attempts: Exercise caution when clicking on links or downloading attachments from unfamiliar or suspicious emails, text messages, or social media messages. Phishing attacks often masquerade as legitimate communications to trick you into disclosing sensitive information or installing malware on your device.

5. Secure Your Wi-Fi Network: Change the default password and encryption settings on your Wi-Fi router to prevent unauthorized access to your network. Use strong encryption protocols such as WPA2 or WPA3 and consider hiding your network's SSID (service set identifier) to make it less visible to potential attackers.

6. Use Secure Connections: When accessing sensitive websites or transmitting confidential information online, ensure you use secure connections by looking for HTTPS in the URL and a padlock icon in the browser's address bar. Avoid connecting to public Wi-Fi networks for sensitive transactions unless using a virtual private network (VPN) for encryption.

7. Backup Your Data Regularly: Backup important files and data regularly to an external hard drive, cloud storage service, or offline storage device. In the event of a ransomware attack or data loss incident, having backups ensures you can restore your files and minimize the impact on your digital assets.



8. Educate Yourself and Stay Informed: Stay informed about the latest cybersecurity threats and trends by following reputable sources of information such as cybersecurity blogs, news websites, and official advisories from cybersecurity organizations. Educate yourself and your family members about common cyber threats and best practices for staying safe online.

By following these cybersecurity best practices and remaining vigilant, you can reduce the risk of falling victim to cybercrime and protect your personal information, financial assets, and digital privacy. Remember that cybersecurity is an ongoing effort, and staying proactive is key to staying ahead of cyber threats.

Certainly, here are the advantages and disadvantages of cybercrime:

Advantages:

1. **Potential for High Financial Gain:** Cybercriminal activities such as identity theft, phishing scams, and ransomware attacks can yield significant financial profits for perpetrators, often with relatively low risk of detection compared to traditional crimes.

2. **Anonymity and Impunity:** The anonymity provided by the internet allows cybercriminals to operate with reduced risk of being identified and apprehended by law enforcement agencies, leading to a sense of impunity and emboldening individuals to engage in illegal activities online.

3. **Global Reach and Scalability:** Cybercrime can be perpetrated from anywhere in the world, targeting victims across geographical boundaries without the need for physical presence or infrastructure. This global reach and scalability increase the potential impact and profitability of cybercriminal operations.

4. **Exploitation of Technological Vulnerabilities:** Cybercriminals exploit vulnerabilities in computer systems, networks, and software to gain unauthorized access, steal data, or disrupt

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services for personal gain or malicious intent, often leveraging advanced techniques and tools to evade detection.

5. **Innovation and Adaptability:** Cybercriminals continuously innovate and adapt their tactics, techniques, and procedures (TTPs) to circumvent security measures and exploit emerging technologies, staying one step ahead of defenders and law enforcement agencies in the cat-and-mouse game of cybersecurity.

Disadvantages:

1. **Financial Losses and Economic Impact:** Cybercrime can result in significant financial losses for individuals, businesses, and governments, including direct costs associated with theft, fraud, and extortion, as well as indirect costs such as damage to reputation, loss of trust, and disruption of operations.

2. **Violation of Privacy and Data Breaches:** Cybercriminal activities such as data breaches, hacking, and espionage compromise the privacy and security of individuals' personal information, leading to identity theft, blackmail, and other forms of exploitation, as well as undermining trust in digital services and platforms.

3. **Disruption of Critical Infrastructure:** Cyberattacks targeting critical infrastructure sectors such as energy, transportation, healthcare, and finance can disrupt essential services, endangering public safety, causing widespread disruption, and potentially leading to physical harm or loss of life in extreme cases.

4. **Loss of Intellectual Property and Innovation:** Intellectual property theft and corporate espionage undermine innovation and competitiveness by depriving businesses of their proprietary information, trade secrets, and research and development efforts, hindering economic growth and technological advancement.

5. **Social and Psychological Impact:** Cybercrime can have significant social and psychological consequences for victims, including stress, anxiety, and emotional distress, as well



as social stigma and reputational damage, leading to long-term psychological harm and diminished quality of life.

In summary, while cybercrime offers perpetrators opportunities for financial gain, anonymity, and global reach, its disadvantages far outweigh any perceived benefits, resulting in significant financial, social, and psychological costs for individuals, businesses, and society as a whole. Addressing cybercrime requires a concerted effort involving collaboration between stakeholders, investment in cybersecurity infrastructure and capabilities, and raising awareness about cyber threats and best practices for prevention and mitigation.



Conclusion

In conclusion, cybercrime is a pervasive and evolving threat in the digital age, encompassing a wide range of criminal activities carried out using computers, networks, and the internet. From financial fraud and identity theft to ransomware attacks and social engineering scams, cybercriminals exploit vulnerabilities in technology and human behavior to achieve their malicious objectives. The proliferation of digital technologies, interconnected systems, and global connectivity has facilitated the growth of cybercrime, posing significant risks to individuals, businesses, and governments worldwide.

To combat cybercrime effectively, it is essential for individuals, organizations, and policymakers to prioritize cybersecurity measures and adopt a multi-faceted approach. This includes implementing robust security protocols, such as strong passwords, encryption, and multi-factor authentication, as well as staying informed about the latest cyber threats and best practices for staying safe online. Collaboration between stakeholders, including government agencies, law enforcement, industry partners, and cybersecurity professionals, is crucial in addressing cybercrime and mitigating its impact on society.

Ultimately, by raising awareness, fostering a culture of cybersecurity, and leveraging technological solutions, we can work towards building a safer and more resilient digital ecosystem, where individuals and organizations can confidently navigate the digital landscape without falling victim to cyber threats. However, it is important to recognize that cybersecurity is an ongoing challenge that requires continuous vigilance and adaptation to stay ahead of emerging threats and protect against cybercrime in an ever-evolving threat landscape.



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Project Report of FYBAMMC (Effective Communication-I)

As a part of curriculum students were given Effective communication project in individual/groups.

Students were given project on topics: Verbal communication, Presentation skills, Branding, public relations etc.

Outcome:

1) Project work helped students to improve their communication skills.

2) The project improved the skills of team work and leadership among the students.

3) Students came to know about the various aspects of effective communication.

Record of FYBAMMC (Effective Communication-I)

No of students submitted the project	20
No of students Absent	04
Total No of students	24

Faculty

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Guidelines for Project

1. Individual Assignment

2. Assignment should be in word document as well as in PPT

3. The content of the Assignment should be arranged as per the following:

   - Title page- Name of the topic, Student Name, Roll no, Subject Name, Academic Year, Faculty Name.
   - Introduction
   - Body of the topic with clear heading and sub heading
   - Findings and conclusion.

4. A presentation for the same has to be made with total 10-15 slides covering all the content.

5. Presentation for the same has to be given by the students.

6. No copy pasting from the websites.

7. Soft copy of the presentation has to be uploaded to the provided drive link before the presentation.

8. Upon submission of the PPT students will be allotted numbers and the presentation will be taken in that order only.

9. No extension whatsoever will be entertained.

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Project Report of FYBAMMC (Visual Communication)

As a part of curriculum students were given Visual communication project in individual/groups.

Students were given project on topics: Concept of visual communication, elements of design etc.

Outcome:

1) Project work helped students to articulate the role of visual communication within the society and thereby to implement the creative process to solve diverse visual communication problems.

2) The project improved the skills of team work and leadership among the students.

3) Students were able to create original works of fine and applied arts.

Record of FYBAMMC (Visual Communication)

No of students submitted the project	20
No of students Absent	04
Total No of students	24

Faculty

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Project Report of FYBAMMC

(Fundamentals of Mass Communication)

As a part of curriculum students were given Fundamentals of mass communication project in individual/groups.

Students were given project on topics: Concept of models of communication, role of advertisement, new emerging media etc.

Outcome:

1) Project work helped students to develop a critical understanding of mass communication models.

2) The project improved the skills of team work and leadership among the students.

3) It also helps to understand the concept of new media and media convergence and its implications.

Record of FYBAMMC (Fundamentals of Mass Communication)

No of students submitted the project	15
No of students Absent	09
Total No of students	24

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Project Report of FYBAMMC (Current Affairs)

As a part of curriculum students were given current affairs project in individual/groups.

Students were given project on topics: New education policy, Impact of covid on Indian economy etc.

Outcome:

1) Project work helped students to generate interest among the learners about burning issues covered in the media

2) The project improved the skills of team work and leadership among the students.

3) It also equip students with the basic understanding of politics, economics, environment and technology so that they can grasp the relevance of related news.

Record of FYBAMMC (Current Affairs)

No of students submitted the project	21
No of students Absent	03
Total No of students	24

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Project Report of FYBAMMC (History of Media)

As a part of curriculum students were given History of media project in individual/groups.

Students were given project on topics: Role of newspaper in Indian independence, Role of media during emergency etc.

Outcome:

1) Project work helped students to understand media through key events in the cultural history.

2) The project improved the skills of team work and leadership among the students.

3) It also helped students to understand the values that shaped and continues to influence Indian mass media.

Record of FYBAMMC (History of Media)

No of students submitted the project	20
No of students Absent	04
Total No of students	24

Faculty

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Project Report of FYBAMMC (Effective Communication-II)

As a part of curriculum students were given Effective communication project in individual/groups.

Students were given project on topics: Book reviews, communication Etiquettes etc.

Outcome:

1) Project work helped students to improve their communication skills.

2) The project improved the skills of teamwork and leadership among the students.

3) Students came to know about the various aspects of effective communication.

Record of FYBAMMC (Effective Communication-II)

No of students submitted the project	18
No of students Absent	06
Total No of students	24

Faculty

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Guidelines for Project

1. Individual Assignment

2. Assignment should be in word document as well as in PPT

3. The content of the Assignment should be arranged as per the following:

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   - Findings and conclusion.

4. A presentation for the same has to be made with total 10-15 slides covering all the content.

5. Presentation for the same has to be given by the students.

6. No copy pasting from the websites.

7. Soft copy of the presentation has to be uploaded to the provided drive link before the presentation.

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9. No extension whatsoever will be entertained.

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Project Report of FYBAMMC (Content Writing)

As a part of curriculum students were given content writing project in individual/groups.

Students were given project on topics: Homophones and common errors in English, creative usage of phrases etc.

Outcome:

1) Project work helped students to cope up with the tools that would help them communicate effectively.

2) The project improved the skills of team work and leadership among the students.

3) It also helps the students to draw the essence of situations and develop clarity of thought.

Record of FYBAMMC (Content Writing)

No of students submitted the project	18
No of students Absent	06
Total No of students	24

Faculty

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Guidelines for Project

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Project Report of FYBAMMC (Introduction to Advertising)

As a part of curriculum students were given Introduction to advertising project in individual/groups.

Students were given project on topics: Ethics and laws in advertising, social, cultural and economic impact of advertising etc.

Outcome:

1) Project work helped students to provide with the basic understanding of advertising, growth, importance and types.

2) It helps the students to comprehend advertising campaigns, tools, models etc

3) Also provides students with various advertising trends, and future.

Record of FYBAMMC (Introduction to Advertising)

No of students submitted the project	19
No of students Absent	05
Total No of students	24

Faculty

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Project Report of FYBAMMC (Introduction to Journalism)

As a part of curriculum students were given Introduction to Journalism project in individual/groups.

Students were given project on topics: Journalism in India, Principles and format, career in journalism.

Outcome:

1) Project work helped students to acquaint themselves with an influential medium of journalism that holds the key to opinion formation & to create awareness.

Record of FYBAMMC (Introduction to Journalism)

No of students submitted the project	19
No of students Absent	05
Total No of students	24

Faculty

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Project Report of FYBAMMC (Media, Gender & Culture)

As a part of curriculum students were given Media, Gender & Culture project in individual/groups.

Students were given project on topics: Concept related to culture, culture and media, globalization and media culture etc.

Outcome:

1) Project work helped students to understand the association between the media, gender and culture in the globalised era.

Record of FYBAMMC (Media, Gender & Culture)

No of students submitted the project	19
No of students Absent	05
Total No of students	24

Faculty

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Project Report of SYBAMMC (Electronic Media-I)

As a part of curriculum students were given Electronic Media-I project in individual/groups.

Students were given project on topics: Introduction to sound, visuals, Electronic news gathering etc.

Outcome:

1) Project work helped students to develop critical thinking about media and its process.

2) It also boosts productivity and enhances flexibility for workers and employers.

Record of SYBAMMC (Electronic Media-I)

No of students submitted the project	16
No of students Absent	4
Total No of students	20

Faculty

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Project Report of SYBAMMC

(Corporate communication and public relation)

As a part of curriculum students were given corporate communication and public relation project in individual/groups.

Students were given project on topics: Corporate communication, Ethics related to corporate communication etc.

Outcome:

1) Project work helped students to prepare for effective and ethical public communication on behalf of the organizations.

2) It also boosts productivity and enhances flexibility for workers and employers.

Record of SYBAMMC (Corporate communication and public relation)

No of students submitted the project	19
No of students Absent	1
Total No of students	20

Faculty

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Project Report of SYBAMMC (Media Studies)

As a part of curriculum students were given Media Studies project in individual/groups.

Students were given project on topics: Relevance connection to the culture, literature, media and identity etc.

Outcome:

1) Project work helped students to become aware about the various impacts of media on the masses.

2) It also helps to improve the literacy skills and abilities in other subjects.

Record of SYBAMMC (Media Studies)

No of students submitted the project	20
No of students Absent	Nil
Total No of students	20

Deepika
Faculty

Convenor

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Project Report of SYBAMMC (Introduction to Photography)

As a part of curriculum students were given Introduction to Photography project in individual/groups.

Students were given project on topics: The click magic, Image sensor, viewfinder, the eye of camera etc.

Outcome:

1) Project work helped students to understand the working mechanism and production of the camera at the basic level in the context of the historical process.

Record of SYBAMMC (Introduction to Photography)

No of students submitted the project	19
No of students Absent	01
Total No of students	20

Faculty

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Project Report of SYBAMMC (Film Communication-I)

As a part of curriculum students were given Film Communication-I project in individual/groups.

Students were given project on topics: Early cinema, Major film movements and its impact.

Outcome:

1) Project work helped students to understand the conceptual understanding of various movie cultures.

Record of SYBAMMC (Film Communication-I)

No of students submitted the project	16
No of students Absent	04
Total No of students	20

Faculty

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Project Report of SYBAMMC (Computers and Multimedia-I)

As a part of curriculum students were given Computers and Multimedia-I project in individual/groups.

Students were given project on topics: Photoshop workspace, image editing, working with text etc.

Outcome:

1) Project work helped students to understand what goes behind the scene and help them choose their stream.

2) It helps the students to work on small scale projects during the academic period.

Record of SYBAMMC (Computers and Multimedia-I)

No of students submitted the project	20
No of students Absent	Nil
Total No of students	20

Faculty

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Project Report of SYBAMMC (Computer Multimedia-II)

As a part of curriculum students were given Computer Multimedia-II for media project in individual/groups.

Students were given project on topics: Working with multiple images, mixing, editing, wonders of blend mode etc.

Outcome:

1) Project work helped students to learn and to be media industry ready. This also help students to be aware of the minimum requirement of the software when stepping in the industry.

2) It also helped students to work on small scale projects during the academic period.

Record of SYBAMMC (Computer Multimedia-II)

No of students submitted the project	19
No of students Absent	01
Total No of students	20

G. Athalwa

Faculty

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Project Report of SYBAMMC (Electronic Media-II)

As a part of curriculum students were given Electronic Media-II project in individual/groups.

Students were given project on topics: Introduction to sound, visuals, Electronic news gathering etc.

Outcome:

1) Project work helped students to develop critical thinking about media and its process.

2) It also boosts productivity and enhances flexibility for workers and employers.

Record of SYBAMMC (Electronic Media-II)

No of students submitted the project	19
No of students Absent	01
Total No of students	20

Faculty

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Project Report of SYBAMMC (Film communication-II)

As a part of curriculum students were given Film communication-II for media project in individual/groups.

Students were given project on topics: Regional cinema, Hindi cinema, film making, cinema now etc.

Outcome:

1) Project work helped students in bringing the awareness of cinema of different regions.

2) Students were also able to understand the contribution of cinema in society

3) They also learned How to make technically and grammatically good films

4) Careers in films

Record of SYBAMMC (Film communication-II)

No of students submitted the project	19
No of students Absent	01
Total No of students	20

Faculty

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Project Report of SYBAMMC (Media Laws and ethics)

As a part of curriculum students were given Media Laws and ethics for media project in individual/groups.

Students were given project on topics: core value of the constitution, judicial infrastructure etc.

Outcome:

1) Project work helped students in understanding of laws those impact the media

2) It helps students to acquire knowledge of media ethics and social responsibility.

Record of SYBAMMC (Media Laws and ethics)

No of students submitted the project	19
No of students Absent	01
Total No of students	20

Faculty

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Project Report of SYBAMMC (Mass media research)

As a part of curriculum students were given Mass media research for media project in individual/groups.

Students were given project on topics: Research design, data collection and its methodology etc.

Outcome:

1) Project work helped students in understanding the scope and techniques of media research, their utility and limitations

2) It also helped students to debates in Research approaches and equip them with tools to carry on research

Record of SYBAMMC (Mass media research)

No of students submitted the project	18
No of students Absent	2
Total No of students	20

Faculty

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Project Report of SYBAMMC (Writing and editing for media)

As a part of curriculum students were given Writing and editing for media project in individual/groups.

Students were given project on topics: writing for print media, writing for broadcast, digital media.

Outcome:

1) Project work helped students to understand similarities and differences in writing for all forms of media including the internet and digital.

2) It also provides basic proficiency in proofreading and editing.

Record of SYBAMMC (Writing and editing for media)

No of students submitted the project	19
No of students Absent	01
Total No of students	20

Faculty

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Project Report of TYBAMMC (Copy writing)

As a part of curriculum students were given Copy writing for media project in individual/groups.

Students were given project on topics: Idea generation techniques, Tran's creativity etc.

Outcome:

1) Project work helped students to learn the process of creating original, strategic, compelling copy for various mediums.

2) It helped to train students to generate, develop and express ideas effectively

3) To learn the rudimentary techniques of advertising headline and body copywriting, the economy of words and thought peculiar to this type of writing, and the necessity of creative thinking in written expression

Record of TYBAMMC (Copy writing)

No of students submitted the project	10
No of students Absent	Nil
Total No of students	10

R. Mishra
Faculty

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Project Report of TYBAMMC (Advertising & Marketing Research)

As a part of curriculum students were given Advertising & Marketing Research for media project in individual/groups.

Students were given project on topics: Fundamentals of research, research design, preparing questionnaire etc.

Outcome:

1) Project work helped students to understand research methodologies – Qualitative Vs Quantitative

2) To understand the scope and techniques of Advertising and Marketing research, and their utility.

Record of TYBAMMC (Advertising & Marketing Research)

No of students submitted the project	10
No of students Absent	Nil
Total No of students	10

Faculty

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Project Report of TYBAMMC (Agency Management)

As a part of curriculum students were given Agency Management for media project in individual/groups.

Students were given project on topics: Account Planning, client servicing, advertising campaign management etc.

Outcome:

1) Project work helped students to understand with concepts, techniques and give experience in the application of concepts for developing an effective advertising campaign.

2) It also inculcate competencies thereby enabling to undertake professional work with advertising industry.

Record of TYBAMMC (Agency Management)

No of students submitted the project	10
No of students Absent	Nil
Total No of students	10

Deepika
Faculty

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Project Report of TYBAMMC (Brand Building)

As a part of curriculum students were given Brand Building for media project in individual/groups.

Students were given project on topics: Brand positioning, brand leveraging, brand strategies etc.

Outcome:

1) Project work helped students to understand the awareness and growing importance of Brand Building

2) It helped to know how to build, sustain and grow brands

3) To know the various new way of building brands

Record of TYBAMMC (Brand Building)

No of students submitted the project	10
No of students Absent	Nil
Total No of students	10

R Agarwal.

Faculty

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Project Report of TYBAMMC (Consumer Behaviour)

As a part of curriculum students were given consumer behavior for media project in individual/groups.

Students were given project on topics: Marketing of consumer behaviour, determinants of consumer behaviour etc.

Outcome:

1) To understand the sociological & psychological perspective of consumer behaviour

2) To introduce students to the complexities of consumer behaviour, its importance in marketing & advertising

3) To sensitize students to the changing trends in consumer behaviour.

Record of TYBAMMC (Consumer Behavior))

No of students submitted the project	09
No of students Absent	01
Total No of students	10

Faculty

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Project Report of TYBAMMC

(GLOBALIZATION AND INTERNATIONAL ADVERTISING)

As a part of curriculum students were given GLOBALIZATION AND INTERNATIONAL ADVERTISING for media project in individual/groups.

Students were given project on topics: Global communication, Flows of global content, understanding of international advertising etc.

Outcome:

1) Project work helped students to understand and develop media student's understanding on Global Brands.

2) It helped students to formulate international advertising campaign by identifying strategies, barriers, challenges, and steps to create international advertising.

Record of TYBAMMC
(GLOBALIZATION AND INTERNATIONAL ADVERTISING)

No of students submitted the project	09
No of students Absent	01
Total No of students	10

Faculty

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Project Report of TYBAMMC

(REPORTING)

As a part of curriculum students were given REPORTING for media project in individual/groups.

Outcome:

1) It enable students to become Reporters which is supposed to be a prerequisite while entering into the field of Journalism.

2) It enable students understand basic ethos of the news and news-gathering

3) It helps to inculcate the skills for investigative journalism.

Record of TYBAMMC
(REPORTING)

No of students submitted the project	06
No of students Absent	Nil
Total No of students	06

S Bhosle
Faculty

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Project Report of TYBAMMC

(INVESTIGATIVE JOURNALISM)

As a part of curriculum students were given **INVESTIGATIVE JOURNALISM** for media project in individual/groups.

Outcome:

1) It helps to understand the role of investigative reporting in modern journalism.

2) To learn to conduct investigative research in an ethical manner.

3) To acquire advanced investigative journalistic skills.

Record of TYBAMMC
(INVESTIGATIVE JOURNALISM)

No of students submitted the project	06
No of students Absent	Nil
Total No of students	06

Faculty

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Project Report of TYBAMMC

(GLOBAL MEDIA & CONFLICT RESOLUTION)

As a part of curriculum students were given **GLOBAL MEDIA & CONFLICT RESOLUTION** for media project in individual/groups.

Outcome:

1) To help students understand the difference in the role and structure of the media across the globe.

2) To develop an understanding of the hold of media conglomerates and the issues of cultural differences.

3) To help students appreciate the potential of media in resolving conflicts.

Record of TYBAMMC
(GLOBAL MEDIA & CONFLICT RESOLUTION)

No of students submitted the project	06
No of students Absent	Nil
Total No of students	06

Faculty

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Project Report of TYBAMMC

(BUSINESS & FINANCIAL JOURNALISM)

As a part of curriculum students were given **BUSINESS & FINANCIAL JOURNALISM** for media project in individual/groups.

Outcome:

1) The overall objective of this course is to provide students with the background, knowledge and skills necessary to be business and financial journalists.

2) To create awareness about the importance of business and financial news and its role in coverage, reporting and editing.

Record of TYBAMMC
(BUSINESS & FINANCIAL JOURNALISM)

No of students submitted the project	06
No of students Absent	Nil
Total No of students	06

Faculty

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Project Report of TYBAMMC

(NEWS MEDIA MANAGEMENT)

As a part of curriculum students were given **NEWS MEDIA MANAGEMENT)** for media project in individual/groups.

Outcome:

1) To make students aware about the responsibilities, structure and functioning of responsibilities of an organization.

2) Students will be able to analyse individual media businesses and understand the Economic drivers of the media economy.

Record of TYBAMMC
(NEWS MEDIA MANAGEMENT))

No of students submitted the project	06
No of students Absent	Nil
Total No of students	06

Faculty

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Project Report of TYBAMMC

(JOURNALISM AND PUBLIC OPINION)

As a part of curriculum students were given (**JOURNALISM AND PUBLIC OPINION)** for media project in individual/groups.

Outcome:

1) To understand the role of media in influencing and impacting Public opinion.

2) To analyse the formation of Public opinion through digital and social media.

3) To analyse the impact of the media on public opinion on socio-economic issues.

Record of TYBAMMC
(JOURNALISM AND PUBLIC OPINION)

No of students submitted the project	06
No of students Absent	Nil
Total No of students	06

Faculty

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Project Report of TYBAMMC (Advertising)

(MEDIA PLANNING & BUYING)

As a part of curriculum students were given (**Media planning & buying**)) for media project in individual/groups.

Outcome:

1) To develop knowledge of major media characteristics.
2) To understand procedures, requirements, and techniques of media planning and buying.
3) To learn the various media mix and its implementation.

Record of TYBAMMC
(Media planning & buying)

No of students submitted the project	10
No of students Absent	Nil
Total No of students	10

Faculty

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Project Report of TYBAMMC (Advertising)

(RETAIL AND MERCHANDISING)

As a part of curriculum students were given (Retail and Merchandising) for media project in individual/groups.

Outcome:

1) To introduce the students the concept of Retailing.
2) To make them understand the strategies of Retail Marketing.
3) To make the students aware about the need of retail consumers and their behaviour.

Record of TYBAMMC
(Retail and Merchandising)

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No of students Absent	Nil
Total No of students	10

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3. The content of the Assignment should be arranged as per the following:

   - Title page- Name of the topic, Student Name, Roll no, Subject Name, Academic Year, Faculty Name.
   - Introduction
   - Body of the topic with clear heading and sub heading
   - Findings and conclusion.

4. A presentation for the same has to be made with total 10-15 slides covering all the content.

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6. No copy pasting from the websites.

7. Soft copy of the presentation has to be uploaded to the provided drive link before the presentation.

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9. No extension whatsoever will be entertained.

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Project Report of TYBAMMC (Advertising)

(ENTERTAINMENT AND MEDIA MARKETING)

As a part of curriculum students were given **(Entertainment and Media Marketing)** for media project in individual/groups.

Outcome:

1) To equip students with an understanding of marketing practices, frameworks, and trends in the Entertainment Sector.
2) Introducing the students to television industry and film industry.

Record of TYBAMMC
(Media planning & buying)

No of students submitted the project	10
No of students Absent	Nil
Total No of students	10

P Agarwal

Faculty

Convenor

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Project Report of TYBAMMC (Advertising)

(TELEVISION PROGRAM PRODUCTION)

As a part of curriculum students were given **(Television Program Production)** for media project in individual/groups.

Outcome:

1) Making Understand the Indian Television History.
2) Will help to analyse the cultural impact of television on the audience.
3) Understating Television Journalism.

Record of TYBAMMC
(Television Program Production)

No of students submitted the project	10
No of students Absent	Nil
Total No of students	10

Faculty

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Project Report of TYBAMMC (Journalism)

(DIGITAL MEDIA)

As a part of curriculum students were given (Digital Media) for media project in individual/groups.

Outcome:

1) Understand digital marketing platform.
2) Understand the key goals and stages of digital campaigns.
3) Understand the of use key digital marketing tools.

Record of TYBAMMC

(Digital Media)

No of students submitted the project	06
No of students Absent	Nil
Total No of students	06

Faculty

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Project Report of TYBAMMC (Journalism)

(NEWSPAPER AND MAGAZINE)

As a part of curriculum students were given (Newspaper and magazine) for media project in individual/groups.

Outcome:

1) The learner is required to understand the process of print media production since the content collection to the final print ready layout.
2) Learner should be able to reconstruct headlines suitable for the space keeping the core meaning and intensity intact.

Record of TYBAMMC

(Newspaper and magazine)

No of students submitted the project	06
No of students Absent	Nil
Total No of students	06

Faculty

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Project Report of TYBAMMC (Journalism)

(CONTEMPORARY ISSUES)

As a part of curriculum students were given (Contemporary Issues) for media project in individual/groups.

Outcome:

1) To stress the importance of social economic political aspects of the society as a media professional.
2) To understand the role of media as a strategy to create awareness on various issues and mobilise to bring social progress.

Record of TYBAMMC

(Contemporary Issues)

No of students submitted the project	06
No of students Absent	Nil
Total No of students	06

Faculty

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Project Report of TYBAMMC (Journalism)

(LIFE STLYE JOURNALISM)

As a part of curriculum students were given (Life style journalism) for media project in individual/groups.

Outcome:

1) Acquire a conceptual overview of lifestyle journalism and its function in the media industry.
2) It will teach students how to do lifestyle journalism with integrity, exploring the broader lifestyle field while focusing on a variety of sub-fields such as travel, music, movies, arts and food, along with students' special interests.

Record of TYBAMMC

(Life style journalism)

No of students submitted the project	06
No of students Absent	Nil
Total No of students	06

Faculty

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Project Report of TYBAMMC (Journalism)

(CRIME REPORTING)

As a part of curriculum students were given (Crime reporting) for media project in individual/groups.

Outcome:

1) There is a great deal of elements included while covering a news piece, either in print or advanced.

Record of TYBAMMC

(Crime reporting)

No of students submitted the project	06
No of students Absent	Nil
Total No of students	06

Faculty

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Project Report of TYBAMMC (Journalism)

(TELEVISION JOURNALSIM)

As a part of curriculum students were given (Television Journalism) for media project in individual/groups.

Outcome:

1) To provide students with technique of narration and storytelling.
2) To share the art of developing a story idea.
3) To acquaint and sensitize them through assignments to the issues of deprivation around us and using writing as a tool for social justice.

Record of TYBAMMC

(Television Journalism)

No of students submitted the project	06
No of students Absent	Nil
Total No of students	06

Faculty

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PROJECT DETAILS

BAF (2023-24)

The South Indian Association's

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Guidelines for Project

1. Make Group of 5 to work on the Project.
2. Project must be in the form of **Word Document**.
3. Formatting of **Project Text**
    a. Title page font size 14,
    b. Times New Roman,
    c. Margin 1 inch all 4 sides.
    d. Internal content font size 12
4. **The contents of the Project** should be arranged as per the following:
    - Title page-
        - Name of the topic,
        - Roll No. and Name of Team Members,
        - Academic year,
        - Faculty Name
    - Certificate (as per format provided)
    - Declaration (as per format provided)
    - Index (in tabular format)
    - Introduction
    - Objective of Study
    - Methodology used for data collection.
    - Data analysis
    - Findings & Conclusion
    - Bibliography - Please note don't mention search engine names. Ensure complete website address link, author name, page numbers.
5. The Project file must be named with the Roll No. of student submitting the project.
6. Every student must submit the project individually.
7. Last Date of Submitting Project: **15th September 2023**
8. The Project file to be submitted in PDF format only with size of Max. 1mb.
9. Submit your Project by using the Google Form link provided in your WhatsApp Group.
10. Read all instruction provided in google form first and then fill it.
11. Link will stop accepting projects after 15th September 2023.
12. Please note that No Submission will be accepted after Last Date mentioned above.

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The South Indian Association's

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Project Submission Report of FYBAF
Foundation Course-I
2023-24

The FC-I project was taken in the form of a PDF file which students submitted online by using Google Form. It is done with the intention to promote digitization in education and at the same time it also saves the cost of paper and filing to be incurred by students.

Students were given various topics related to the Child labor, UNDERSTANDING CHILD ABUSE AND NEGLECT, demographic composition of India, Violence Against Women In India, Demographic Composition in India, Concept of Disparity, Caste system in India, Role And Significance of Women's in Politics , women trafficking in India Etc.

Outcome:

1. Students improved their communication and technical skills.
2. Presentations were made by students which boosted their confidence.
3. Students came to know how to work in a group and how to lead a group.
4. They learned about the various communities and hardships that different people are facing.
5. Students tried to find solutions to the problems they have studied.
6. Now they are aware of managing stress and related issues during a Pandemic.

Faculty

Convener

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NAME OF THE TOPIC: TO STUDY OF VOILENCE AGAINST WOMEN IN INDIA

Roll No: FF23076

Full Name: Sinchana Mohan Poojary

Academic year: 2023 -24

Faculty Name: Rooshikesh Jade

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CERTIFICATE

This is to certify that **Sinchana Mohan Poojary**, **RollNo. FF23076** has worked and duly completed his/her Project, ***Titled: To Study Violence Against Women In India*** *Of "**Foundation Course - I**"* in **First Year of Bachelor of Accounting andFinance** under supervision and Guidance of **Mr. Rooshikesh G. Jade**.

It is her / his own work and facts reported by her / his personal findings and investigations.

Mr. Rooshikesh G. Jade

(FACULTY)

Mrs. Rasika Shinde

(COURSE CO-ORDINATOR)

DECLARATION

I hereby declare that the project work titled
"To Study of Violence Against Women in India" submitted to **the SIA College of Commerce Dombivli (E)**, is a record of an original work done by me under the guidance of **Prof. Rooshikesh G. Jade.**

This project work is submitted in the partial fulfilment of the requirements for **First Year Accounting and Finance Sem-I**. This project is not submitted to any other college or University or Institute for the award of any degree or diploma.

Name of Student: - Sinchana Poojary
Roll No.: - FF23076



INDEX	
Sr No	**Particulars**
1	Introduction
2	Objective of Study
3	Methodology used for data collection.
4	Data analysis
5	Findings & Conclusion
6	Bibliography



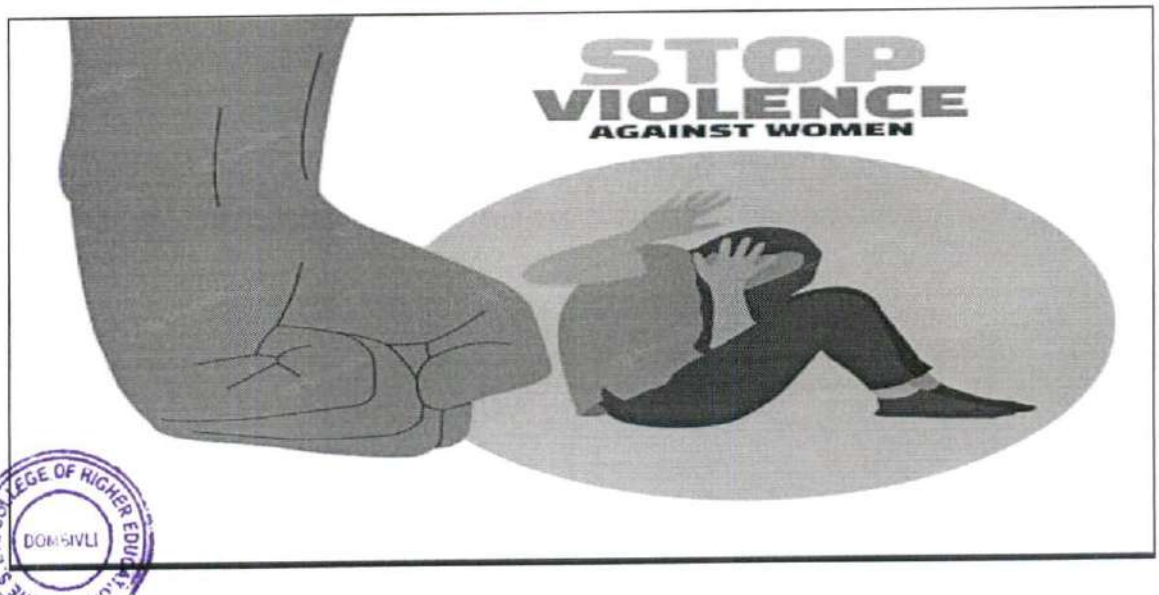
INTRODUCTION:

Violence against women is a serious problem in India. One in three women in India has experienced some form of violence, including physical, sexual, and emotional abuse. This violence can have devastating consequences for women's health, economic opportunities, and participation in society.

There are many different forms of violence against women in India, including domestic violence, sexual assault, stalking, dowry-related violence, and female infanticide. These forms of violence are often perpetrated by intimate partners, family members, or other men in positions of power.

There are a number of factors that contribute to violence against women in India, including gender inequality, cultural norms, lack of education, and poverty. The government of India has taken some steps to address violence against women, but much more needs to be done.

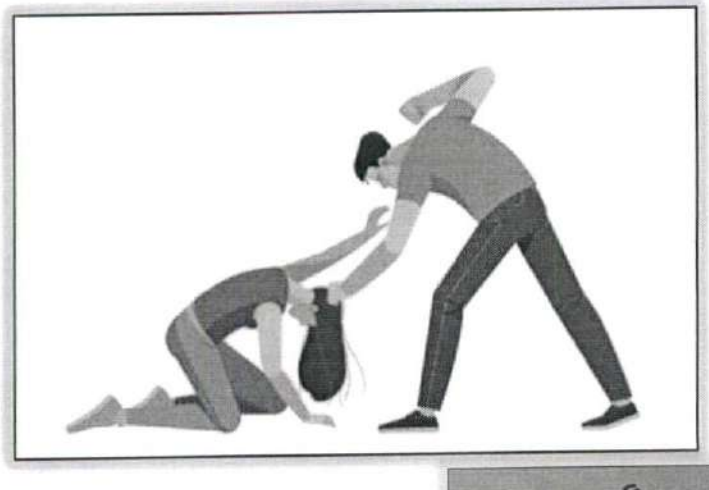
The government needs to strengthen the laws against violence against women and ensure that they are enforced. It also needs to invest in programs to educate women about their rights and to provide support to survivors of violence.

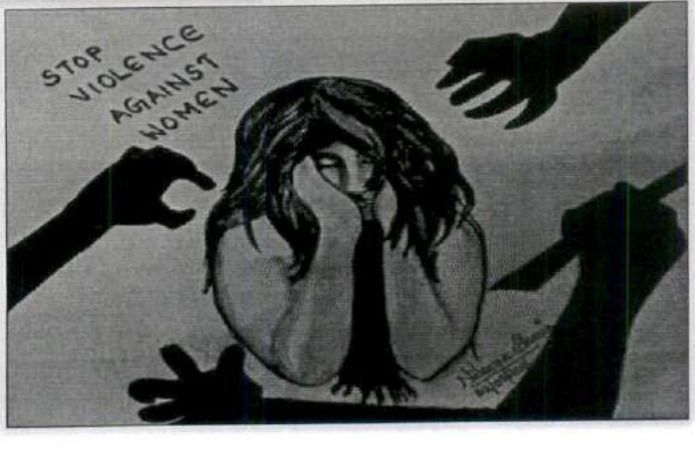


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OBJECTIVE OF STUDY:

- To understand the prevalence of violence against women in India.
- To identify the different forms of violence against women in India.
- To explore the factors that contribute to violence against women in India.
- To examine the impact of violence against women on women's health, economic opportunities, and participation in society.
- To assess the effectiveness of the government's efforts to address violence against women. To make recommendations for how to improve the prevention and response to violence against women in India.





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Methodology used for data collection:

The methodological issues that arise when studying violence against women as a public health problem, especially intimate partner violence (IPV), are complex and challenging.

One of the most significant challenges is defining what is meant by IPV. There is no single, universally accepted definition, which can make it difficult to compare studies and to get an accurate estimate of the prevalence of IPV.

Another challenge is measuring IPV. There is no single, perfect way to measure IPV, and different methods have different strengths and weaknesses. Self-report surveys are often used to measure IPV, but they can be subject to social desirability bias. This means that people may be less likely to report IPV if they believe that it is not socially acceptable or if they fear the consequences of reporting it.

The sampling method used can also affect the results of a study. For example, if a study only samples women who have sought help for IPV, it will likely underestimate the prevalence of IPV.

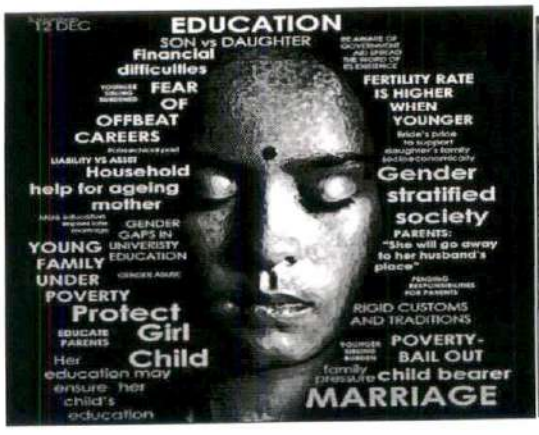
Finally, there is always the potential for bias in research on IPV. This can be due to factors such as the researcher's own biases, the way that the data is collected, or the way that the data is analyzed.

It is important to be aware of these methodological challenges in order to interpret the results of research on IPV and to design studies that are as accurate and unbiased as possible.

Here are some bullet points that summarize the methodological issues discussed in the paragraph above:

- No single, universally accepted definition of IPV
- No single, perfect way to measure IPV
- Sampling method can affect results
- Potential for bias

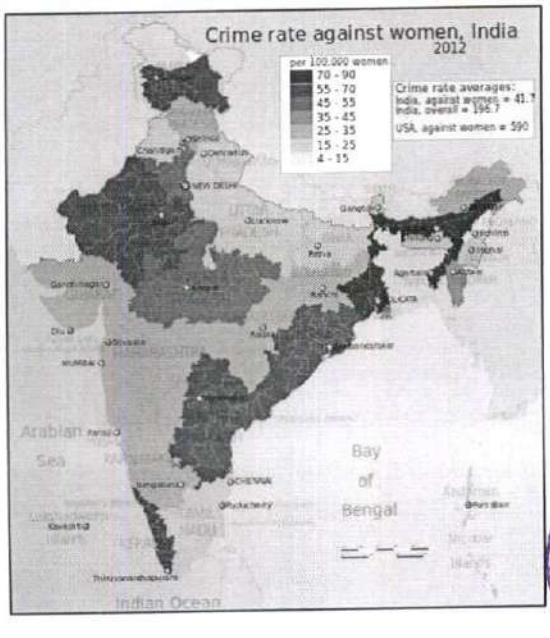
THE S.L.V. COLLEGE OF HIGHER EDUCATION

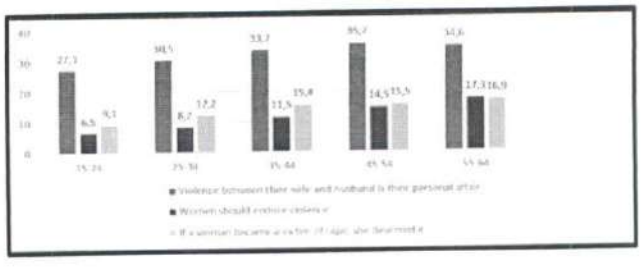




Data analysis:

- The National Crime Records Bureau (NCRB) of India collects data on crime against women. According to the NCRB, in 2020, there were 4,28,278 reported cases of crime against women in India. This includes cases of rape, sexual assault, domestic violence, dowry deaths, and acid attacks.
- The National Family Health Survey (NFHS) is a nationwide survey that collects data on health and family planning. The NFHS-5, which was conducted in 2019-20, found that 37.9% of women in India have experienced physical or sexual violence by their husbands or intimate partners.
- The World Health Organization (WHO) estimates that 1 in 3 women worldwide have experienced physical or sexual violence by an intimate partner.





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Findings & Conclusion:

One in three women worldwide experience physical or sexual violence, mostly by an intimate partner. Violence against women and girls is a human rights violation, and the immediate and long-term physical, sexual, and mental consequences for women and girls can be devastating, including death. Violence negatively affects women's general well-being and prevents women from fully participating in society. It impacts their families, their community, and the country at large. It has tremendous costs, from greater strains on health care to legal expenses and losses in productivity.

At least 155 countries have passed laws on domestic violence, and 140 have legislation on sexual harassment in the workplace (World Bank 2020). But challenges remain in enforcing these laws, limiting women and girls' access to safety and justice. Not enough is done to prevent violence, and when it does occur, it often goes unpunished. A woman's right to live free from violence is upheld by international agreements such as the Convention on the Elimination of All Forms of Discrimination against Women and the 1993 UN Declaration on the Elimination of Violence against Women.

Only 40 per cent of women seek help of any sort after experiencing violence, and so we advocate for, and support, women and girls' access to quality, multi-sectoral services essential for their safety, protection, and recovery, especially for those who already suffer multiple forms of discrimination.

We partner with governments, UN agencies, civil society organizations and other institutions to find ways to prevent violence against women and girls, focusing on early education, respectful relationships, and working with men and boys. Prevention is still the most cost-effective, long-term way to stop violence

Bibliography

We used self-knowledge and referred below links to prepare this project.

- ✓ Source: https://en.wikipedia.org/wiki/Domestic_violence_in_India
- ✓ National Crime Records Bureau (NCRB). (2021). Crime in India 2020. New Delhi: NCRB. (https://ncrb.gov.in/en/Crime-in-India-2021)
- ✓ World Health Organization (WHO). (2021). Violence against women: Global health estimates. Geneva: WHO.(https://www.who.int/health-topics/violence-against-women#:~:text=Globally%201%20in%203%20women,inequality%20and%20discrimination%20against%20women.)



Topic Name :- Domestic violence against women : Statistical Analysis of Crimes Across India

Roll No	Name of the team member
FF23101	Diksha Rajesh Chitte
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This is to certify that Anshika Arun Singh, **Roll No.** FF23093 has worked and duly completed his/her Project. ***Titled:*** To study Domestic Violence Against Women's ***Of "Foundation Course - I"*** in **First Year of Bachelor of Accounting and Finance** under supervision and Guidance of **Mr. Rooshikesh G. Jade**.

It is her / his own work and facts reported by her / his personal findings and investigations.

Mr. Rooshikesh G. Jade
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Mrs. Rasika Shinde
(COURSE CO-ORDINATOR)

DECLARATION

I hereby declare that the project work titled

" To study Domestic Violence Against Women's "

submitted to **the SIA College of Commerce Dombivli (E)**, is a record of an original work done by me under the guidance of **Prof. Rooshikesh G. Jade.**

This project work is submitted in the partial fulfilment of the requirements for **First Year Accounting and Finance Sem-I**. This project is not submitted to any other college or University or Institute for the award of any degree or diploma.

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Introduction

Women have been an integral part of India's culture and society since ancient times. However, the status of women in India has been a topic of debate and concern for many years. Despite the progress made in recent years, there are still many challenges that women in India face today.

What is violence against Women?

The term violence against women means any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.Violence against women does not mean only physical violence. It is much broader and includes sexual, emotional, psychological and financial abuse. The National Plan targets two main types of violence against women – domestic and family violence, and sexual assault.
This is a famous quote by Jawaharlal Nehru on women. The status of women depicts the social, economic and mental condition in a nation. Women have been regarded as a symbol of spirituality in our scriptures. Yet, women were denied rights and equality in ancient Indian civilization. They have been treated badly and unequally to men. Social evils such as dowry, sati-system, child marriage, and female infanticide were widely prevalent in the early ages. The spread of education and self-consciousness among women has led to their progress over the period. Women of today are empowered. Also, women are gaining advancements and success in each and every field. True female liberty is only achievable when people shift their restrictive attitudes and mindsets regarding women.

Violence against Women in India is systematic and occurs in public as well as private spheres. It is underpinned by the patriarchal social-norms and inter and intra gender hierarchies. Women are discriminated against and subordinated not only because of gender. but on the other grounds such as caste, class, ability, tradition etc. That exposes them to a continuum of violence throughout the life cycle. The manifestations of violence against Women reflect the structural and institutional inequality that is a reality for most women in India. Most forms of violence are not unique incidents but are ongoing, and can even continue for decades. Because of the sensitivity of the subject, violence is almost universally under-reported. The examples of violence against women can be traced from the Vedic times such as during the Ramayana wherein lady Sita faced violence in the form of abduction by the demon Raavana as well as during the Mahabharata wherein the five Pandu wife, Draupadi faced violence in the form of Vastraharan.

In summary, this study concurs with the view that domestic violence, in its various forms, has a multifaceted relationship with the "stages of development" in developing countries such as India (Bates et al., 2004: 197; Naved & Persson, 2005: 299). The specific hypotheses presented here, however, must continue to be treated as provisional until they are supported by further large-scale studies and the confounding influences of under-reporting are better understood. Regardless, the strong statistical results in this study will hopefully lead to further analysis at local and national levels, and present an informative line of enquiry in the campaign against domestic violence.

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The paper will begin with a brief overview of the prevailing approaches in domestic Violence theory, and relate these to the specific environment and existing research in India. The next section will then present a statistical analysis of the Dowry Death and Cruelty crime data, including the methodology and results. Following this is a discussion Of these results, with detailed scrutiny of the reservations due to the data source (i.e.Police records). And finally, the paper will conclude with an exploration of the possible Consequences for women and development in India more generally.



OBJECTIVE

TO STUDY OF VIOLENCE AGAINST WOMEN

Violence refers to acts that cause physical and mental harm to the victims. In India, there are several cases of violence against women within the household and also elsewhere.

Types of Violence against Women

Violence against women can be classified into three groups:

- Criminal violence such as:
  Rape and molestation.
  Abduction and murder.
  Trafficking of women.
  Bride burning
  Sale or auction of women..
  Torturing of women that may even lead to suicide.
- Domestic violence such as:
  Dowry harassment.
  Sexual abuse by family members.
  Maltreatment of women.
  Malnourishment of females
  Verbal abuse of women by family members.
  Isolation of females within the households.
  Denial of share in property.
- Social violence which includes:
  Eve-teasing and lewd comments.
  Forcing a young widow to commit sati.
  Oppression of widows
  Sexual harassment at work place.
  Sexual abuse in public transport and other places.
  False witness in courts against women.

Persons Responsible for Violence:

The perpetrators of violence are family members of the victim, and strangers or outsiders. According to one study, 60% of the women are abused by their own family members, and 40% by strangers. The family members include parents and other relatives, or in-laws. For instance, there are cases of rapes by the victim's own father or other male members of the Victim's family. At times, mothers also



Types of Victimizers:

The following are the types of victimizers of women:

- Persons having personality disorders or psychopaths.
- Those suffering from depression, and inferiority complex Persons addicted to alcohol and other vices.
- Those lacking resources and skills and or those who are sociopaths. Persons who are possessive, suspicious and dominant in Nature.
- Those facing stressful situations in family life
- Victims of childhood violence.



POTRAYAL OF WOMEN IN MASS MEDIA

The mass media include TV, radio, newspapers, magazines, outdoor hoardings, cinema, social media networks, and so on. The mass media play a positive

Positive Role of Mass Media towards Women:

1. Highlights Women-related Problems : The mass media such as TV and newspaper news and programmes highlight the problems faced by women folk in India. Violence against women related incidents are highlighted in the media. This catches the attention of the police, judiciary. and the government. For instance, a Mumbai-based judge (too a lady judge) pave light punishment to a rapist. The media especially the newspapers denounced
2. Social Support to Women: The mass media provide sectal and metal support to women in India. The mass media makes women aware of their constitutional rights through editorials and programmes. The media, especially, the

- Concerns for the girl child
- Anti-dowry campaign
- Maternal and child care campaign, etc.

The media also carries special reports on certain occasions, such as on mother's day (second Sunday of May), highlighting the important place of a mother or women in the family,

3. Women Status in Society: The mass media may try to improve the women status in the society. Stories of successful women like Kiran Bedi (former IPS officer), Kiran Marumdar Shaw (industry), Mrs. Indira Gandhi (politics), Mother Theresa (social work), Sania Nehwal (sports), etc., are highlighted in press and other media. Such stories kindle a ray of hope and develop aspiration in the minds of young women, and they venture out for successful careers. Due to success stories, parents are also induced to provide an encouraging support to their daughters.
4. Women Empowerment: Media boosts morale of women and make them fight against injustices and social evils. When women are encouraged by media, they rise against the bad practices or evils in the society. For instance, stories of women groups fighting against social evils like addiction to alcohol by male members, they put pressure on village liquor shops to close down. Such stories are published in the media, which gives a boost to women in other villages to do the same.

Negative Role of Mass Media towards Women:

1. Depicts Women in Poor Taste: Mass media depict women in poor taste. For instance, mass media depict women in poor taste (vulgar) in some advertisements by unethical advertisers. This can have adverse effect on males as well as young females.



Young female models are shown in certain ads with scanty clothes, and in vulgar poses. The media owners, instead of rejecting such ads, willingly accept on revenue ground. Apart from the ads, some newspapers show photographs of semi- nude young females, even on the front pages to attract attention.

At times,, too much coverage is given to females with bare minimum clothes at certain parties or events. In such cases, one cannot blame just the media; it is the women folk who pose for cheap publicity are to be equally blamed.

2. Dramatizes Women-related Violent Programmes: A good number of TV programmes and serials depict women-related violence, such as abduction and rape. At times, too much focus is given on male chauvinism.
   The overexposure to such programmes corrupts the minds of youngsters. Some of them even imitate the filmy scenes in reality, which affects innocent women folk in a bad way. The mass media must make efforts to minimize such programmes, if not rejecting them.

3. Publicizes Derogatory Remarks Against Women: At times, media may publish derogatory remarks made against women in a glamorous way. This gives male chauvinists a big boost to ridicule and harm females.
   For instance, in September 2018, one politician made the following remark: Sir, I proposed to her, but she rejected me, please help'. I will help for sure. First, come to me with your parents. If they say yes, we also like that girl, then what will I do? I will kidnap the girl and hand her over to you (for marriage). This is what Ram Kadam, BJP MLA from Ghatkopar, Mumbai was seen telling the crowd in Marathi in a video clip that went viral on social media. Later, the MLA tended unconditional apology for the derogatory remark. Although, the video clip sensationalize the remarks, but most media channels criticized the remarks. Therefore, it is not right to blame the media.



METHODOLOGY

"When primary data collection is not feasible, we often turn to secondary sources to gather The necessary information for our project. These secondary sources can range from books and Magazines to websites and applications. Leveraging such resources ensures that we can still Obtain relevant and valuable data, even when firsthand collection is not an option

DATA

The primary data utilised for analyses in this paper were sourced from the National Crime Records Bureau of India, under the section "Crimes Against Women" (Government of India, 2000). The two crimes against women that relate directly to domestic violence in India are "Dowry Deaths" and "Cruelty by Husband and Relatives" . Public recognition of dowry-related murders in the 1970s led the government of India to create a separate crime for suspicious deaths of young wives, called Dowry Deaths (Bush, 1992). If a woman dies within seven years of her marriage, the onus is on the husband to prove that she did not die at his (or his family's) hands. Curiously, the cause of this murder, legally, need not necessarily be related to dowry. There are no known statistical studies on the motivations for Dowry Death crimes, and thus this study will treat Dowry Death as a fatal form of domestic violence (similarly to Rao 1997: 1169). According to Manushi ("Know Your Rights", 2003) the forms of Cruelty recognized by the Indian courts include "persistent denial of food; insisting on perverse sexual conduct; physical violence; taunting, demoralizing and putting down the woman with the intention of causing mental torture; confining the woman at home and not allowing her normal social intercourse; threatening divorce unless dowry is given", among others.

By definition of these crimes, the scope of the statistical analysis in this paper is restricted. For domestic murder, the data available in the Dowry Death category restricts our subject to (young) married women, within their first seven years of marriage. The crime does not specify the reason for the murder and does not include extramarital murder cases. For domestic abuse, however, the data available in the Cruelty category is somewhat less restrictive, as it potentially includes all married women. Since non-married cohabitation is not culturally acceptable in India, we can assume that this covers the vast majority of women in partnership with men, though does exclude various groups and circumstances (such as same-

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sex and extramarital relationships). The Cruelty crime itself does not differentiate between different forms of abuse: It includes physical violence, sexual violence, neglect, and economic violence (as defined in Fawole, 2008: 168). Therefore, we can only test a restricted subset of wife-murders and wife-abuse in India. I will refer to the two crimes as "domestic violence", with the understanding that they do not encompass the breadth of the subject and, unfortunately, exclude consideration of male victims

The crime statistics are provided as aggregate data sets of rates (per 100,000 people) of Dowry Death and Cruelty crimes for each state, Union Territory and major city in India (see table 1 for a data sample). Whilst this means that we are not able to statistically test household-level determinants of domestic violence, the data may clarify which states have higher or lower levels of abuse (Cruelty) and murder (Dowry Death) of wives. Armed with this large-scale data, we can ask a number of pertinent questions: Why do rates of domestic violence vary from one state to another; is there a fundamental underlying current that drives this; are there patterns that can be observed and explained?



National Crime Records Bureau of India "Crimes Against Women" data, For the year 2000 (Government of India, 2000) ('rate' is the number of recorded incidents per 100,000 people (1 lakh = 100,000))

Indian state	Dowry Death rate (incidents/lakh)	Cruelty rate (incidents/lakh)	Dowry Death rate major cities only (incidents/lakh)	Cruelty rate Major cities only (incidents/lakh)
Haryana	1.320	6.453	N. A.	N.A
Uttar Pradesh	1.295	3.510	1.624	10.365
Bihar	1.079	1.388	2.615	5.231
Madhya Pradesh	0.854	3.854	1.049	6.612
Punjab	0.843	3.882	0.964	11.792
Rajasthan	0.796	10.092	1.176	18.643
Orissa	0.768	3.026	N. A	N.A
Andhra Pradesh	0.583	7.118	0.392	10.594
Karnataka	0.415	3.228	0.094	4.378
Maharashtra	0.406	7.402	0.115	1.872
West Bengal	0.358	5.074	0.364	1.501
Tamil Nadu	0.308	1.352	0.143	2.015

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Gujarat	0.192	7.711	0.453	7.554
Kerala	0.077	7.474	0.000	2.514

DATA ANALYSIS

To compare the crime rates across India, we need data to help us distinguish between the Indian states. This data should convey information about both the patriarchal norms (e.g. Female literacy and female infanticide) and the structural inequalities (e.g. wealth and Caste). For this purpose, a selection of state socioeconomic indicators were obtained, Including education, wealth, urbanity, industrialization, health, male preference and Fertility rates.

In an ideal scenario, we would regress all of these state indicators against the crimes in Order to determine which have most influence. However, the more variables we use, the More degrees of freedom this introduces, and the analysis becomes less robust. One Solution to this problem is to employ "factor analysis" to group the socioeconomic Indicators into a few, uncorrelated "factors". The specific state indicators used to create These factors were those that gave the best correlations with the crime rates, interpretable "factor patterns" and optimal regression results. The socioeconomic indicators used for The factor analysis in the Dowry Death regression are listed in table 2.

When factor analysis was performed, the resulting factor pattern (i.e. table 2) emerged With three distinct factors (see table 2 column headings). Each factor represents a Different combination of state socioeconomic indicators, with the weighting indicated by The "weighting values". The closer the weighting is to ±1, the more the corresponding State socioeconomic indicator dominates the factor (as indicated in bold in table 2). The First factor in table 2 appears to be dominantly influenced by a state's female literacy rate, Average female age at marriage, fertility rate, infant mortality rate and murder rate. Thus this factor will be henceforth called the 'human development' factor. The second factor in table 2 is influenced by son preference, child gender ratio and average household size7. Thus the

second factor will be called the 'gender-equality development' factor. The third factor in table 2 is dominated by the percentage of a state's population with electricity, urban-living and full-time female workers. Thus this factor will be called the 'urbandevelopment' factor.

Factor Pattern

(used in the Dowry Death and Cruelty regressions)

State socioeconomic indicators	Factor 1 Weightings ('Human development' factor)	Factor 2 Weightings ('Gender equality development' factor)	Factor 3 Weightings ('Urban development' factor)
Female Age at Marriage	0.946	-0.035	0.088
Literacy rate, Female	0.928	0.037	0.234
Infant Mortality rate	-0.816	-0.026	-0.156
Murder rate	-0.826	-0.218	-0.072
Fertility rate	-0.814	-0.275	-0.425
Son Preference	-0.359	-0.866	0.035
Child Sex Ratio	-0.038	0.967	-0.04
Household Size	-0.431	-0.618	-0.454
Rural Poverty	-0.378	0.527	-0522
Electricity %	0.394	-0.493	0.731
Female Employment %	-0.037	0.224	0.944
Rural %	-0.416	0.187	-0.792
Females Visit Relatives	0.522	-0.095	0.5213

Multivariate linear regression



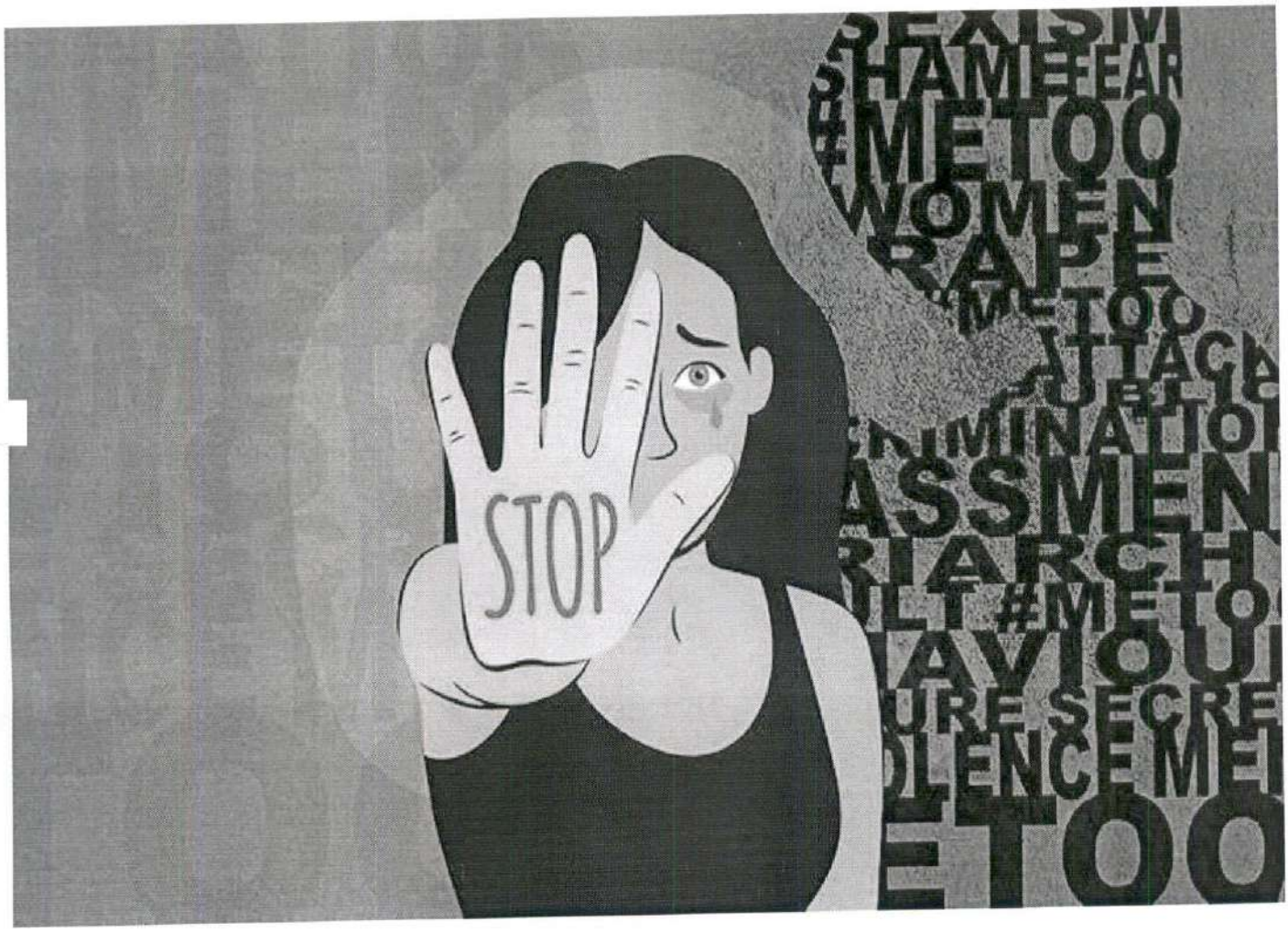
Multivariate linear regressions of the crimes data were performed using Dowry Death, and then Cruelty crime rates, as the dependent (y) variables, and the development factors Listed above as the independent (x) variables. The form of the multivariate equation used Was

Equation1

$$\textbf{Crime Y} = \sum_{i=1}^{N} b(i)\ \textbf{Var X}(i) + b(0),$$

where "Crime Y" is a vector of the states' Dowry Death or Cruelty rates; "N" is the number of independent variables (in this case N= 3); "b(i)" are the unknown regression coefficient values to be solved for; "b(0)" is the y-intercept; and "Var X(i)" are the independent variable vectors, that is, the 'human development', 'gender development' and 'urban development' factors. The purpose of the regressions is to uncover the values of b(i), and test whether these values are statistically significant. The values of the regression coefficients b(i=1,2,3) will indicate the type and strength of relationships between the crimes and the development factors, giving us insight into the domestic violence crime patterns across India.





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CONCLUSION

A transition theory of domestic violence in India

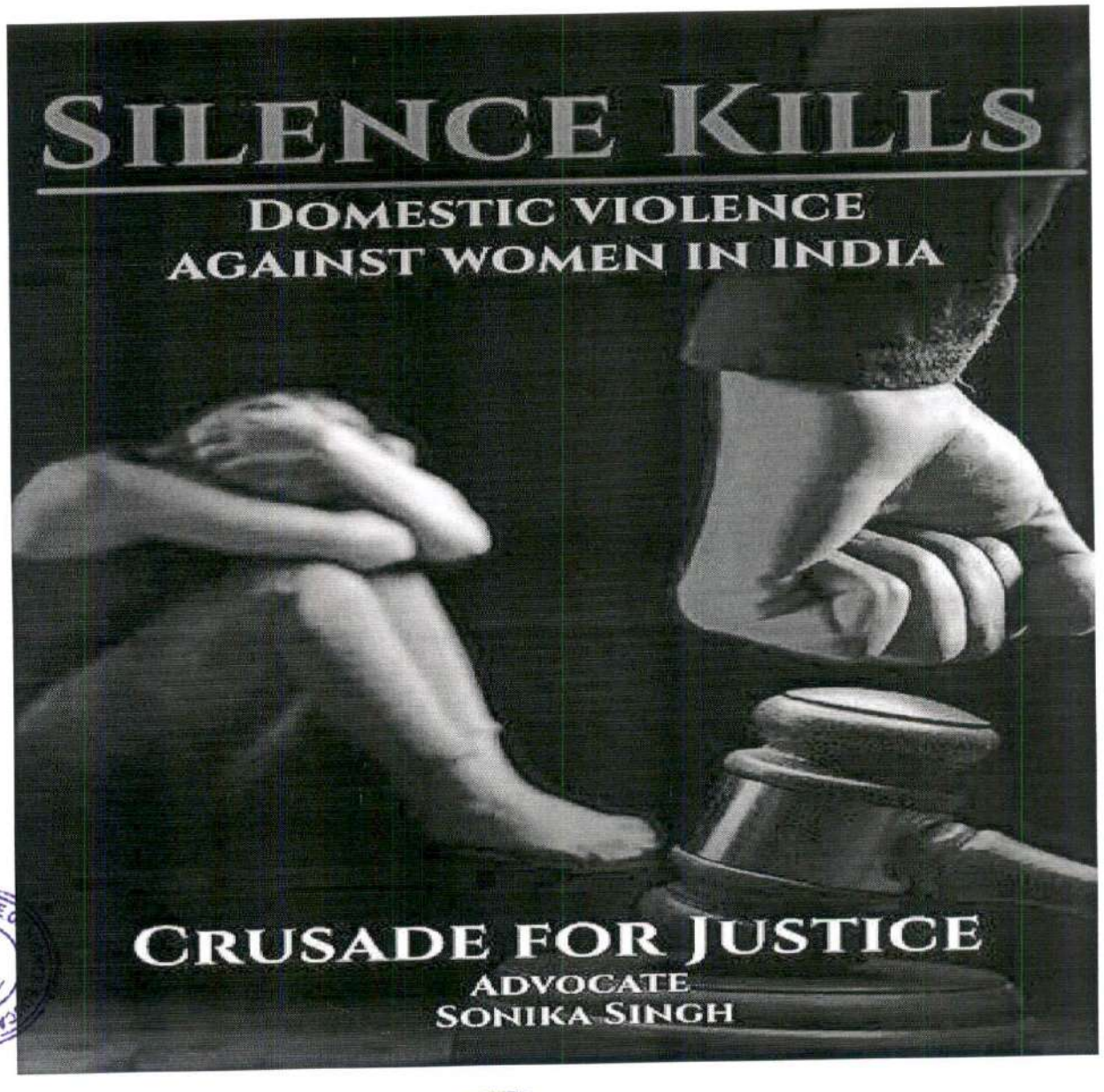
In summary, the only robust hypothesis that can be suggested from the results and the analyses is that state 'development' does appear to affect the levels of domestic wife-abuse and wife-murder which are recorded in India. In terms of wife-murder, we can propose that higher levels of state development have a beneficial impact, reducing the number of dowry deaths. For wife-abuse, however, the influence of development may be dependent on the process of change. That is, challenge to traditional gender roles may provoke domestic violence in the family, as observed in the cities of less socially developed states, and in the rural areas of relatively more socially developed states in India. These hypotheses have been drawn from Indian crime data, existing studies, and an integrated theoretical framework, the ecological map. Future research in this area will hopefully help establish whether the patterns distinguished here do indeed relate to a development transition.

Further research is also needed to test whether wife-murder is adequately described as a fatal form of domestic violence, or, instead, whether it requires the construction of a separate field of study. Unfortunately, the regression of city crime rates for Dowry Death Was not statistically possible due to the low crime rate values (e.g. no recorded Dowry Deaths in Kochi). Thus, without more data, and information concerning under-reporting Of domestic violence, we cannot properly compare the Dowry Deaths and Cruelty rates. Similarly, this paper identifies a need to compare the differences in occurrence and Reporting of domestic violence between the urban and rural areas of each state. Ultimately, a nation-wide study of domestic violence and murder, collected at a house-Hold level, would help clarify the propositions raised here and quantify the confounding Recording bias. Due to the extraordinary resources required for this, however, presently it Appears that an ecological map of domestic violence in India must be created by piecing Together the results from multiple studies, conducted at various levels. Hopefully future Studies will continue to fill the gaps highlighted here.

What the present paper may contribute to this area is to further question the assumption That domestic violence will wane as a society develops. As noted by Bates et al. (2004) in The Case of Bangladesh, the stress of transition may instead,



conversely, provoke Domestic violence: "... changes that somewhat empower women may lead to violence in The near term. Such changes may become protective only after a critical threshold of Empowerment has been reached and gender roles have shifted substantially" (Bates et al., 2004: 197). Such scenarios support the suggestion that domestic violence be Independently targeted for elimination, rather than expect or wait for development to Sufficiently advance. Indeed, addressing violence in the home is a step towards greater Development on both societal and family levels, to stop the cycle of violence and



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Title page

NAME OF THE TOPIC : - ROLES AND SIGNIFICANCE OF WOMEN IN POLITICS

ACADEMIC YEAR :- 2023 - 2024

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It is her / his own work and facts reported by her / his personal findings and investigations.

Mr. Rooshikesh G. Jade
(FACULTY)

Mrs. Rasika Shinde
(COURSE CO-ORDINATOR)

DECLARATION

I hereby declare that the project work titled

" The Study Of Role And Significance Of Women's In Politics "

submitted to **the SIA College of Commerce Dombivli (E)**, is a record of an original work done by me under the guidance of **Prof. Rooshikesh G. Jade.**

This project work is submitted in the partial fulfilment of the requirements for **First Year Accounting and Finance Sem-I**. This project is not submitted to any other college or University or Institute for the award of any degree or diploma.

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TO STUDY OF ROLES AND SIGNIFICANCE OF WOMEN IN POLITICS

INTRODUCTION

The term 'political participation' has a very wide meaning. It is not only related to 'Right to Vote', but simultaneously relates to participation in: decision-making process, political activism, political consciousness, etc. Women in india participate in voting, run for public offices and political parties at lower levels more than men. Political activism and voting are the strongest areas of women's political participation. To combat gender inequality in politics, the Indian Government has instituted reservations for seats in local governments.

Political party is present in every country. Particularly, the political parties are actively present in a democratic country like ours. India has a multi-party system with predominance of small regional parties. Political parties that contest local, state or national elections are required to register with the Election Commission (EC) of India. In order to gain recognition in a state, the party must have had political activity for atleast five continuous years, and send atleast 4 percent of the state's quota to the Lok Sabha or 3.33 percent of members to that State Assembly. Political parties recognized in four or more States are considered as National Parties.

The political parties field candidates in elections. The political parties which gets a majority of seats in the legislature forms the government and the other political parties acts as opposition parties.

The participation of women in politics in India is very disheartening. India has the lowest number of women representation in parliament i.e. 11 percent in the 16th Lok Sabha elections. However, this is the highest percent of women representation elected to the Lok Sabha in the history of the country. There has been a marginal rise from the 15th Lok Sabha elections, where the parliamentary representation of women was 10.7 percent. After passing the 73rd Amendment Act, 1992, the representation of women leaders at the Panchayati Raj system in India is nearly 50 percent. The Women's Reservation Bills is passed in Rajya Sabha which provides 33 percent seats to women in Parliament. However, the Bill is yet to be passed in Lok Sabha.



Moreover, the increase of women in politics can have a positive impact on policies and legislation related to gender issues. When women are represented in political leadership positions, issues such as maternal health, violence against women, and access to education and employment opportunities for women are more likely to be prioritized and addressed. This can lead to more effective policies and programs that address the needs of women and promote gender equality.

Furthermore, when women are politically empowered, they can serve as role models and inspire other women to get involved in politics, thereby helping to create a more inclusive and representative political landscape. Despite these challenges, there have been some positive developments in recent years. The Indian government has implemented several policies aimed at increasing the participation of women in politics. These policies include reserving 33% of seats in local government elections for women and providing financial assistance to women candidates. Additionally, a growing number of grassroots organizations are working to support women's political aspirations, and raise awareness of the challenges they face.

Overall, the journey of women's political participation in India has been a slow but steady one, marked by both progress and setbacks. However, with increasing efforts to promote gender equality, and the growing recognition of the importance of women's political participation, there is hope that this journey will lead to a more inclusive and representative political landscape in India.



OBJECTIVES

To study the role and significance to show higher numbers of women in parliament generally contribute to stronger attention to women's issues. Women's political participation is a fundamental prerequisite for gender equality and genuine democracy. It facilitates women's direct engagement in public decision-making and is a means of ensuring better accountability to women.

Political accountability to women begins with increasing the number of women in decision-making positions, but it cannot stop there. What is required are gender-sensitive governance reforms that will make all elected officials more effective at promoting gender equality in public policy and ensuring their implementation.

One of the pillars of UN Women's work is advancing women's political participation and good governance, to ensure that decision-making processes are participatory, responsive, equitable and inclusive. Efforts are focused through strategic entry points that can advance the status of women by catalysing wide-ranging, long-term impacts.

Support is provided to equip women to translate the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), now ratified by the majority of the world's governments, into legal guarantees of gender equality. Another strategy is through working with multiple stakeholders, like women's organizations, governments, the UN system and the private sector, to bring more women into government, train women leaders, and boost women's skills to actively participate in elections as candidates and voters.

- Balanced political participation and power-sharing between women and men in decision-making is the internationally agreed target set in the Beijing Declaration and Platform for Action [15].
- While most countries in the world have not achieved gender parity, gender quotas have substantially contributed to progress over the years. In countries with legislated candidate quotas, women's representation is five percentage points and seven percentage points higher in parliaments and local government, respectively, compared to countries without such legislation [16].
- Women demonstrate political leadership by working across party lines through parliamentary women's causes—even in the most politically combative environments—and by championing issues of gender equality, such as the elimination of gender-based violence, parental leave and childcare, pensions, gender-equality laws, and electoral reform [19].

Recently, several Acts have been passed to safeguard women. These include the Dowry prohibition Act, 1961, the Indecent Representation of Women (Prohibition) Act, 1956, the Commission of Sati (Prevention) Act, 1987, the Suppression of Immoral Traffic Act or SITA, 1956 etc. More legislations are to be passed and



possible loopholes should be blocked as these have far-reaching implications for women in the country.

Women in politics should be given greater visibility and recognition for their accomplishments.

This can help to inspire other women to get involved in politics and to create a culture of greater gender equality in politics.

Education and training programs can be conducted to empower women to participate in politics.

This will help women to build their confidence and skill set, and understand the complexities of politics.

Women should be given a special role in our planning process and in the mobilization of local skills and resources. They should be brought into the mainstream of national development not as beneficiaries but as contributors and partakers along with men and as rightful claimants of social security.



METHODOLOGY

Methodology used for data collection in this project is collected from the website. The 2011 UN General Assembly resolution on women's political participation reiterated that "*women in every part of the world continue to be largely marginalised from the political sphere, often as a result of discriminatory laws, practices, attitudes and gender stereotypes, low levels of education, lack of access to health care, and the disproportionate effect of poverty on women.*" Therefore, to eliminate the multi-faceted problem like gender inequality, a multi-pronged approach must be adopted; and among the various initiatives, political empowerment of women could act as a catalyst. Political empowerment could lead to opening more opportunities for women and as a result, create a level playing field for them.

Globally, several international commitments have been made, for achieving gender equality and these have emphasized on enhancing women's representation in political sphere. While the Convention on the Elimination of All Forms of Discrimination against **Women (1979)** upheld women's right to participate in public life, the **Beijing Platform for Action (1995)** called for removing barriers to equal participation. The **Millennium Development Goals (2000)** also took into account women's representation in parliament to measure progress towards gender equality.

Over the past two decades, gender gaps have narrowed in various areas, viz., education, health, employment, legal rights of women, participation in governance, and so on. But, despite the improvement, substantial inequalities, with varying degrees, still persist across all the areas across countries. It would be noteworthy to mention that India is a signatory to all the international commitments mentioned above. However, India is far behind in achieving gender equality, especially in terms of representation of women in political decision making, among others.

Representation of women in executive government and parliament is extremely low in India, both in absolute numbers as well as globally. Only a miniscule progress is observed in the entire post-independence era. In the cabinet, formed after the general election in 2014, there were only 5 women ministers out of total 27 ministers.



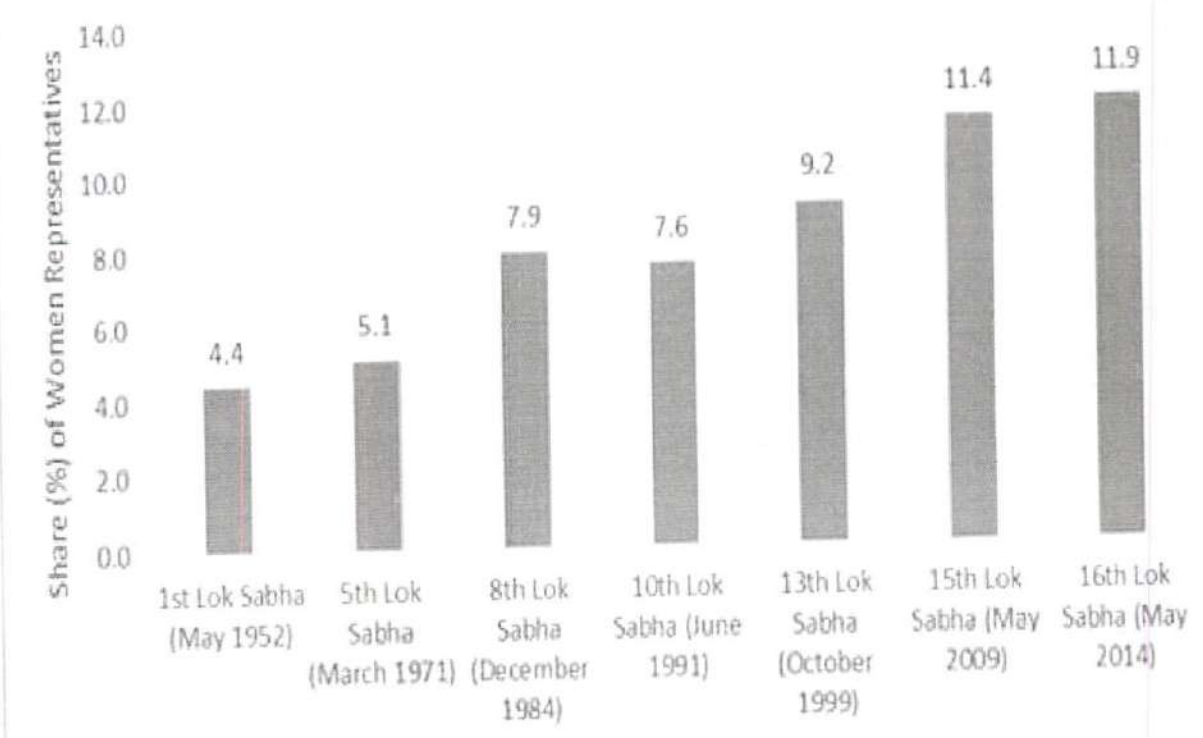
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Between the First Lok Sabha (1952) and the Sixteenth Lok Sabha (2014) women's representation has increased from 4.4 per cent to 11.9 per cent. Similar trend of low representation of women is also observed in the Rajya Sabha (Upper House) during the entire period of post-independence era. Women's representation in Rajya Sabha has increased from 6.9 per cent in 1952 to 11.4 per cent in 2014 . Again, these figures are substantially lower compared to the global average of **22.9 per cent and Asian average of 16.3 per cent of women representatives in Upper House**.



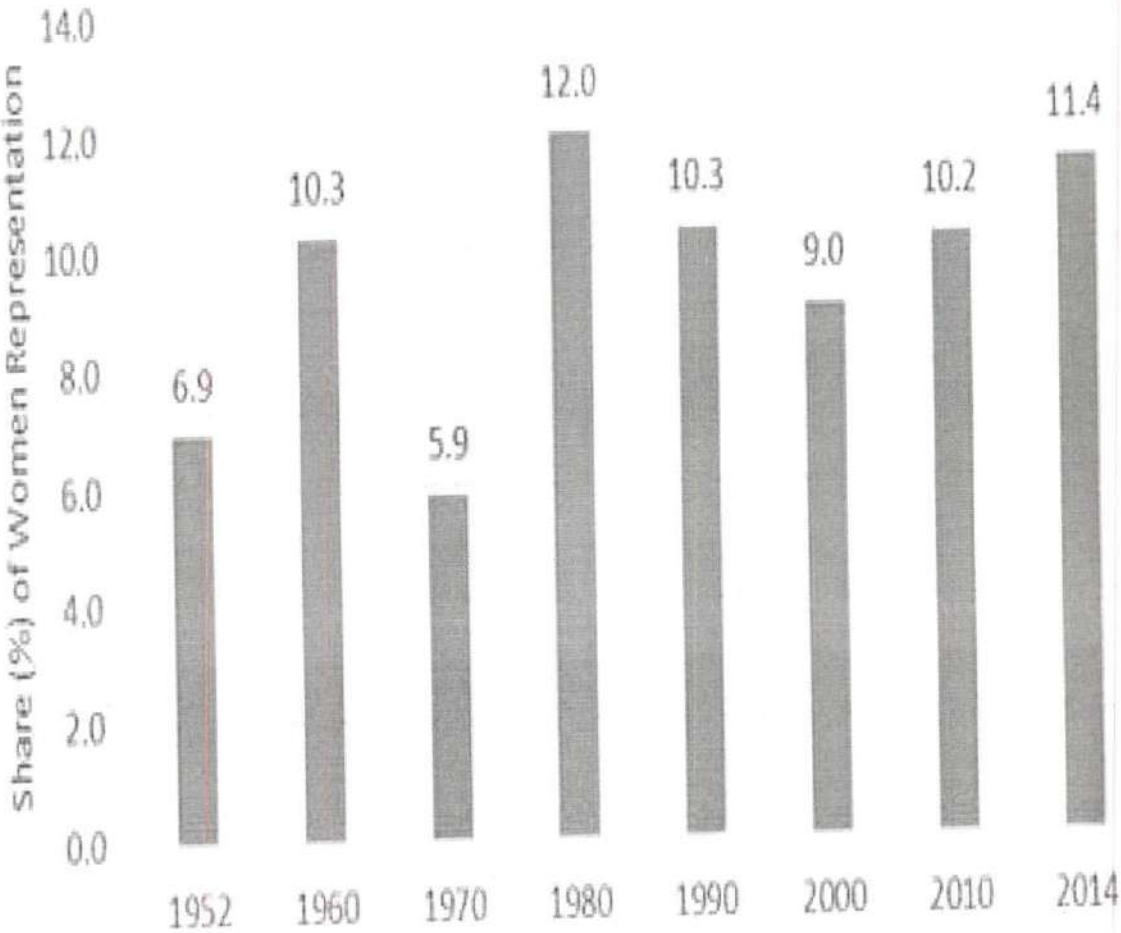
DATA ANALYSIS

Considering the share of women (49.5%) **in the total population of India, their representation in Parliament represents a skewed statistic, which does not befit the world's largest democracy.**



Share (%) of women in the Parliament (Lok sabha / Lower house) - INDIA

DIRECTOR OF HIGHER EDUCATION THE S.L.A. COLLEGE



Share (%) of women in the Rajya Sabha (Upper House) – INDIA



CONCLUSION

In India, with advancements taking place and with the advent of globalization, there has been an increase in the participation of women within the political sphere. The participation of women within the political sphere enables them to acquire an efficient understanding of the problems and challenges, which need to be overcome for leading to progression of the country. When women render a significant contribution in political participation, then it is vital for them to possess the essential skills and abilities. The most important aspect is, they need to be aware of the strategies and approaches to promote well-being of the community and nation as a whole. The main areas that have been taken into account in this research paper include, meaning and significance of political participation, the participation of women in politics: historical framework, modes of political participation, variables of political participation, measurement framework, empowerment of women through political participation and recommendations.

Overall, the journey of women's political participation in India has been a slow but steady one, marked by both progress and setbacks. However, with increasing efforts to promote gender equality, and the growing recognition of the importance of women's political participation, there is hope that this journey will lead to a more inclusive and representative political landscape in India



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Guidelines for FC-II Project 2023-24

1. Make Group of 5 to work on the Project.
2. Project must be in the form of **Word Document**.
3. Formatting of **Project Text**
    a. Title page font size 14,
    b. Times New Roman,
    c. Margin 1 inch all 4 sides.
    d. Internal content font size 12
4. **The contents of the Project** must be strictly arranged as per the following format:
    - Title page-
        - Name of the topic,
        - Roll No. and Name of Team Members,
        - Academic year,
        - Faculty Name
    - Certificate (as per format provided)
    - Declaration (as per format provided)
    - Index (in tabular format)
    - Introduction
    - Objective of Study
    - Methodology used for data collection.
    - Data analysis
    - Findings & Conclusion
    - Bibliography - Please note don't mention search engine names. Ensure complete website address link, author name, page numbers.
5. The Project file must be named with the Roll No. of student submitting the project.
6. Every student must submit the project individually.
7. Last Date of Submitting Project: **31st December 2023**
8. **Printed Copy of the Certificate filled with all the details must be submitted at the time of signing Project Submission Sheet.**
9. The Project file to be submitted in PDF format only with size of Max. 1mb.
10. Submit your Project by using the Google Form link provided in your WhatsApp Group.
11. Read all instruction provided in google form first and then fill it.
12. Link will stop accepting projects after **31st December 2023**.

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Project Submission Report of FYBAF
Foundation Course-II
2023-24

The FC-I project was taken in the form of a PDF file which students submitted online by using Google Form. It is done with the intention to promote digitization in education and at the same time it also saves the cost of paper and filing to be incurred by students.

Students were given various topics related to the Child labour, UNDERSTANDING CHILD ABUSE AND NEGLECT, demographic composition of India, Violence Against Women In India, Demographic Composition in India, Concept of Disparity, Caste system in India, Role And Significance of Women's in Politics , women trafficking in India Etc.

Outcome:

1. Students improved their communication and technical skills.
2. Presentations were made by students which boosted their confidence.
3. Students came to know how to work in a group and how to lead a group.
4. They learned about the various communities and hardships that different people are facing.
5. Students tried to find solutions to the problems they have studied.
6. Now they are aware of managing stress and related issues during a Pandemic.

Faculty

Convener

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Title page

NAME OF THE TOPIC : - ROLES AND SIGNIFICANCE OF WOMEN IN POLITICS

ACADEMIC YEAR :- 2023 - 2024

FACULTY NAME :- ROOSHIKESH G. JADE

Sr. No.	Roll No.	Name of the Team Members
1.	FF23044	Urvashi Umesh Kamath
2.	FF23029	Radharani Sunil Gupta
3.	FF23031	Shweta Triloki Gupta
4.	FF23049	Anushka Santosh Korgaonkar



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Near Balaji Mandir, Dombivli (East), 421203

CERTIFICATE

This is to certify that Urvashi Umesh kamath, Roll No. FF23044 has worked and duly completed his/her Project, *Titled:* Study Of Role And Significance Of Women's In Politics *Of "Foundation Course - I"* in First Year of Bachelor of Accounting and Finance under supervision and Guidance of **Mr. Rooshikesh G. Jade**.

It is her / his own work and facts reported by her / his personal findings and investigations.

Mr. Rooshikesh G. Jade
(FACULTY)

Mrs. Rasika Shinde
(COURSE CO-ORDINATOR)

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DECLARATION

I hereby declare that the project work titled
"The Study Of Role And Significance Of Women's In Politics"
submitted to the SIA College of Commerce Dombivli (E), is a record of an original work done by me under the guidance of Prof. Rooshikesh G. Jade.

This project work is submitted in the partial fulfilment of the requirements for First Year Accounting and Finance Sem-I. This project is not submitted to any other college or University or Institute for the award of any degree or diploma.

Name of Student : - Urvashi kamath
Roll No. : - FF23044

TO STUDY OF ROLES AND SIGNIFICANCE OF WOMEN IN POLITICS

INTRODUCTION

The term 'political participation' has a very wide meaning. It is not only related to 'Right to Vote', but simultaneously relates to participation in: decision-making process, political activism, political consciousness, etc. Women in india participate in voting, run for public offices and political parties at lower levels more than men. Political activism and voting are the strongest areas of women's political participation. To combat gender inequality in politics, the Indian Government has instituted reservations for seats in local governments.

Political party is present in every country. Particularly, the political parties are actively present in a democratic country like ours. India has a multi-party system with predominance of small regional parties. Political parties that contest local, state or national elections are required to register with the Election Commission (EC) of India. In order to gain recognition in a state, the party must have had political activity for atleast five continuous years, and send atleast 4 percent of the state's quota to the Lok Sabha or 3.33 percent of members to that State Assembly. Political parties recognized in four or more States are considered as National Parties.

The political parties field candidates in elections. The political parties which gets a majority of seats in the legislature forms the government and the other political parties acts as opposition parties.

The participation of women in politics in India is very disheartening. India has the lowest number of women representation in parliament i.e. 11 percent in the 16th Lok Sabha elections. However, this is the highest percent of women representation elected to the Lok Sabha in the history of the country. There has been a marginal rise from the 15th Lok Sabha elections, where the parliamentary representation of women was 10.7 percent. After passing the 73rd Amendment Act, 1992, the representation of women leaders at the Panchayati Raj system in India is nearly 50 percent. The Women's Reservation Bills is passed in Rajya Sabha which provides 33 percent seats to women in Parliament. However, the Bill is yet to be passed in Lok Sabha.



Moreover, the increase of women in politics can have a positive impact on policies and legislation related to gender issues. When women are represented in political leadership positions, issues such as maternal health, violence against women, and access to education and employment opportunities for women are more likely to be prioritized and addressed. This can lead to more effective policies and programs that address the needs of women and promote gender equality.

Furthermore, when women are politically empowered, they can serve as role models and inspire other women to get involved in politics, thereby helping to create a more inclusive and representative political landscape. Despite these challenges, there have been some positive developments in recent years. The Indian government has implemented several policies aimed at increasing the participation of women in politics. These policies include reserving 33% of seats in local government elections for women and providing financial assistance to women candidates. Additionally, a growing number of grassroots organizations are working to support women's political aspirations, and raise awareness of the challenges they face.

Overall, the journey of women's political participation in India has been a slow but steady one, marked by both progress and setbacks. However, with increasing efforts to promote gender equality, and the growing recognition of the importance of women's political participation, there is hope that this journey will lead to a more inclusive and representative political landscape in India.



OBJECTIVES

To study the role and significance to show higher numbers of women in parliament generally contribute to stronger attention to women's issues. Women's political participation is a fundamental prerequisite for gender equality and genuine democracy. It facilitates women's direct engagement in public decision-making and is a means of ensuring better accountability to women.

Political accountability to women begins with increasing the number of women in decision-making positions, but it cannot stop there. What is required are gender-sensitive governance reforms that will make all elected officials more effective at promoting gender equality in public policy and ensuring their implementation.

One of the pillars of UN Women's work is advancing women's political participation and good governance, to ensure that decision-making processes are participatory, responsive, equitable and inclusive. Efforts are focused through strategic entry points that can advance the status of women by catalysing wide-ranging, long-term impacts.

Support is provided to equip women to translate the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), now ratified by the majority of the world's governments, into legal guarantees of gender equality. Another strategy is through working with multiple stakeholders, like women's organizations, governments, the UN system and the private sector, to bring more women into government, train women leaders, and boost women's skills to actively participate in elections as candidates and voters.

- Balanced political participation and power-sharing between women and men in decision-making is the internationally agreed target set in the Beijing Declaration and Platform for Action [15].
- While most countries in the world have not achieved gender parity, gender quotas have substantially contributed to progress over the years. In countries with legislated candidate quotas, women's representation is five percentage points and seven percentage points higher in parliaments and local government, respectively, compared to countries without such legislation [16].
- Women demonstrate political leadership by working across party lines through parliamentary women's causes—even in the most politically combative environments—and by championing issues of gender equality, such as the elimination of gender-based violence, parental leave and childcare, pensions, gender-equality laws, and electoral reform [19].

Recently, several Acts have been passed to safeguard women. These include the Dowry prohibition Act, 1961, the Indecent Representation of Women (Prohibition) Act, 1956, the Commission of Sati (Prevention) Act, 1987, the Suppression of Immoral Traffic Act or SITA, 1956 etc. More legislations are to be passed and

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possible loopholes should be blocked as these have far-reaching implications for women in the country.

Women in politics should be given greater visibility and recognition for their accomplishments.

This can help to inspire other women to get involved in politics and to create a culture of greater gender equality in politics.

Education and training programs can be conducted to empower women to participate in politics.

This will help women to build their confidence and skill set, and understand the complexities of politics.

Women should be given a special role in our planning process and in the mobilization of local skills and resources. They should be brought into the mainstream of national development not as beneficiaries but as contributors and partakers along with men and as rightful claimants of social security.



METHODOLOGY

Methodology used for data collection in this project is collected from the website. The 2011 UN General Assembly resolution on women's political participation reiterated that "*women in every part of the world continue to be largely marginalised from the political sphere, often as a result of discriminatory laws, practices, attitudes and gender stereotypes, low levels of education, lack of access to health care, and the disproportionate effect of poverty on women.*" Therefore, to eliminate the multi-faceted problem like gender inequality, a multi-pronged approach must be adopted; and among the various initiatives, political empowerment of women could act as a catalyst. Political empowerment could lead to opening more opportunities for women and as a result, create a level playing field for them.

Globally, several international commitments have been made, for achieving gender equality and these have emphasized on enhancing women's representation in political sphere. While the Convention on the Elimination of All Forms of Discrimination against **Women (1979)** upheld women's right to participate in public life, the **Beijing Platform for Action (1995)** called for removing barriers to equal participation. The **Millennium Development Goals (2000)** also took into account women's representation in parliament to measure progress towards gender equality.

Over the past two decades, gender gaps have narrowed in various areas, viz., education, health, employment, legal rights of women, participation in governance, and so on. But, despite the improvement, substantial inequalities, with varying degrees, still persist across all the areas across countries. It would be noteworthy to mention that India is a signatory to all the international commitments mentioned above. However, India is far behind in achieving gender equality, especially in terms of representation of women in political decision making, among others.

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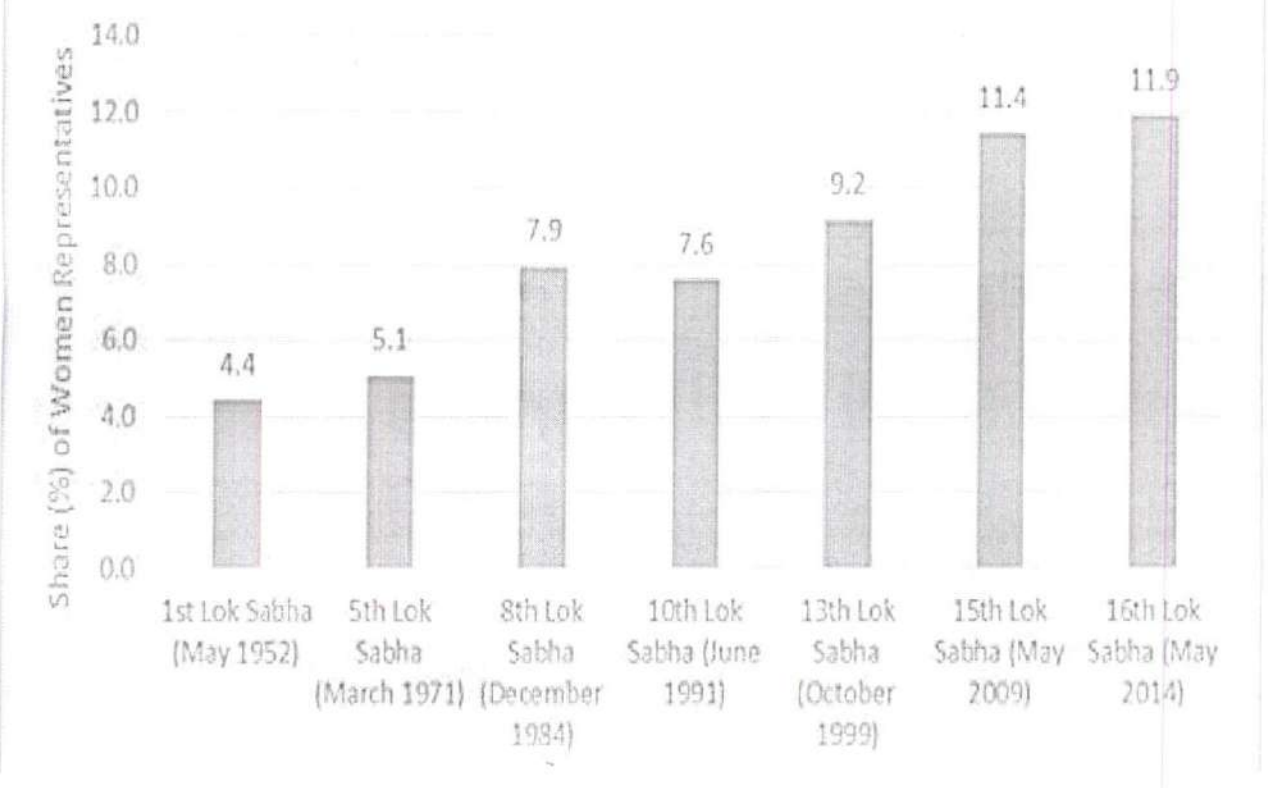
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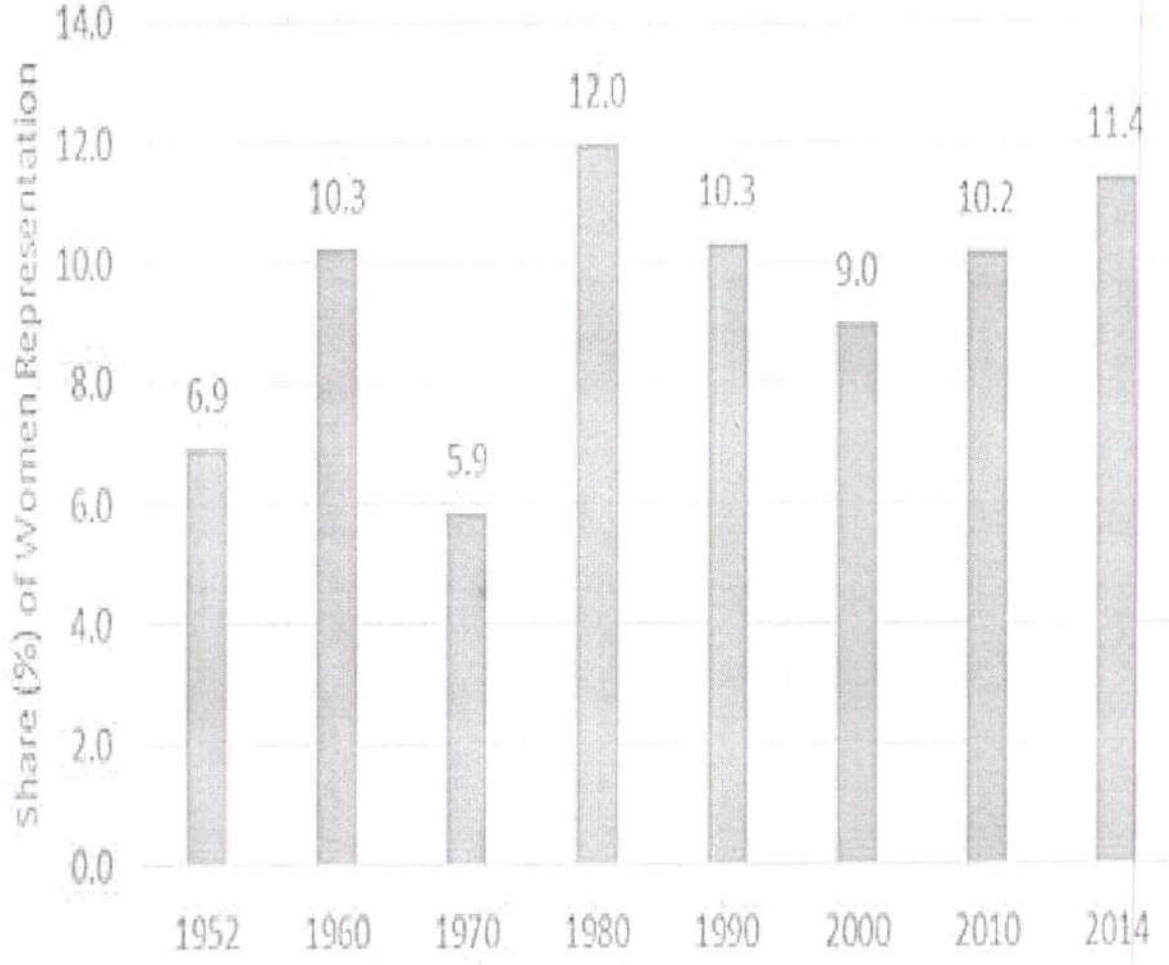
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Considering the share of women (49.5%) in the total population of India, their representation in Parliament represents a skewed statistic, which does not befit the world's largest democracy.



Share (%) of women in the Parliament (Lok sabha / Lower house) - INDIA

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Share (%) of women in the Rajya Sabha (Upper House) – INDIA

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CONCLUSION

In India, with advancements taking place and with the advent of globalization, there has been an increase in the participation of women within the political sphere. The participation of women within the political sphere enables them to acquire an efficient understanding of the problems and challenges, which need to be overcome for leading to progression of the country. When women render a significant contribution in political participation, then it is vital for them to possess the essential skills and abilities. The most important aspect is, they need to be aware of the strategies and approaches to promote well-being of the community and nation as a whole. The main areas that have been taken into account in this research paper include, meaning and significance of political participation, the participation of women in politics: historical framework, modes of political participation, variables of political participation, measurement framework, empowerment of women through political participation and recommendations.

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Topic Name: - Influence of Mass Media on Culture

Roll No	Name of Student
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Faculty Name: - Rooshikesh Govind Jade

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CERTIFICATE

This is to certify that Anshika Arun Singh, Roll No. FF23093 has worked and duly completed his/her Project, Titled: To study Influence of mass media on culture of "Foundation Course - II" in First Year of Bachelor of Accounting and Finance under supervision and Guidance of Mr. Rooshikesh G. Jade.

It is her / his own work and facts reported by her / his personal findings and investigations.

Mr. Rooshikesh G. Jade
(FACULTY)

Mrs. Rasika Shinde
(COURSE CO-ORDINATOR)

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3.	Methodology used for data collection	15 To 16
4.	Data Analysis	17 To 19
5.	Findings & Conclusion	20
6.	Bibliography	21

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Introduction

Mass media includes the diverse arrays of media that reach a large audience via mass communication. Broadcast media transmit information electronically via media such as films, radio, recorded music, or television. Digital media comprises both Internet and mobile mass communication. Internet media comprise such services as email, social media sites, websites, and Internet-based radio and television. Many other mass media outlets have an additional presence on the web, by such means as linking to or running TV ads online, or distributing QR codes in outdoor or print media to direct mobile users to a website. In this way, they can use the easy accessibility and outreach capabilities the Internet affords, as thereby easily broadcast information throughout many different regions of the world simultaneously and cost-efficiently. Outdoor media transmit information via such media as AR advertising; billboards; blimps; flying billboards (signs in tow of airplanes); placards or kiosks placed inside and outside buses, commercial buildings, shops, sports stadiums, subway cars, or trains; signs; or skywriting. [Print media transmit information via physical objects, such as books, comics, magazines, newspapers, or pamphlets. Event organizing and public speaking can also be considered forms of mass media. The organisations that control these technologies, such as movie studios, publishing companies, and radio and television stations, are also known as the mass media.

Types Of Mass Media

Broadcast media: -

The sequencing of content in a broadcast is called a schedule. With all technological endeavours a number of technical terms and slang have developed.

Radio and television programs are distributed over frequency bands which are highly regulated in the United States. Such regulation includes determination of the width of the bands, range, licensing, types of receivers and transmitters used, and acceptable content.

Cable television programs are often broadcast simultaneously with radio and television programs, but have a more limited audience. By coding signals and



requiring a cable converter box at individual recipients' locations, cable also enables subscription-based channels and pay-per-view services

A broadcasting organization may broadcast several programs simultaneously, through several channels (frequencies), for example BBC One and Two. On the other hand, two or more organisations may share a channel and each use it during a fixed part of the day, such as the Cartoon Network/Adult Swim. Digital radio and digital television may also transmit multiplexed programming, with several channels compressed into one ensemble.

When broadcasting is done via the Internet the term webcasting is often used. In 2004, a new phenomenon occurred when a number of technologies combined to produce podcasting. Podcasting is an asynchronous broadcast/narrowcast medium. Adam Curry and his associates, the Podshow, are principal proponents of podcasting.

Film: -

The term 'film' encompasses motion pictures as individual projects, as well as the field in general. The name comes from the photographic film (also called film stock), historically the primary medium for recording and displaying motion pictures. Many other terms for film exist, such as motion pictures (or just pictures and "picture"), the silver screen, photoplays, the cinema, picture shows, flicks and, most commonly, movies.

Films are produced by recording people and objects with cameras, or by creating them using animation techniques or special effects. Films comprise a series of individual frames, but when these images are shown in rapid succession, an illusion of motion is created. Flickering between frames is not seen because of an effect known as persistence of vision, whereby the eye retains a visual image for a fraction of a second after the source has been removed. Also, of relevance is what causes the perception of motion: a psychological effect identified as beta movement.

Film has emerged as an important art form. They entertain, educate, enlighten and inspire audiences. Any film can become a worldwide attraction, especially with the addition of dubbing or subtitles that translate the original language.

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Video games: -

A video game is a computer-controlled game in which a video display, such as a monitor or television set, is the primary feedback device. The term "computer game" also includes games which display only text or which use other methods, such as sound or vibration, as their primary feedback device. There always must also be some sort of input device, usually in the form of button/joystick combinations (on arcade games), a keyboard and mouse/trackball combination (computer games), a controller (console games), or a combination of any of the above. Also, more esoteric devices have been used for input, e.g., the player's motion. Usually there are rules and goals, but in more open-ended games the player may be free to do whatever they like within the confines of the virtual universe.

In common usage, an "arcade game" refers to a game designed to be played in an establishment in which patrons pay to play on a per-use basis. A "computer game" or "PC game" refers to a game that is played on a personal computer. A "Console game" refers to one that is played on a device specifically designed for the use of such, while interfacing with a standard television set. A "video game" (or "videogame") has evolved into a catchall phrase that encompasses the aforementioned along with any game made for any other device, including, but not limited to, advanced calculators, mobile phones, PDAs, etc.

Audio recording and reproduction: -

Sound recording and reproduction is the electrical or mechanical re-creation or amplification of sound, often as music. This involves the use of audio equipment such as microphones, recording devices and loudspeakers. From early beginnings with the invention of the phonograph using purely mechanical techniques, the field has advanced with the invention of electrical recording, the mass production of the 78 records, the magnetic wire recorder followed by the tape recorder, the vinyl LP record. The invention of the compact cassette in the 1960s, followed by Sony's Walkman, gave a major boost to the mass distribution of music recordings, and the invention of digital recording and the compact disc in 1983 brought massive improvements in ruggedness and quality. The most recent developments have been in digital audio players.



An album is a collection of related audio recordings, released together to the public, usually commercially.

The term record album originated from the fact that 78 RPM phonograph disc records were kept together in a book resembling a photo album. The first collection of records to be called an "album" was Tchaikovsky's Nutcracker Suite, release in April 1909 as a four-disc set by Odeon Records. It retailed for 16 shillings—about £15 in modern currency.

A music video (also promo) is a short film or video that accompanies a complete piece of music, most commonly a song. Modern music videos were primarily made and used as a marketing device intended to promote the sale of music recordings. Although the origins of music videos go back much further, they came into their own in the 1980s, when Music Television's format was based on them. In the 1980s, the term "rock video" was often used to describe this form of entertainment, although the term has fallen into disuse.

Music videos can accommodate all styles of filmmaking, including animation, live-action films, documentaries, and non-narrative, abstract film.

Internet media:-

The Internet (also known simply as "the Net" or less precisely as "the Web") is a more interactive medium of mass media, and can be briefly described as "a network of networks". Specifically, it is the worldwide, publicly accessible network of interconnected computer networks that transmit data by packet switching using the standard Internet Protocol (IP). It consists of millions of smaller domestic, academic, business and governmental networks, which together carry various information and services, such as email, online chat, file transfer, and the interlinked web pages and other documents of the World Wide Web.

Contrary to some common usage, the Internet and the World Wide Web are not synonymous: the Internet is the system of interconnected computer networks, linked by copper wires, fibre-optic cables, wireless connections etc.; the Web is the contents, or the interconnected documents, linked by hyperlinks and URLs. The World Wide Web is accessible through the Internet, along with many other services including e-mail, file sharing and others described below.



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Tel. : 0251 2449891 / 92

The S.I.A. College of Higher Education

Reaccredited B+ by NAAC
(Affiliated to University of Mumbai)

P-88, MIDC Residential Area, Dombivli Gymkhana Road, Near Balaji Mandir, Dombivli (East), 421 203.
Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/837/23-24

Date : 06/04/2024

To,
Asst. Prof Ashwini Bagkar
K.V. Pendharkar College,
Dombivli (East)

Dear Madam,

We are pleased to inform you that you have been appointed as External Examiner for Project Assessment and Viva Voce at BAF.(with Credits)-Regular-C75-25-T.Y.BAF.-Sem-VI for April, 2024.

The College has arranged Viva on 08/04/2024 at 8.00 am

Kindly accept the invitation and acknowledge.

Yours truly,

Rasika Shinde
Convener
Department of BAF

8/4/2024

Dr Padmaja Arvind
Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

The South Indian Association's

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/838/23-24

Date : 06/04/2024

To,
Asst. Prof Ashwini Bagkar
K.V. Pendharkar College,
Dombivli (East)

Dear Madam,

On behalf of Department of Accounting and Finance, we are very much thankful for accepting our invitation as external examiner of viva voce for TY BAF Semester VI, 2023-24

We hope you will continue the same co-operation in future.

Thanking you,

Regards.

Rasika Shinde
Convener
Department of BAF

8/5/2024

Dr Padmaja Arvind
Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

The South Indian Association's

Tel. : 0251 2449891 / 92

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/837/23-24

Date : 06/04/2024

To,
Asst. Prof Premkumar Nair,
K.V. Pendharkar College,
Dombivli (East)

Dear Sir,

We are pleased to inform you that you have been appointed as External Examiner for Project Assessment and Viva Voce for Accounting and Finance (with Credits) -Regular-C75-25-T.Y.BAF.- Sem-VI for April, 2024.

The College has arranged Viva on 08/04/2024 at 8:00 am

Kindly accept the invitation and acknowledge.

Yours truly,

Rasika Shinde
Convener
Department of BAF

Received
08/04/2024

Dr Padmaja Arvind
Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

The South Indian Association's

Tel. : 0251 2449891 / 92

The S.I.A. College of Higher Education

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Ref. No : SIAC/838/23-24

Date : 06/04/2024

To,
Asst. Prof Premkumar Nair,
K.V. Pendharkar College,
***Dombivli* (East)**

Dear Sir,

On behalf of Department of Accounting and Finance, we are very much thankful for accepting our invitation as external examiner of viva voce for TY BAF Semester VI, 2023-24

We hope you will continue the same co-operation in future.

Thanking you,

Regards.

Rasika Shinde
Convener
Department of BAF

Received
Prem Kumar Nair
08/04/2024

Dr Padmaja Aryind
Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

The South Indian Association's

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Email : office@thesiacollege.com Website : www.thesiacollege.com

Tel. : 0251 2449891 / 9

Ref. No : SIAC/837/23-24

Date : 06/04/2024

To,
Asst. Prof Surekha Shukla,
Model College,
Dombivli (East)

Dear Madam,

We are pleased to inform you that you have been appointed as External Examiner for Project Assessment and Viva Voce for Accounting and Finance (with Credits)-Regular-C75-25-T.Y.BAF.-Sem-VI for April, 2024.

The College has arranged Viva on 08/04/2024 at 8:00 am

Kindly accept the invitation and acknowledge.

Yours truly,

Rasika Shinde
Convener
Department of BAF

Padmaja

Dr Padmaja Arvind
Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

Recd Shukla
Asst. Prof Surekha Shukla

The South Indian Association's

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Tel. : 0251 2449891 / 92

Ref. No : SIAC/838/23-24

Date : 06/04/2024

To,
Asst. Prof. Surekha Shukla,
Model College,
Dombivli (East)

Dear Sir,

On behalf of Department of Accounting and Finance, we are very much thankful for accepting our invitation as external examiner of viva voce for TY BAF Semester VI, 2023-24

We hope you will continue the same co-operation in future.

Thanking you,

Regards.

Rasika Shinde
Convener
Department of BAF

Dr Padmaja Arvind
Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

Read

Surekha Shukla

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Affiliated to University of Mumbai
Reaccredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

PROJECT DETAILS

MCOM (2023-24)

ASBS & Co.
Chartered Accountants

Registered Address: - Office no. 203, Sumer Kendra Co-op, P.B Marg, Worli, Mumbai – 400018
Website: www.asbsca.in Email: info@asbsca.com Mobile: 9892522649 | 7977246374

CERTIFICATE

This is to certify that Ms/Mr. Shreya Acharya has successfully completed the On-Job training in the ASBS & Co. from 27th Oct. '23 to 27th Jan. '24. under the supervision of Farukh Khan

ASBS & Co. Chartered Accountant

Authorized signature

LINK Intime

Link Intime India Pvt. Ltd.
CIN : U67190MH1999PTC118368
C-101, 247 Park, L. B. S. Marg,
Vikhroli (West), Mumbai - 400 083.
Tel. : +91 22 4918 6000
Fax : +91 22 4918 6060
E-mail : mumbai@linkintime.co.in
Website : www.linkintime.co.in

This is to certify that Mr. / Ms. Samprtha poojari has successfully Completed On- Job Training in the Accountant, From 8th January 2024 to 8th March 2024 under the supervision of Sandeep Kakkeri.

Authorized Signature

LINK INTIME INDIA PVT. LTD.

CHOUTELA & ASSOCIATES

Advocate & Tax Consultant
(LL.B. M.com M.B.A G.D.C&A)

CERTIFICATE

(On Company/Institute Letterhead)

This is to certify that Ms/~~Mr.~~ Bhakti . S . Pol , has successfully completed the On-Job training in the Choutela & Assc', from 1st March to 30th April under the supervision of Mr. BrijMohan choutela

CHOUTELA & ASSOCIATES ★ MUMBAI ★ TAX CONSULTANT

Authorized signature

Office No.3, City Commercial Centre, M.G. Road, Opp. Dombivli Station, Dombivli (W), Thane – 421202
Email: bchoutela@gmail.com , Mob No. 9892844895

CERTIFICATE

(On Company/Institute Letterhead)

This is to certify that Ms/~~Mr.~~ Priya · H. Dubey has successfully completed the On-Job training in the Samyaan Services from 21 May to 19th June 2024 under the supervision of Jinal Mojidra

Authorized signature

SAMYAAN SERVICES PVT. LTD.

SHUBBHA

INSURANCE & FINANCIAL SERVICES

CERTIFICATE

This is to certify that Ms./Mr. Gauri Ramdas Ligam, has successfully completed the On-Job training in the Shubbha Insurance & Financial Services, from 8th June 23 to 8th Aug 23 under the supervison of Manali Jalgaonkar

Authorized Signature

SHUBBHA
INSURANCE & FINANCIAL SERVICES

Auth Signatory

M. M.SANCHETI & CO

Tax & Project Finance Consultant

Office No .218/219 Jagannath commerce Plaza, Manpada Road, Dombivli East-421201

CERTIFICATE

This is to certify that Ms. Aanchal Yadav, has successfully completed the On-Job training in the M.M Sancheti & Co , from 4th September,2023 to 4th November,2023 under the supervision of Jagruti Pujare .

For M M Sancheti And Co.

Proprietor/Authorised Signatory

Reliance Brands Limited

Regd.Off : 5th Floor, Court House, Lokmanya Tilak Marg, Dhobi Talao, Mumbai - 400002

This is to certify that Ms/~~Mr.~~ Pooja Gupta, has successfully completed the On-Job training in the Finance Controller, from 1st Feb, 2024 to 31st March, 2024 under the supervision of Vijay K. Kanoja

Reliance Brands Ltd.

Authorized signature

SWAPNIL JANGAM & COMPANY

CHARTERED ACCOUNTANTS

Add.- 1, Sahkar Kutir, Near Asalpha Metro Station Gate No.4, Ghatkopar (W) Mumbai 400 084.
Mob.: + 91 98335 96459 Off. 022-6982 9292 | E-mail: caswapniljangam@gmail.com

This is to declare that **Ms. Vaibhavi Rajesh Auti** has successfully completed the On-Job training in the M/s Swapnil Jangam & Company **from 02-05-2024 to 06-07-2024** under the supervision of Mr. Swapnil Jangam (Chartered Accountants)

For Swapnil Jangam & Co.

Chartered Accountants

SWAPNIL JANGAM & COMPANY * MEM. No. 160347 *

C.A. Swapnil Jangam

(Proprietor) Mem. No. 160347

Date: 12-07-2024

atWork
www.atworkindia.in

Appendix IX: Proforma for OJT COMPLETION CERTIFICATE

The student should attach OJT completion certificate, duly signed by the industry / organization supervisor to his report. A representative format for the OJT completion certificate is as given below:

CERTIFICATE

This is to certify that **Mr. Vinod Hiraman Gupta** has successfully completed the On-Job training in the **M/s. Atwork India Consultancy Privet Limited** from 20th October 2023 to 31st May 2024 under the supervision of **Mr. Santosh Desai.**

Atwork India Consultancy Pvt. Ltd. MUMBAI

Authorized signature

JB PITRE & ASSOCIATES
Email: jb.pitreassociate@gmail.com

Appendix IX: Proforma for OJT COMPLETION CERTIFICATE

The student should attach OJT completion certificate, duly signed by the industry/ organization supervisor to his report. A representative format for the OJT completion certificate is as given below:

CERTIFICATE

This is to certify that **Mr. Jayesh Mahesh Halde** has successfully completed the On-Job training in the **JB Pitre & Associates** from 2nd August 2023 to 31 April 2024 under the supervision of **Mr, Vinod Angre**

Angre

Authorized signature

ROHIT KAMBLE & ASSOCIATES

CHARTERED ACCOUNTANTS

ADDRESS: 4 CHANDRA NIWAS, HIRACHAND DESAI ROAD, OPP POST OFFICE, GHATKOPAR WEST, MUMBAI-400086

EMAIL ID- ROHITKAMBLEANDCO@GMAIL.COM MOB NO.8779898535

Appendix IX: Performa for OJT COMLETION CERTIFICATE

CERTIFICATE

This is to certify that Ms. Sakshi Suresh Medhe, has successfully completed on the On-Job training in M/s. ROHIT KAMBLE & ASSOCIATES , from 25/02/2024 to 18/05/2024 under the supervision of Rohit Kamble .



Authorized signature
ROHIT KAMBLE
Membership No. 600701

SD INDIA PHARMA

Appendix IX: Proforma for OJT COMPLETION CERTIFICATE

The student should attach OJT completion certificate, duly signed by the industry/organization supervisor to his/her report. A representative format for the OJT completion certificate is as given below:

CERTIFICATE

(On Company/Institute Letterhead)

This is to certify that Ms./Mr. Sohil Asha has successfully completed the On-Job training in the S.D. India Pharma from 1st Nov to 14th Jan under the supervision of Hasmukh Shah.

SD INDIA PHARMA

PARTNER

Authorized signature

701, Vimla Palace, Gokul Dham Complex, Near Bhavani Chowk, Behind Gurudwara, Nilje Station, Dombivali East.
Email : sdindiapharma@gmail.com | 98217 71985 / 90763 87889 / 90761 57889

Appendix IX: Proforma for OJT COMPLETION CERTIFICATE

The student should attach OJT completion certificate, duly signed by the industry/organization supervisor to his/her report. A representative format for the OJT completion certificate is as given below:

DRAFT

CERTIFICATE

(On Company/Institute Letterhead)

This is to certify that Ms./Mr. Laxmi Sahani, has successfully completed the On-Job training in the Filpkart, from that to date under the supervision of Kewal Gohil.

Authorized signature

Cogent E-Services Limited

Priyanka Enterprises

ALUMINIUM SLIDING WINDOW, SINTEX & BAKELITE DOOR, PARTITION,
KITCHEN PLATFORM, TILES & GRILL, PLUMBING & PANTING

Shop No. 3, Nehete Niwas, Dr. R. P. Road, Shivmandir Chowk, Dombivli (E). Tel : 244 68 11

Date : 24/06/2024

CERTIFICATE

This is to certify that Ms. Yatishri has successfully completed the On-Job training in the Priyanka Enterprises from 1.2.2024 to 30.4.2024 under the supervision of S. R. Yadav

For Priyanka Enterprises

For PRIYANKA ENTERPRISES
S. R. Yadav
(Proprietor)
Proprietor

SD INDIA PHARMA

Appendix IX: Proforma for OJT COMPLETION CERTIFICATE

The student should attach OJT completion certificate, duly signed by the industry/organization supervisor to his/her report. A representative format for the OJT completion certificate is as given below:

CERTIFICATE

(On Company/Institute Letterhead)

This is to certify that Ms./~~Mr.~~ Komal, has successfully completed the On-Job training in the SD India pharma from 1st Dec to 18th Feb under the supervision of Harshada Rane.

SD INDIA PHARMA

PARTNER

Authorized signature

701, Vimla Palace, Gokul Dham Complex, Near Bhavani Chowk, Behind Gurudwara, Nilje Station, Dombivali East.
Email : sdindiapharma@gmail.com | 98217 71985 / 90763 87889 / 90761 57889

The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
Reaccredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

Project submission Notice

All the students are here by informed that the last date for submission of Semester IV Projects is 20th April,2024 failing which Projects will not be accepted and students will not be allowed to appear for Viva.

Convener

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

The South Indian Association's
The S.I.A. College of Higher Education
Affiliated to University of Mumbai
Reaccredited B+ by NAAC
P-88, MIDC Residential Area Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (East), 421203.

Project submission Notice

All the students are here by informed that the last date for submission of Semester III Projects is 20th Dec,2023 failing which Projects will not be accepted and students will not be allowed to appear for Viva.

Convener

Principal

PRINCIPAL
The S.I.A. College of Higher Education
DOMBIVLI (E)

University of Mumbai

Master of Commerce (M.Com) Programme
Guidelines for Project Work
at
Second Year
Semester III and IV

Under Choice Based Credit, Grading and Semester System

(To be implemented from Academic Year 2017-2018)

Faculty of Commerce

THE S.I.A. COLLEGE OF HIGHER EDUCATION DOMBIVLI

Introduction

Inclusion of project work in the course curriculum of the M.Com. programme is one of the ambitious aspect in the programme structure. The main objective of inclusion of project work is to inculcate the element of research work challenging the potential of learner as regards to his/ her eager to enquire and ability to interpret particular aspect of the study in his/ her own words. It is expected that the guiding teacher should undertake the counselling sessions and make the awareness among the learners about the methodology of formulation, preparation and evaluation pattern of the project work.

- There are two modes of preparation of project work
  1. Project work based on research methodology in the study area
  2. Project work based on internship in the study area

Guidelines for preparation of Project Work

Work Load

Work load for Project Work is 01 (one) hour per batch of 15-20 learners per week for the teacher. The learner (of that batch) shall do field work and library work in the remaining 03 (three) hours per week.

1. General guidelines for preparation of project work based on research methodology

- The project topic may be undertaken in any area of Elective Courses.
- Each of the learner has to undertake a Project individually under the supervision of a teacher-guide.
- The learner shall decide the topic and title which should be specific, clear and with definite scope in consultation with the teacher-guide concerned.
- University/college shall allot a guiding teacher for guidance to the students based on her / his specialization.
- The project report shall be prepared as per the broad guidelines given below:
  - Font type: Times New Roman
  - Font size: 12-For content, 14-for Title
  - Line Space : 1.5-for content and 1-for in table work
  - Paper Size: A4
  - Margin : in Left-1.5, Up-Down-Right-1
  - The Project Report shall be bounded.
  - The project report should be 80 to 100 pages



Structure to be followed to maintain the uniformity in formulation and presentation of Project Work

(Model Structure of the Project Work)

- **Chapter No. 1: Introduction**

  In this chapter Selection and relevance of the problem, historical background of the problem, brief profile of the study area, definition/s of related aspects, characteristics, different concepts pertaining to the problem etc can be incorporated by the learner.

- **Chapter No. 2: Research Methodology**

  This chapter will include Objectives, Hypothesis, Scope of the study, limitations of the study, significance of the study, Selection of the problem, Sample size, Data collection, Tabulation of data, Techniques and tools to be used, etc can be incorporated by the learner.

- **Chapter No. 3: Literature Review**

  This chapter will provide information about studies done on the respective issue. This would specify how the study undertaken is relevant and contribute for value addition in information/ knowledge/ application of study area which ultimately helps the learner to undertake further study on same issue.

- **Chapter No. 4: Data Analysis, Interpretation and Presentation**

  This chapter is the core part of the study. The analysis pertaining to collected data will be done by the learner. The application of selected tools or techniques will be used to arrive at findings. In this, table of information's, presentation of graphs etc. can be provided with interpretation by the learner.

- **Chapter No. 5: Conclusions and Suggestions**

  In this chapter of project work, findings of work will be covered and suggestion will be enlisted to validate the objectives and hypotheses.



Note: If required more chapters of data analysis can be added

- **Bibliography**
- **Appendix**

Evaluation pattern of the project work

The Project Report shall be evaluated in two stages viz.	
• **Evaluation of Project Report (Bound Copy)**	**60 Marks**
▪ Introduction and other areas covered	20 Marks
▪ Research Methodology, Presentation, Analysis and interpretation of data	30 Marks
▪ Conclusion & Recommendations	10 Marks
• **Conduct of Viva-voce**	**40 Marks**
▪ In the course of Viva-voce, the questions may be asked such as importance / relevance of the study, objective of the study, methodology of the study/ mode of Enquiry (question responses)	10 Marks
▪ Ability to explain the analysis, findings, concluding observations, recommendation, limitations of the Study	20 Marks
▪ Overall Impression (including Communication Skill)	10 Marks

Note:

- *The guiding teacher along with the external evaluator appointed by the University/ College for the evaluation of project shall conduct the viva-voce examination as per the evaluation pattern*

Passing Standard

- Minimum of Grade E in the project component
- In case of failing in the project work, the same project can be revised for ATKT examination.
- Absence of student for viva voce: If any student fails to appear for the viva voce on the date and time fixed by the department such student shall appear for the viva voce on the date and time fixed by the Department, such student shall appear for the viva voce only along with students of the next batch.

