Syllabi (Suggestive)
Secondary Stage

Integrated Teacher Education Programme (ITEP)

गुरूर्गुरूतमो धाम
NCTE

National Council for Teacher Education
(A Statutory Body of the Government of India)
G-7, Sector-10, Dwarka, New Delhi-110075

Syllabi (Suggestive)
Secondary Stage

Integrated Teacher Education Programme
(ITEP)



राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक सांविधिक निकाय)

National Council for Teacher Education
(A Statutory Body of the Government of India)

Table of Contents

S.No.	Components	Page No.
1.0	Two-Weeks Student Induction Programme	1
2.0	**Foundations of Education**	2
2.1	Evolution of Indian Education	2
2.2	Child Development & Educational Psychology	5
2.3	Philosophical and Sociological Perspectives of Education – I	8
2.4	Assessment & Evaluation	11
2.5	Inclusive Education	14
2.6	Perspective on School Leadership and Management	17
2.7	Curriculum Planning & Development (textbooks, material development, etc.) – (Stage Specific)	20
2.8	Philosophical & Sociological Perspectives of Education – II	22
2.9	Education Policy Analysis	25
2.10	Education for Mental Health	27
2.10	Education for Sustainable Development	29
2.10	Emerging Technologies in Education	31
2.10	Gender Education	34
2.10	Guidance and Counselling	37
2.10	Peace Education	40
2.10	Sports and Fitness Education	42
2.10	Adolescence Education	45
2.10	Art in Education	48
3.0	**Disciplinary/ Inter-disciplinary Courses** (to be developed by the University concerned in line with regular 4-year Undergraduate Programme - FYUP)	50
4.0	**Stage – Specific Content-cum-Pedagogy Courses**	51
4.4	Stage-Specific Content-cum-Pedagogy Courses at Secondary Stage	51
4.4.1	Basic Pedagogy Courses at Secondary Stage	53
4.4.2	Content cum Pedagogy of language 1 & Language 2 at Secondary Stage	58
4.4.3	Content cum Pedagogy of Mathematics at Secondary Stage	65
4.4.4	Content cum Pedagogy of Physical Sciences at Secondary Stage	73
4.4.5	Content cum Pedagogy of Biological Sciences at Secondary Stage	82
4.4.6	Content cum Pedagogy of Social Sciences at Secondary Stage	90
4.4.7	Content cum Pedagogy of Commerce at Secondary Stage	99
4.4.8	Content cum Pedagogy of Computer Science at Secondary Stage	108
4.4.9	Content cum Pedagogy of Arts at Secondary Stage	117
4.4.10	Content cum Pedagogy of Vocational Education at	126

	Secondary Stage	
4.4.11	Content cum Pedagogy of Health, Physical Education and Yoga at Secondary Stage	135
4.4.12	Content cum Pedagogy of Agriculture at Secondary Stage	144
4.4.13	Content cum Pedagogy of Home Science at Secondary Stage	151
5.0	**Ability Enhancement & Value-Added Courses**	162
5.1	Language - 1 (as per the 8th schedule of Constitution of India)	163
5.2	Language - 2 (Other than Language – 1)	167
5.3	Art Education (Performing and Visual)	169
5.4	Understanding India (Indian Ethos and Knowledge Systems)	180
5.5	Teacher and Society	186
5.6	ICT in Education	190
5.7	Mathematical & Quantitative Reasoning	193
5.8	Sports, Nutrition and Fitness	195
5.9	Yoga and Understanding Self	197
5.10	Citizenship Education, Sustainability and Environment Education	199
6.0	**School Experience**	201
6.1	Pre-Internship Practice (Demonstration Lessons, Peer Teaching)	203
6.2	School Observation (Field-Practice)	207
6.3	School-Based Research Project	212
6.4	Internship in Teaching	214
6.5	Post Internship (Review and Analysis)	222
6.6	Creating Teaching Learning Material/ Work Experience (Educational Toy making, local/traditional vocations, etc.)	224
7.0	**Community Engagement and Services**	226
7.1	Community Engagement and Service (Participation in NSS-related activities, New Literacy Programme etc.)	226

Table 1: ITEP Structure												
S. No	Curricular components	Courses	Credits per semester								Total credits per course	Total credits
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8		
1.	1. Student Induction Programme	Two-Week Student Induction Programme		--	--	--	--	--	--	--	--	--
2.1	2. Foundations of Education	Evolution of Indian Education	4	--	--		--	--	--	--	4	30
2.2		Child Development & Educational Psychology	--	--	4	--	--	--	--	--	4	
2.3		Philosophical & Sociological Perspectives of Education -I	--	--	--	4	--	--	--	--	4	
2.4		Assessment & Evaluation	--	--	--	--		2	--	--	2	
2.5		Inclusive Education	--	--	--	--	--	2	--	--	2	
2.6		Perspectives on School Leadership and Management		--	--	--	--	--	2	--	2	
2.7		Curriculum Planning & Development (textbooks, material development, etc.) - (Stage Specific)	--	--	--	--	--	--	2	--	2	
2.8		Philosophical & Sociological Perspectives of Education -II	--	--	--	--	--	--	--	4	4	
2.9		Education Policy Analysis	--	--	--	--	--	--	--	2	2	
2.10		One Elective from the offered courses as per the choice of student-teachers (e.g., Adolescence Education, Education for Mental Health, Education for Sustainable Development, Emerging Technologies in Education, Gender Education, Guidance and Counselling, Human Rights Education, Peace Education, Sports and Fitness Education, Tribal Education, Economics of Education, or any other relevant course decided by the University/Institution)	--	--	--	--	--	--	--	4	4	
3.1	3. Disciplinary / Inter-disciplinary Courses	One/two discipline(s) from any of the school curricular areas. I) Languages ii) Physical Sciences (Physics, Chemistry, etc.) iii) Biological Sciences (Zoology, Botany, etc.) iv) Mathematics v) Social Sciences & Humanities (Economics, History, Geography, Psychology, Political Science etc.) vi) Business Studies, Accountancy, etc. vii) Arts (Visual and Performing) viii) Physical Education and Yoga ix) Vocational Education x) Computer Science xi) Agriculture xii) Home Science xiii) Any other school subject	8	12	12	12	12	8	--	--	64	64

Table 1: ITEP Structure													
S. No	Curricular components	Courses	Credits per semester								Total credits per course	Total credits
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8		
4.1	4. Stage-Specific Content-cum-Pedagogy	Stage-Specific Content-cum-Pedagogy Courses	--	--	4	4	4	4	--	--	16	16
5.1	5. Ability Enhancement & Value-Added Courses	Language-I (as per the 8th schedule of constitution of India)	4		--	--	--	--	--	--	4	28
5.2		Language-II (Other than Language-I)	--	4	--	--	--	--	--	--	4	
5.3		Art Education (Performing and Visual)	2	--	--	--	--	--	2	--	4	
5.4		Understanding India (Indian Ethos and Knowledge Systems)	2	2	--	--	--	--	--	--	4	
5.5		Teacher and Society	--	2	--	--	--	--	--	--	2	
5.6		ICT in Education	--	--	--	--	2	--	--	--	2	
5.7		Mathematical & Quantitative Reasoning	--	--	--	--	--	2	--	--	2	
5.8		Sports, Nutrition and Fitness	--	--		--	--	--	2	--	2	
5.9		Yoga and Understanding Self	--	--		--	--	--	--	2	2	
5.10		Citizenship Education, Sustainability and Environment Education	--	--	--	--	--	--	--	2	2	
6.1	6. School Experience	Pre-internship Practice (Demonstration lessons, Peer teaching)	--	--	--	--	2	--	--	--	2	20
6.2		School Observation (Field Practice)	--	--	--	--	--	2	--	--	2	
6.3		School-based Research Project	--	--	--	--	--	--	2	--	2	
6.4		Internship in Teaching	--	--	--	--	--	--	10	--	10	
6.5		Post Internship (Review and Analysis)	--	--	--	--	--	--	--	2	2	
6.6		Creating Teaching Learning Material/Work Experience (Educational Toy making, local/traditional vocations, etc)	--	--	--	--	--	--	--	2	2	
7.1	7. Community Engagement and Service	Community Engagement and Service (Participation in NSS-related activities, New India Literacy Programme etc.)	--	--	--	--	--	--	--	2	2	2
		Total	**20**	**20**	**20**	**20**	**20**	**20**	**20**	**20**	**160**	

1.0 STUDENT INDUCTION PROGRAMME

(Two -Weeks Student Induction Programme)

To be evolved by the Institution concerned

2.0 FOUNDATIONS OF EDUCATION

2.1 Evolution of Indian Education

Credits: 4
Semester: S-1

2.1.1 About the Course

The course seeks to develop an understanding among student teachers of the evolution of education in India that would allow student teachers to locate themselves within the larger system of education. The course aims at orienting student teachers to the historical perspective of Indian education including the development and features of education in ancient India such as the Gurukuls, post-Vedic period, during Mauryan and Gupta empires, during colonial era and post-independence period, and future perspectives about education development in India, and progression from Education 1.0 to Education 4.0 etc. This course also provides an overview of the contribution of Indian thinkers to evolve Indian Education system – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti, Dr. Bhima Rao Ambedkar and others.

2.1.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss genesis, vision, and evolution of education in ancient India to the contemporary India,
- enable themselves to shape their educational perspective to act as an effective teacher.

UNIT - I

Ancient Indian Education: Vedic Period

A. Vision, objectives and salient features of Vedic Education System.
B. Teaching and Learning Process.
C. Development of educational institutions: Finances and Management.
D. Famous Educational institutions and Guru-Shishya.
E. Education at the time of Epics: Ramayana and Mahabharata.

UNIT - II

Ancient Indian Education: Buddhist and Jain Period

A. Vision, objectives and salient features of Buddhist and Jain Education System.
B. Teaching and Learning Process.
C. Finance and Management of Educational Institutions.
D. Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.
E. Famous Guru-Shishya.

UNIT - III

Post-Gupta Period to Colonial Period

A. Vision, objectives, brief historical development perspective as well as salient features of Education in India.
B. Teaching and Learning Process.
C. Finance and Management of educational institutions.

UNIT - IV
Modern Indian Education

A. Colonial Education in India

- Woods Despatch, Macaulay Minutes and Westernization of Indian Education

B. Shiksha ka Bhartiyakaran (Indigenous Interventions in Education)

(Bird's eye view of their contribution)

- Swadeshi and Nationalist attempts of educational reforms with special reference to general contribution of Indian thinkers –
  Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar others – to the education systems of India.

C. Education in Independent India

- Overview of Constitutional values and educational provisions.
- Citizenship Education:
  - Qualities of a good citizen.
  - Education for fundamental rights and duties.
- Overview of 20th Century Committees, Commissions and Policies.
- UEE, RMSA, RTE Act 2009: Overview and impact.
- NEP 2020: vision and implementation for a vibrant India.

2.1.3 Suggestive Practicum

1. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
2. Critically analyze the concept of good citizen from the perspective of education for democratic citizenship.
3. Compare vision, objectives, and salient features of education during different periods.
4. Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities, execute it in the class and write the details in form of a report.
5. Sharing of student experiences (in groups) related to Indian constitutional values, help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
6. Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.
7. Visit to places of educational significance and value centers and develop a project report.
8. Observation of unity and diversity in a social locality and matching it with unity and diversity in the class and work out a plan for awareness for national-emotional integration for class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.

2.1.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with

educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

- Hands on experience of engaging with diverse communities, children, and schools.

2.1.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.1.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.2 Child Development & Educational Psychology

Credits: 4
Semester: S-3

2.2.1 About the Course

To enable student teachers to understand the interplay of three different processes namely biological processes, cognitive processes, and socio-emotional processes that influence development of a child. Biological, cognitive, and socio-emotional processes are intricately interwoven with each other. Each of these processes plays a role in the development of a child whose body and mind are interdependent.

The course seeks to provide an understanding of the developmental characteristics of a child:

- during infancy that ranges from birth to 24 months of age,
- during Early Childhood stage which begins around age 3 and usually extends up to 6-7 years of age,
- Middle to Late Childhood stage which begins around 6-7 years to 10-11 years of age, and
- Adolescence stage which begins at approximately the age of 12 years, and which is a period of transition from childhood to early adulthood.

The course will introduce development across domains – physical development, cognitive development, language development, socio-emotional development, aesthetic development, moral development – during each of the above-mentioned developmental stages of a child.

Educational Psychology component of the course:

Informs student teachers about the various theories of learning and motivational states for learning and their implications for pedagogy. It includes the study of how people learn, pedagogical approaches that are required to improve student learning, teaching-learning processes that enable learners to attain the defined learning outcomes, and individual differences in learning. It provides opportunities to student teachers to explore the behavioral, cognitive and constructivist approach to facilitating student learning, and the emotional and social factors that influence the learning process.

2.2.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- describe the meaning, concept, characteristics, and factors affecting growth and development,
- use the knowledge of Indian concept of self,
- apply various problem solving and learning strategies in real classroom settings,
- identify the various approaches of the process of learning,
- explain group dynamics and apply strategies to facilitate group learning.

UNIT - I
Child Development

A. Meaning and significance of understanding the process of Child Development
   - Biological, cognitive, socio-emotional, and moral.

B. Developmental characteristics of a child during:
   - Infancy stage
   - Early Childhood stage
   - Middle to Late Childhood stage

- Adolescence stage

C. The Indian concept of self: Mind (मनस्), Intellect (बुद्धि), Memory (चित्त). Panch-koshIya Vikas (पञ्चकोशीय विकास).

D. Educational Implications.

UNIT - II
Developmental Process

A. Development across domains:
   - Physical Development
   - Cognitive Development
   - Language Development
   - Socio-Emotional Development
   - Aesthetic Development
   - Moral Development

   During each of the above-mentioned developmental stages of a child.

B. Factors affecting development.

C. Individual differences:
   - Children with special needs including developmental disorders.
   - Tools and Techniques for Identifying Learner with different abilities.

D. Teachers' role and strategies to address the needs of learners with different learning abilities.

UNIT - III
Process of Learning

A. Conceptual Clarity and significance.

B. Approaches:
   - Behaviorist
   - Cognitivist
   - Constructivist
   - Developmental
   - Information processing Model of learning
   - Shri Aurobindo's Integral approach

C. Problem Solving and Learning Strategies: Inquiry and problem-based learning, Steps and Strategies in problem solving, Factors hindering problem solving.

D. How to Learn: Significance and Strategies

UNIT - IV
Motivation and Classroom Management

A. Motivation
   - Conceptual clarity, nature, and significance
   - Intrinsic and Extrinsic Motivation
   - Strategies for Motivation

B. Classroom management
   - Creating a positive learning environment
   - Planning space for learning

- Managing behavioral problems

C. Group dynamics:
   - Classroom as a social group
   - Characteristics of group
   - Understanding group interaction-sociometry
   - Strategies to facilitate group learning.

2.2.3 Suggestive Practicum

1. Spending day with a child and preparing a report based on our observations of children for:
   - A day from different economic status (low and affluent)
   - Focus on various factors: Physical, emotional, social, language, cultural and religious influencing the child on daily basis.
2. Observing children to understand the styles of children learning process.
3. Identifying the Learning Difficulties of Students in Different learning areas and the Possible Reason for them- Case Study Report.
4. Preparing Personalized Intervention plan for Students with Learning Difficulties.
5. Plan to use advanced technology to encourage talented / gifted children.
6. Encouraging gifted / talented students beyond the general school curriculum.
7. Familiarization and Reporting of Individual Psychological Tests.

2.2.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.2.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.2.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.2 Philosophical & Sociological Perspectives of Education – I

Credits: 4
Semester: S-4

2.3.1 About the Course

The course aims at enabling student teachers to explore educational philosophy, including the concept, nature and scope; the aims of educational philosophy; relationship between philosophy and education; Indian philosophical traditions and their implications for education; some of the key philosophical schools of thought such as idealism, naturalism, pragmatism, progressivism and existentialism and their implication for educational practices. The course also would provide an analysis of the Western schools of philosophy and their approaches etc.

2.3.2 Learning Outcomes

- To encourage students to explore the nature of knowledge, the nature of human beings, the nature of society and its aims and the educational implications of these understandings.
- To engage the prospective teachers to read and acquaint themselves with the meaning of terms like Vidya, Avidya, Shiksha, Education etc. and to facilitate them to understand and differentiate them through reflections on these terms on the basis of ancient Indian texts.
- To facilitate prospective teachers to engage themselves in peer groups for sharing of their real-life reflective experiences regarding socio-cultural and philosophical living and facilitate them to conceptualize the meaning of terms like philosophical, social and cultural traditions in Indian educational context.
- To orient and engage prospective teachers to read, observe and understand the vision of some great Indian and global educators and categorically reflect on vision/aim, process of education and the contemporary relevance.

UNIT - I
Education and Philosophy

A. Conceptual clarity, nature and relationships.
B. Aims of studying philosophical perspective of education.
C. Branches of Philosophy and their educational implications: Metaphysics (तत्त्वमीमांसा), Epistemology (ज्ञानमीमांसा), Axiology (मूल्यमीमांसा)
D. Understanding Indian Perspective of Education
    - Meaning, nature and aims of education with special reference to Vedic, Buddhist, Jain, Sikh and Islamic traditions.
    - Understanding the terms Darshana, Para and Apara Vidya, Avidya, Shiksha, Samvaad, Panchkosha, Gurukulam, Acharya, Guru, Shishya, Upadhyaya, Jigyasa, Swadhyaya.
E. Understanding Western Perspective of Education
    - Meaning, Nature and aims of education with reference to Cognitive, Behaviorist and Developmental theories of Education.

UNIT - II
Philosophical Schools and Education

A. Conceptual Clarity of the following schools of thoughts with their implications for educational practices:
   - **Bharatiya:** Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta
   - **Western:** Idealism, Naturalism, Pragmatism, Progressivism.

UNIT - III
Educational Thinkers

A. Deliberations on aims, process and educational institutions developed on thoughts of following thinkers and practitioners:
   - **Bharatiya:** Swami Vivekananda, Sri Aurobindo Ghosh, Gurudev Rabindra Nath Tagore, J. Krishnamurti, Mahamana Madan Mohan Malaviya, Mahatma Gandhi, Gijubhai Badheka.
   - **Western:** J. Rousse, Maria Montessori, Friedrich Froebel, John Dewey.

UNIT - IV
Value Education

A. Conceptual Clarity, Significance and Types of Values.
B. Indian Traditional Values.
C. Guru-Shishya-Parampara and Educational Values.
D. Convocation message in Taittiriya Upanishad.
E. Values enshrined in Indian Constitution.
F. NEP, 2020 and Values with special reference to 21st Century.
G. Pedagogical Issues.

2.3.3 Suggestive Practicum

1. Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualizations on specific terms etc.
2. Institutional visits in small groups in coordination to institutions related to different thinker/s and preparation of a report followed by individual/group presentation.
3. Sharing of student experiences (in groups) related to readings on great thinkers help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
4. Identification and reporting of Indian perspective related to educational aims, student-teacher characteristics, methods, evaluation procedure, convocation etc. based on critical study of life and thoughts of thinkers.

2.3.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Organized lectures using variety of media.
- Small group discussion, panel interactions, small theme based seminars, group discussions, cooperative teaching and team teaching, engagement of in reading of primary or secondary sources of literature (Original texts, reference books etc.) related to different aspects of life and education of Great Educators, case studies, short term project work etc.

- Critically examining their experiences to carve out their world and life view and further analyze them from philosophical point of view to reshape their perspective. They will engage prospective teachers in the development of comparative educational charts related to vision, aims, process, institution etc. They will also lead to reading-based interactions and critical reflections related to process and significance of entry/admission rituals, convocation system etc.

2.3.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.3.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.4 Assessment and Evaluation

Credits: 2
Semester: S-6

2.4.1 About the Course

The main thrust of this course on assessment and evaluation is to equip student teachers with the knowledge and capacities required to develop and implement approaches to assessment that is more regular and formative, is more competency-based, is appropriate for assessing learning outcomes relating to all domains of learning, is appropriate for testing not only subject-related learning but also generic learning outcomes such as problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning etc.

2.4.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- use different approaches to assess and evaluate of student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva voce interviews; computerized adaptive testing; peer and self-assessment etc.,
- develop and use informal and formal diagnostic, formative, and summative assessment strategies to monitor student learning levels and help the teacher continuously revise teaching-learning processes to optimize learning and development for all students,
- develop an understanding among student teachers of the approaches to provide timely, effective, and appropriate feedback to students about their performance relative to the expected learning outcomes and organizing learning enhancement initiatives that are required to bridge the gap in student learning levels,
- present report on student achievement, making use of accurate and reliable records etc.
- develop assessment "as", "of", and "for" learning that are aligned to the expected learning outcomes,
- design the progress card of students based on school-based assessment to make it a holistic, 360-degree, multidimensional report that reflects the progress as well as the performance of learners assessed through self-assessment and peer assessment, project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment that would provide students with valuable information on their strengths, areas of interest, and needed areas of improvement.

UNIT - I
Assessment and Education

A. Assessment and Evaluation
   - Meaning and significance of assessment and evaluation in educational field.
   - Conceptual Clarity and purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education.
   - Learning outcomes across the stages and assessment.
   - Taxonomy of Objectives (Revised in 2001) and Implications.

B. Forms of Assessment
   - Formative, Summative, diagnostic, prognostic.

- Internal and External assessment.
- Assessment For learning, of learning and as learning.
- Authentic Assessment; Online Assessment.

C. Improving Assessment and Evaluation in Schools: Brief Historical Review (1975, 1988, 2000, 2005, 2020)

UNIT - II
Process of Assessment and Evaluation

A. Formative and Summative Assessment: Concept and Characteristics.
B. Approaches to assess and evaluate student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva-voce interviews; computerized adaptive testing; peer and self-assessment etc.
C. Assessing Higher Order Thinking Abilities: Problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning.
D. Tools and Techniques
   - Observation, rating scale, check list, anecdotes, interviews.
   - Assessment of attitudes and interests.
   - Socio-metric techniques.
   - Criteria for assessment of social and personal behaviour.
   - Self-assessment and Peer Assessment.

UNIT - III
Analysis and Interpretation

A. Analysis of students' performance and scores: credit and grading
B. Graphical representation (Histogram, Frequency Curves)
C. Interpretation of student's performance based on the analysis and their further uses in improving learner's performance: credit and grading, constructive feedback.
D. Reporting student's performance: 360-degree progress reports, cumulative records and their uses, portfolios, PTA meetings, qualitative reporting based on the observations, descriptive indicators in report-cards.

2.4.3 Suggestive Practicum

1. Review of various education commission, Policies and reports and NCF 2005 to get a brief view of the recommendations on Assessment and Evaluation.
2. Constructing a unit test using table of specifications.
3. Construction of any one of the tools (rating scale, check list, observation schedule, etc.) and administering it to group of students or using it to observe the school and classroom environment and interpreting it.
4. Analysis of question papers of various Boards.
5. Analysis of report cards - State and Central (CBSE)
6. Preparing format of 360-degree report Card.
7. Review of learning outcomes by NCERT in different subject areas.

8. Interviews with teachers and students to study the assessment practices, issues and problems related to it followed by presentation.
9. Reviewing Assessment Discussions in NPE (2020).

2.4.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.4.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.4.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.5 Inclusive Education

Credits: 2
Semester: S-6

2.5.1 About the Course

This course seeks to orient student teachers to the approaches to bridging gender and social category gaps in terms of participation rates and student learning levels at all levels of school education. The course will provide orientation to the strategies pursued and required to improve participation and learning levels of children from Socio-Economically Disadvantaged Groups (SEDGs) that can be broadly categorized based on gender identities, particularly female and transgender individuals, socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from remote locations, villages, small towns, and aspirational districts), disabilities (including learning disabilities), linguistic identities, and socio- economic conditions (such as migrant communities, low income households, children in vulnerable situations, including orphans and the urban poor).

2.5.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- ensure inclusion and equal participation in education of children with disabilities in the regular schooling process that allows students with and without disabilities learn together, ensuring their retention in the school system, and enabling them to achieve the defined learning outcomes,
- adapt teaching and learning process to meet the learning needs of different students with disabilities, including providing education and opportunities for participating in arts, sports, and vocation-related activities, making school buildings and compounds as well as other facilities barrier free and accessible for children with disabilities, supporting activities that help the provision of individualized learning environment and learning activities/resources, making available assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers, using appropriate modes and means of communication, detecting specific learning disabilities in children at the earliest and taking appropriate measures to overcome them, monitoring completion of education and learning levels of students with disabilities etc.

UNIT - I
Inclusion and Education

A. Conceptual Clarity, relation, and significance with special reference to:
   - UNCRPD, 2006,
   - RPWD Act, 2016,

   With special reference to Indian Context.
B. Clarity of various terms and phrases associated with Inclusive Education:
   Integrated Education, Special Education, Impairment and Disability, Assessment and Evaluation, Curriculum, adaptation, modification and differentiation, universal design of learning
C. Shifting from Disability to the Inclusive view.

D. Shifting Paradigms from Bio centric to Human Rights.
E. Introductory reference of Policies/Acts with reference to educational implications for Children with Disabilities: Right to Education Act, 2009/ 2012, RPWD Act, 2016, UNCRPD, National Trust Act, 1999, National Educational Policy, 2020.

UNIT - II

Children with Disabilities and Marginalized Groups

A. Nature and needs of children with sensory impairments: cognitive impairments and intellectual disability, physical disabilities, cerebral palsy, multiple disabilities.
B. Specific needs of children with behavioral, emotional learning disabilities
C. Health Problems.
D. Educational needs of children belonging to Marginalized Groups.

UNIT - III

Pedagogical Issues

A. Conceptual clarity and significance.
B. Meeting the specific needs of Children with Disabilities with special reference to:
    - education and opportunities for participating in arts, sports, and vocation-related activities,
    - making school buildings and compounds as well as other facilities barrier free and accessible
    - supporting the learning activities and resources for individualized learning environment
    - making available assistive devices and appropriate technology-based tools,
    - language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille)
    - assessing strategies
C. Designing strategies assessment for inclusive classrooms.

2.5.3 Suggestive Practicum

1. Developing a checklist for identifying the various needs of children with disabilities.
2. Visiting schools of different categories and talking to parents, teachers, and Children with and without disabilities and listing the problems faced by these children and the families at the local level in gaining access to education.
3. Analyzing RPWD Act 2016 and list its implications for CWD in inclusive settings.
4. Outlining the problems faced by children with Visual Disabilities while learning mathematics and EVS.
5. Giving a few exemplary adaptations based on the Preparatory Level textbooks.
6. Outlining the problems faced by children with hearing impairments while learning language. Give a few exemplar adaptations based on the primary level textbooks.
7. Students work in small groups of 10 or so to prepare a street play highlighting the meaning and provisions of inclusive education.
8. Analyzing the Context of NPE 2020 in the light of Inclusive Education.

2.5.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.5.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.5.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.6 Perspectives on School Leadership and Management

Credit: 2
Semester: S-7

2.6.1 About the Course

Amidst the changing policy landscape, the new curriculum framework, the challenge of accommodating and adapting to the changing demands and the increasing expectations that come with the culture of performativity. The role of the school leader has never been more complex. School leaders are key change agents and as instructional leaders are responsible for improving practice while navigating an increasingly challenging school environment. Understanding the school system, its nuances, the social, cultural, and political contexts and leading schools requires a strong foundation of knowledge and skills to effectively manage improvement and lead successful schools. The course on 'Perspectives on School Leadership and Management' is designed to equip student teachers with the competencies they need to drive school transformation and help diverse stakeholders establish priorities and improve practice.

2.6.2 Learning Outcomes

After completion of the course, student teachers will be able to:

- describe the diversity of schools in India, its structure, its governance, issues, challenges and school leadership needs,
- critically examine the different leadership theories and practices and its relationship with the governance structures, the autonomy and accountability mechanisms and the larger educational policy context,
- critically think in relation to education leadership and its potential application to different contexts,
- reflect critically on school-based data for reflection and improvement,
- develop a culture of cooperation collaboration and teamwork,
- synthesise effectively to develop coherent and compelling arguments in the area of study,
- develop school vision, mission, goals, and School Development Plans.

UNIT - I
Understanding Indian School System

A. School as a normative organization vis-a-vis school as a socio-emotional-cultural space for learning.
B. Studying the diversity of schools in India; their structure, governance, socio-political and cultural context, funding, management, autonomy and accountability mechanisms, support systems.
C. Relationship between school leadership and school diversity issues, challenges, and needs.
D. Engagement with diversity discourses, educational policies, reforms and practices and role in developing inclusive schools.

UNIT - II
Understanding School Leadership

A. School Leadership: concept as defined, and concept as practiced.

B. Being a School Leader: exploring the multiple roles and responsibilities, issues and challenges of school leadership in the Indian context.
C. What works in schools: sharing National and International best practices on School leadership.

UNIT - III

Schools as Learning Organizations: Role of School Leadership

A. Schools as motivating learning spaces: Developing inspiring school ethos.
B. Schools as learning organization: promoting personal mastery, examining mental models, and developing a shared vision, team learning and a system's thinking perspective.
C. Development of a shared vision and shaping of the school culture.
D. Use of data for school improvement focused on students' learning, addressing equity challenges, and building an equitable school culture that promotes excellence for all.
E. Nurturing school belongingness: engaging students, teachers, staff, parents, SMC, and community in the formulation of a whole school development plan.
F. Designing professional and collaborative learning opportunities for self and others (teachers, parents, and SMC members) and improving teaching and learning.

2.6.3 Suggestive Mode of Transaction

Perspectives on school leadership and management is a practitioner-centric course and aims to enable future teachers to be efficient school leaders. The approach to curriculum transaction therefore would include a blend of lectures, tutorials, group-work, case-based approaches, and enquiry-based learning.

- Student teachers would engage in case-based learning on topics like improving student learning, classroom observation and feedback, planning and budgeting for school improvement, leadership in diversified school contexts and such others.
- Exposure of student teachers to virtual case studies featuring leaders from a representative cross-section of Schools in India and analyze their experiences, insights, and best practices.
- Learning activities that help student teachers to understand the entire structure and functioning of school organization through interactive lectures and panel discussion with education officers who hold leadership positions at different levels from schools to cluster, block, and district and state levels and understand their leadership issues, challenges and needs and thus get a perspective of the school ecosystem.
- Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course learnings to their school context.

2.6.4 Suggestive Mode of Assessment

Being a practitioner centric course, the assessment would largely include application-based tasks. This includes exploring the work and life of a school principal and writing a detailed report on the observations and the learning. The following are some exemplars. The institutes may choose either of these or think of other innovative assignment that would enhance the leadership learning experience:

- Preparing school vision, mission, goals, and school development plan.
- Shadowing school principals: a critical observation of the principal's daily work life.

- A critical examination of the diversity of schools; their governance structure, leadership, autonomy and accountability mechanisms, issues and challenges and work life of the school principal

2.6.5 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.7 Curriculum Planning and Development

Credits: 2
Semester: S-7

2.7.1 About the Course

The course on curriculum planning and development will introduce to student teachers to the process of designing and organizing the curriculum i.e., the totality of learning experience provided to learners through a deliberate and organized set of arrangements (the selection of subjects that are to be taught, the pedagogical approaches and practices to be pursued, books and other teaching-learning-material to be used, examinations and other forms of learning assessment, school culture and processes etc.) that contribute to the development of the knowledge, capacities, and values and dispositions that help fulfill the aims of school education derived from the purposes and goals articulated in NEP 2020.

2.7.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss aims of education,
- identify and formulate of desirable values and dispositions,
- explain capacities and knowledge,
- outline curricular areas,
- demonstrate teaching-learning assessment processes and
- practice the relevance in terms of achieving the aims of school education.

UNIT - I
Education and Curriculum

A. Meaning, need, relationship and significance.
B. Types of Curriculums: subject-centered, activity-centered, environmental centered, community-centered
C. Relationship and difference between curriculum, curriculum framework, syllabus and textbooks.

UNIT - II
Developing the Curriculum

A. Basic principles of Curriculum Development
B. Concerns for developing the Curriculum - aims to be achieved, structure and nature of discipline, different perspectives on learning and their implications to curriculum development, socio–cultural aspects and aspirations of society, value transitions, social efficiency and needs, environmental concerns, gender concerns, inclusiveness, technological advancement.
C. Impact of Globalization.

UNIT - III
Approaches, Planning, and Implementation

A. Approaches to Curriculum Development: Learner and activity centered, Constructivist, Knowledge Construction
B. Curriculum planning as a cyclic process.

C. Curriculum Implementation: Operationalizing curriculum into learning situations, Converting curriculum into syllabus, Curriculum engagement activities, Role of school at Regional, State and National level for implementation.

D. Role of teachers in operationalizing and evaluating the curriculum with special reference to: textbooks and teachers handbooks, source books, workbooks and manuals, other learning material such as kits, AV and software materials, library, laboratory, playground, neighborhood etc.

2.7.3 Suggestive Practicum

1. Arranging discussion on:
   - Basis of National curriculum frame works (1975, 1988, 2000, and 2005).
   - Document: Learning without burden" by Prof. Yashpal
2. Preparing of Report based on observation of:
   - Facilities and infrastructure to implement the present curriculum.
3. Interviewing teachers to understand their role in:
   - Implementing and assessment of the curriculum.
4. Analysis of the following in the context of principles of developing the Curriculum:
   - Guidelines of NEP, 2020.
   - Curriculum of 4 Years B.Ed. Integrated Programme
   - Learning without Burden, MHRD, and India.
   - Position paper (2006). National Focus Group on 'Curriculum, Syllabus, Textbooks', NCERT.
   - NCERT (1988) National Curriculum for Elementary and Secondary Education: A framework.
   - NCERT (2000) National Curriculum Framework for school Education.
   - NCERT (2005) National Curriculum Framework. NCERT publications.

2.7.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.7.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.7.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.8 Philosophical and Sociological Perspectives of Education – II

Credits: 4
Semester: S-8

2.8.1 About the Course

Sociological Perspectives of Education seek to encourage students to explore the relationship between social structures and educational provision. The course focuses on the study of the social behavior of individuals, groups, and societies. It provides opportunities for student teachers to examine relationships among individuals, as well as relationships between people and their societies.

2.8.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- recognize the social context of education,
- outline the meaning, nature, and scope of educational sociology,
- establish the link between education and socialization,
- analyze the main agents of socialization, such as family, school, community and peer groups,
- analyze the impact of culture on education through a study of dimensions of culture and their importance to education practices,
- recognize the different aspects of social stratification,
- identify the close relationship between education and modernization, the role of education in Modernization, and factors and constraints to social change.

UNIT - I
Education and Society

A. Conceptual clarity, relationship, significance and aims of studying relationship between these two.
B. Educational sociology and social perspective of education: meaning and functions.
C. Education as a Social System.
D. Conceptual clarity of the following terms: society, social behavior, status, institution, ideology, system, sub-system, socialization, social system, social values and norms, conflict, modernization.
E. Understanding the relation between individual and group behavior with special reference to purpose of education.

UNIT - II
Education and Social Change

A. Meaning, relation, and dimensions of Social Change.
B. Factors affecting Education and Social Change: technology, social and educational movements, curricular innovations, value conflict, legal provisions.
C. Constitution of India and Education.
D. Education and Modernity.
E. Role of education with reference to social change.

UNIT - III
Education, Culture and Socialization

A. Relationship between Education and Culture.
B. Education as a process of Socialization.
C. Impact of following on Culture and Educational Process: Social Welfare, Social Reform Movements, Legal interventions on Child Marriage and child labor Act, Educational Policies and Acts, Adult Literacy, New Technology of communication, Equality.
D. Constitutional Provisions and Education with special reference to Social Equality and Equity.

UNIT - IV
Education and Values

A. Conceptual Clarity, Relationship and Significance.
B. Types of Values.
C. Constitutional Values and its impact on our Education.
D. Human Rights and Values.
E. Environment and Education.
F. Pedagogical issues.

2.8.3 Suggestive Practicum

1. Critical/Reflective study of contemporary aims of education and their social determinants.
2. Observation and critical study on how textbooks determine every activity of teacher and learner in the school.
3. A critique of textbook culture in school.
4. Observing the process of knowledge construction by children in structured and unstructured environments to appreciate their learning processes and nature.
5. A critical analysis of Constitution of India in the context of process of Education in India / Educational Policies / Educational Commissions)
6. Critically observing nearby society/ locality in groups of 4-5 students and sharing observations related to cultural/ social influences on educational practice.
7. Analyzing social purpose of NEP, 2020.

2.8.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.8.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.8.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.9 Education Policy Analysis

Credits: 2
Semester: S-8

2.9.1 About the Course

This course on Education Policy Analysis aims at orienting student teachers to the theoretical frameworks and methodology that will help assess and evaluate the effectiveness of policies at the national, state and programme levels.

2.9.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss knowledge and capacity to engage in education policy analysis and evaluate their effectiveness,
- explain processes involved in policy analysis including undertaking situation analysis and research.
    - To identify possible policy options,
    - Describing these possible options,
    - Comparing the potential policy options,
    - Ranking the possible policy options and
    - Choosing the most effective option that could address issues and problems confronting school education.

UNIT - I
Planning an Educational Policy

A. Meaning and significance of `Policy on Education'.
B. Purpose and Dimensions of an Educational Policy at local and Global level.
C. Philosophical and Sociological Perspective of planning an Educational Policy.
D. Historical development of Educational Policies in India.
E. Basic steps involved in planning.
F. Constitutional provision for Policy on Education.
G. Fundamental principles for analyzing an Educational Policy.

UNIT - II
Educational Policies in India

- Critical analysis of Policies on Education since Independence: 1968, 1986 (Modified in 1992), 2020 in the context of: need and significance, goals and frameworks of educational policies, content of policies, issues raised in policies, constitutional provisions, special stress, modification of policies, implementation strategies.
- Issue of modifying an Educational Policy.

UNIT - III
Implementation of an Educational Policy

A. Meaning, need and significance.
B. Mechanism of Policy Implementation.
C. Strategies to Implement an Educational Policy.

D. Programme of action and implementation: conceptual clarification and significance.
E. Role of different Organization / Groups: Legislature/ Judiciary/ Political Will and Parties/ Voluntary Organizations/ Non-governmental organizations (NGOs)/ Pressure Groups/ Public.
F. Challenges for Implementation.

2.9.3 Suggestive Practicum

1. Reviewing and presenting report on NEP, 2020 in reference to Policy Implementation.
2. To present a critical review of the Programme of Action (1987).
3. Preparing a list of challenges to implement the present new National Education Policy, 2020 in our States.
4. Preparing a list of Measures to be taken or taken to implement National Education Policy, 2020 in our State.

2.9.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children and schools.

2.9.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.9.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Education for Mental Health

Credits: 4
Semester: S-8

2.10.1 About the Course

This course on Education for Mental Health will give a comprehensive understanding on the concept of meaning and determinants of Mental Health. The course will further enhance the student teacher's ability to know different stress management and adjustment techniques. The course aims to introduce historical and contemporary developments of Mental Health Education programs in Indian and Global perspectives.

2.10.2 Learning Outcome

After studying this course, student teachers will be able to:

- express the meaning and significance of mental health,
- describe social and psychological determinants of mental health,
- analyze the causes of stress and process of stress management,
- analyze the significance of adjustment in life,
- analyze the needs and importance of global mental health education programme,
- explain the special role of teachers and parents to maintain the good mental health of children,
- suggest prevention and promotional measures to maintain good mental health of society,
- express the need for health policies globally.

UNIT - I
Mental Health

A. Meaning and determinants of Mental Health.
B. Mental Health Vs Mental Hygiene.
C. Mental disorders: Characteristics and Types.
D. Causes of poor Mental Health.
E. Myths Vs Facts about Mental Health.
F. Legal perspectives of Mental Health in India.
G. Concept of Healthy Personality

Unit-II
Stress, Stress Management and Adjustment

A. Stress: meaning, nature and symptoms, types of stress, social and psychological perspectives, remedial measures.
B. Stress management and adjustment: meaning and significance of stress management and adjustment, prevention and promotion, role of parents, peer group and teachers.

UNIT - III
Mental Health Education Programme

A. Meaning and significance of Mental Health Education Programme.
B. Dimensions of Mental Health Education Programme in India.
C. Historical development of Mental Health Education Programmes in India.
D. Local and Global Perspective of Mental Health Education Programme.
E. Organizations at local and international level.

F. Characteristics of a good Mental Health Education Programme.
G. Role of Educational Institutions.

UNIT - IV
Challenges to Pedagogical Issues

A. Home Vs. school
   - Diverse school and home contexts
   - Lifestyles of teachers and parents
   - Stereo-type roles
   - Mental health concerns of teachers and parents
   - Material availability/ production
B. Guidance and Counselling Programme:
   - Concept, need and techniques.
   - Teacher as a counselor
C. Designing and evaluating Mental Health Programmes

2.10.3 Suggestive Practicum

1. Visiting of Mental hospital and preparing list of four cases admitted in Hospital.
2. Preparation of two case histories on causes of abnormal behavior.
3. Critical analysis of laws and Public Health Policies.
4. Critical analysis of National Educational Policy, 2020 in the context of Health of children at school.
5. Critical analysis of Legal perspectives Mental Health Education in India.
6. Preparing comprehensive report on Mental Health Education Programme in India.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Education for Sustainable Development

Credits: 4
Semester: S-8

2.10.1 About the Course

This course is designed to highlight the meaning, nature and significance of Education and Sustainable Development in the light of 17 sustainable development goals envisaged in United nations agenda. The course is designed to make student teachers aware and understand SDG 4 goal of Inclusive and Quality Education in the light of NEP 2020. The course also highlights the politics and policies involved in Sustainable Development.

2.10.2 Learning Outcome

After studying this course, student teachers will be able to:

- clarify the meaning and significance of sustainable development,
- explore the relationship among education, development and environment,
- appreciate the relation between education and sustainable development,
- describe the characteristics of ESD,
- explain the role of education in sustainable development,
- critically analyze the meaning and importance of education in the context of sustainable development.,
- explain the role of education to achieve sustainable development,
- analyze the pedagogical issues related to ESD.

UNIT - I
Education and Sustainable Development

A. Meaning, relationship, goals, and significance.
B. Characteristics of ESD
C. Education for Sustainable Development: Historical Perspective
D. Philosophical, Sociological and Psychological Perspective.
E. Role of Education for Sustainable Development.
F. Decolonizing Knowledge for Sustainable Development.
G. Challenges of Education for Sustainable Development.

UNIT - II
Sustainable Development Goals (SDGs)

A. Meaning, nature and significance of SDGs.
B. 17 Sustainable Development Goals (SDGs): UNESCO agenda.
C. SDGs and Social Transformation as Universal Commitment.
D. Education as a Human Right to achieve Sustainable Development.
E. Sustainable Development and Peace.
F. Role of Educational Institutions and Challenges to achieve SDGs.

UNIT - III

SD Goal-4: Quality Education for All

A. Meaning, Nature, and Significance.
   - NEP, 2020 on SDG-4: Sustainable lifestyle, Gender equality, Promotion of peace & non-violence, Global citizenship, Good mental health & wellbeing, Justice in society.

B. Pedagogical issues for SDG-4.

UNIT - IV

Sustainable Development: Politics and Policies

A. Understanding the Policy-Making Process.
B. Policy Analysis.
C. Democratizing Science and Technology.
D. Globalization and the Environment: Capitalism, Ecology and Power.
E. Perspectives, Methods, and Skills.
F. Innovation for Sustainability.
G. Key Issues from an International perspective.
H. Critical issues involved in sustainability.

2.10.3 Suggestive Practicum

1. To present critical review on NEP, 2020 in the context of SDGs.
2. Critical study of Delors Commission Report, 1996: **Learning: The Treasure within** with reference to SDGs.
3. To review and present a critical report on legal perspective on SDGs.
4. To prepare Toolkit for Educations for Sustainable Development.
5. To organize discussions/ seminars of Teachers of all streams to present their views on SDGs and to present Action Plan for this.
6. To prepare and present a short Video/film to promote SDGs.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Emerging Technologies in Education

Credits: 4
Semester: S-8

2.10.1 About the Course

The course is designed to use Information and Communication Technology in a classroom as an important 21st century skill and an important step for ICT enabled education of the country. The course explores various ICT approaches and its integration in Pedagogy, Assessment and Management. The course will help student teachers to know and apply online and offline software applications and it will enhance their understanding related to social, economic, and ethical issues associated with the use of ICT.

2.10.2 Learning Outcome

After studying this course, student teachers will be able to:

- describe the need and uses of technology in the field of education,
- use various digital technologies for creating the resources,
- provide learning experiences for all types of learners including differently abled.
- create learning environment in the class room,
- understand the role of ICT to enhance the creativity of students,
- view the use of massive open online courses (MOOCs),
- explain the role of ICT in authentic and alternative assessment,
- discuss the social, economic, and ethical issues associated with the use of ICT.

UNIT - I
Education and Technology

A. Relationship between Education and Technology.
B. Conceptual clarity of Technology of Education and Technology in Education.
C. Meaning, Nature, and significance of Technology in Education.
D. Historical Development of use of Technology in Education.
E. Principles of using Technology in Education.
F. Emerging trends in Technology in Education.

UNIT - II
Information and Communication Technology

A. Meaning, nature, and types.
B. Fundamentals of Information and Communication Technology.
C. ICT Tools and application.
D. Hardware and Software: meaning, difference and types.
E. System software and Application software.
F. ICT application and multiple intelligence.
G. Social, Economic, and Ethical issues associated with the use of ICT.

UNIT - III

Technology in Education and Pedagogy

A. Approaches of integration of Technology in teaching and learning.
B. Subject specific ICT tools for creating and facilitating learning.
C. Subject specific online resources and their uses in lesson Planning.
D. Technology integrated learning experiences and creating learning Environment.
E. Use of Technology for children with special needs: Tools and processes; Universal Design for Learning.
F. Massive Open Online Courses (MOOC)-Concept and use.
G. ICT for Assessment and Management.

UNIT - IV

Online and Offline Software Applications

A. Application software- meaning and types.
B. Word processing, spreadsheet, presentation: Features and educational applications.
C. Drawing tools – diagrams, concept maps, timelines, flow charts. Educational applications of these tools.
D. Web 2.0 technology and tools: meaning characteristics and types.
E. Social networking and social book marking: Educational Applications.
F. Blog and micro blog – reflective journaling and other educational applications.
G. Wiki, YouTube, TED, Skype – collaborative authoring and projects.
H. Instant messaging and its educational applications.
I. Online forums/discussion groups and chats: educational applications.
J. Social media sharing – video, presentations, audio (podcasts), graphics, and text.
K. Web 2.0 tools for creating, sharing, collaborating, and networking.

UNIT - V

Instructional Design and E-content

A. Instructional Design: concept, principles, models, and stages.
B. E-learning courseware (e-content) design.
C. Identifying and organizing course content: need analysis (learner, content, and task), learning objectives and course sequence.
D. Designing instructional media, evaluation, and delivery strategies.
E. Creating interactive content: story board, courseware outline, interactivity, and interface
F. Courseware delivery and evaluation.
G. Multimedia tools: Audio editing, video editing, screen casting, graphic editing, and basics of animation, and creating interactive media.
H. Reusable learning objects (RLO) – meaning, types and characteristics, RLO repositories, metadata and standards.
I. E-content authoring tools- open source and proprietary alternatives.
J. Open Educational Resources – Meaning and importance, various OER initiatives, creative common licensing.

2.10.3 Suggestive Practicum:

1. Creating an account in wikispace/wikipedia/mediawiki and adding/editing content.
2. Developing an educational blog in www.blogger.com, www.wordpress.com.

3. A critical study of some ***e-learning*** course.
4. Developing a multimedia e-content for a topic.
5. Field visits to the EDUSAT center and take part in teleconferencing.
6. Planning and creating digital rubrics for any topic
7. Organizing web conferencing using Skype/Yahoo/ Messenger/ Google+.
8. Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance, and up gradation
9. Review of NEP, National ICT policy and curriculum in the context of Technology in Education.
10. Enrolling and completing some MOOC courses of interest.
11. Developing technology integrated unit/lesson plans and trying them out in schools.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Gender Education

Credits: 4
Semester: S-8

2.10.1 About the Course

The course Gender Education seeks to develop understanding and interlinkages between gender and education. The course is designed to develop a conceptual understanding of the overall gender discourse with special emphasis on issues such as gender bias, gender stereotypes in school, curriculum and in textual materials. The course also addresses gender sexuality, sexual violence, abuse, and legal perspectives.

2.10.2 Learning Outcomes

After completion of this course the students will be able to:

- clarify key concepts like gender, transgender, gender bias, gender stereotype, empowerment, gender parity, equity and equality and patriarchy,
- explain the shifting from women studies to gender studies,
- clarify gender issues in school, curriculum, and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion, and region,
- examine school environment, curriculum, and pedagogy with reference to gender related issues,
- address issues related to sexuality, sexual violence, and abuse,
- draw framework for gender sensitized classroom and school environment.

UNIT - I
Gender and Education

A. Meaning, relationship, and significance of studying.
B. Conceptual clarity of related terms: Gender, gender perspective, sexuality, patriarchy, masculinity, feminist, gender bias, transgender, gender stereotyping and empowerment.
C. Gender as the basis in school education.
D. Constitutional Provisions with special reference to equity and equality, rights of girls.
E. Education and women's empowerment.
F. Shifting from women's studies to Gender Studies.

UNIT - II
Learning Gender Roles

A. Social and Cultural Perspectives of Gender Identity: role of family and school, media, and other formal and informal organizations/ agencies
B. Socialization and learning gender roles.
C. Gender stereotyping/Role models.
D. Preventing Measures: role of school and home

UNIT - III
Gender, Sexuality, Sexual Violence and Abuse

A. Development of sexuality and its impact on children with reference to gender, body image, role-models.
B. Sexual violence in formal and informal institutions.

C. Child sexual abuse from pre-primary stage to secondary stage: providing accurate information on child sexual abuse, helping, and identifying signs of sexual abuse in children.
D. Providing dos and don'ts about sexual abuse.
E. Legal perspective: Laws for safety and Security of girls and women, Implementation of the POCSO Act.

UNIT - IV
Pedagogical Issues

A. Analyzing classroom practices.
B. Creating gender friendly classrooms and school environment.
C. Analyzing Curriculum from gender perspective: learning outcomes, textual material, teaching-learning processes, language used, teaching aids, assessment strategies.
D. ICT pedagogy for gender sensitive school curriculum.
E. Challenges for pedagogical issues.

2.10.3 Suggestive Practicum

1. Preparing a Report on National Educational Policies, (1986/1992 and2020) in the context of gender issues in Education.
2. Preparation of projects on:
    - Analysis of textual materials from the gender perspective for identifying gender bias and gender stereotype in textual materials.
    - Recommendations of commissions and policies on education to empower girls/women.
    - Mahila Samakhya Programme.
    - Women Role Models in various fields with emphasis on women in unconventional roles.
    - Video clipping on portrayal of women.
    - Folklores reflecting socialization process.
    - How students perceive sexuality and their own body images.
3. Field visits to schools to observe the schooling processes from a gender perspective.
4. Preparing Analytical Report on portrayal of men and women in print and electronic media.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Guidance and Counselling

Credits: 4
Semester: S-8

2.10.1 About the Course

This course comprises of four units aiming to develop the understanding about the concept, need and significance of guidance and counselling. It will give a comprehensive understanding of guidance and counselling principles, techniques, and real-world applications. This course also deals with psychological testing and diagnosis in counselling. It examines the factors affecting guidance and counselling along with ethical considerations. The importance of counselling for individuals with disabilities, visual impairment, and hearing impairment is also emphasized in this course along with challenges related to providing counselling services in schools.

2.10.2 Learning Outcomes

After completion of this course the students will be able to:

- explain the basic meaning, need and significance of Guidance and Counseling in the context of education,
- differentiate between Guidance and Counselling with special reference to the purpose and strategies,
- clarify the general social, psychological, and historical perspective of Guidance and Counselling,
- describe the basic features of Guidance and Counseling with reference to students needs at school level,
- explain the basic principles of Guidance and Counselling,
- organize guidance program,
- analyze the reports of educational commission and educational policies with reference to Guidance and Counselling.

UNIT - I
Guidance

A. Meaning, need, nature and scope of Guidance.
B. Brief historical background of Guidance movement in India.
C. Individual and Group Guidance.
D. Basic assumptions and principles of Guidance.
E. Need to understand the needs of the individual and group in the context of Guidance.
F. Essential information for Effective Guidance.
G. Vocational Guidance and Role of teachers.

UNIT - II
Counselling

A. Meaning, importance, areas, and types of Counselling.
B. Approaches to Counseling: directive, non-directive and eclectic, behaviorally, and cognitively oriented.
C. Process of Counseling: initiating counseling, preparation, and intake procedures, establishing rapport, termination of and response to initial interview.

D. Establishing Structure: attending behaviour, observation, non-verbal behaviour, listening, verbal patterning and communication responses, silence, use of questions. transference and countertransference. regarding and respect in counseling relationships. involuntary clients, client expectation.
E. Role of family and community.

UNIT - III

Tools and Techniques to Collect Data

A. Psychological Testing and Diagnosis: Need and Nature.
B. Test use and interpretation, appraisal techniques.
C. Counseling Interview: Essential aspects, basis procedures, problems, and their handling.
D. Personality Assessment: Historical perspective
E. Material administration, scoring, interpretation, and evaluation of frequently used personality inventories/ questionnaire and projective tests. Personal Orientation Tests and Rating Scales: Type a behaviour, Locus of Control, Attitude scale, ST AI etc., and other clinical rating scales.
F. Case Study: Need and Importance.

UNIT - IV

Issues Related to Guidance and Counselling

A. Factors affecting Guidance and Counselling.
B. Ethical issues in Guidance and Counseling.
C. Limitation of diagnosis with special reference to Counselling.
D. Challenges to organize Guidance and Counselling programmes in schools.
E. Counselling and Guidance of persons with learning disabilities, visual and hearing impairment.
F. Challenges related to counselling services in schools.

2.10.2 Suggestive Practicum

1. Prepare a case study on students with learning difficulties.
2. Prepare a report on challenges of organizing guidance and counselling programmes in school.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Adolescence Education

Credits: 4
Semester: S-8

2.10.1 About the Course

The course is designed to develop a comprehensive understanding and knowledge about Adolescence and Adolescence education with special references of Adolescence Education programmes in India at School level. There is an attempt to develop understanding about intellectual, emotional, physiological, socio-cultural, and interpersonal issues related to the processes of growing up and to inculcate healthy attitude towards sex and sexuality, respect for the opposite gender and understanding of responsible social behaviour. The course highlights core life skills and their significance in adolescence life period and try to know about the various Adolescence Education programmes undergoing for Adolescence in India.

2.10.2 Learning Outcomes

After the completion of this course students will be able to:

- develop sensitivity, understanding and knowledge about Adolescence and Adolescence Education,
- know the historical development of Adolescent Educational Programme in India,
- know the role of local as well as international agencies towards Adolescent Educational Programme,
- develop a positive attitude towards the importance of Adolescence Education Programmes at the school level,
- develop knowledge and sensitivity on matters related to reproductive health, sex and sexuality and communicate effectively on these issues,
- develop understanding about intellectual, emotional, physiological, socio-cultural, and interpersonal issues related to the processes of growing-up,
- inculcate a healthy attitude towards sex and sexuality, respect for the opposite gender and an understanding of responsible sexual behavior,
- develop an understanding about the desired life skills,
- acquire pedagogical related skills for Adolescence Education Programmes.

UNIT - I

Adolescence and Adolescence Education

A. Understanding Adolescence: intellectual, emotional, social, and physiological aspects of Adolescence, issues and challenges during Adolescence, myths and realities.
B. Adolescence Education: concept, nature, and significance of Adolescence Education in Indian context, aims and objectives of Adolescence Education.
C. Role of school, family, media, and community as social agencies in Adolescence Education.
D. Challenges of Adolescence Education.

UNIT - II
Life Skills and Adolescence Education

A. Concept, nature, and significance of Life Skills for Adolescence Education.
B. Relationship between Life Skills and Adolescence Education.
C. Core Life Skills and their significance.
D. Understanding sexual and reproductive health.
E. STIs and HIV/AIDS: causes, prevention, cure, and skills of coping.

UNIT - III
Adolescence Education Programme in India (AEP)

A. Historical Development of Adolescence Education Programme in India.
B. Goals and Significance of Adolescence Education Programme in India.
C. Role of Teachers in Adolescence Education in India (AEP).
D. Challenges to Educational Programmes in India.
E. Myths / Misconceptions

UNIT - IV
Pedagogical Issues

A. Meaning, goals and significance.
B. Challenges of teaching adolescence education: understanding student's behavior, dealing with personal self-constraints, socio- cultural issues, class-room issues and challenges, material production, methodology
C. Preparation of teachers
D. Approaches to adolescence education: case studies and critical incidents, brainstorming, role-playing, gaming, value clarifications, question box, discussions and debates, puppet shows, role reversal, video shows.

2.10.3 Suggestive Practicum

1. Study of Case studies and Critical Incidents. a) Field visit/s
2. Review and analysis of the work done by Government and Non-Government.
3. Study of Organizations (NGO) at national and international level.
4. A research study or detailed case study: Adolescents' behavior in different socio-economic settings, a study on child abuse victims, adolescents in drug rehabilitation centers, adolescents residing in the precincts of industrial areas and factory establishments, adolescents in the educational regions showing either higher or lower drop-out rate, adolescents belonging to communities in which social evils affecting them are manifested like child marriages, conducting Adolescence Education sessions in School.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with

educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Art in Education

Credits 4
Semester S-8

2.10.1 About the Course

The course seeks to develop an understanding of Art with special reference to its relevance in human life in general and Education in particular. It will further develop imagination and sense of appreciation and aesthetic of art. The theoretical considerations of Art Education are highlighted from Indian and western perspectives of art in Life. The course talks about the fundamental principles of Art Education at school level. The pedagogical issues of art education and approaches to teaching-learning process are also discussed.

2.10.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- develop art appreciation with special reference to relevance and place of Art in human life,
- acquaint with conceptual understanding of the key ideas of Art Education,
- discuss critically the value development in Art Education.,
- understand the implications of Art in Education,
- sensitize towards the problems and issues in Art Education,
- sensitize towards pedagogical issues of Art Education,

UNIT - I
Art and Education

A. Conceptual clarity, relationship, and significance of studying art education with special reference to place of art in Human life.
B. Historical development of art education in school education.
C. Goals of studying art education in school curriculum at different stages.
D. Studying art education across the curriculum.
E. Perspective of NEP, 2020 on Art Education.

UNIT - II
Theoretical Consideration of Art Education

A. Philosophical, psychological and sociological perspective of Art Education.
B. Formal and informal theories of art.
C. Indian perspective of art in life.
D. Western perspective of art in life.
E. Critical analysis of theories of Art Education.

UNIT - III
Fundamentals of Art Education

A. Literature of Art Education
B. Conceptual clarity of the following basic concepts of art at school level: aesthetics, criticism and judgement at school level, beauty, reality, idea, truth, taste, sense.

C. Basic requirements of teaching-learning art at school across stages.
D. Question of social ethics.

UNIT - IV

Pedagogical Issues of Art Education

A. Approaches to teaching-learning process of Art Education.
B. Curriculum of art education with special to challenges of developing curriculum.
C. Material production and its challenges.
D. Assessment and Evaluation strategies with special reference to challenges.
E. Criterion of analyzing: curriculum of Art Education, teaching-learning material, assessment and evaluation strategies, teaching strategies of art at school level.
F. Values in Art teaching.

2.10.3 Suggestive Practicum

1. Preparing multimedia material for Art Education in senior secondary schools.
2. Preparation of instructional material for education in the arts for secondary school.
3. Organizing the Art Club.
4. Case studies of the children's work of art and their understanding of the concept of Art.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

3.0 DISCIPLINARY/ INTER-DISCIPLINARY COURSES

(To be developed by the University/ Institution concerned in line with regular-Year Undergraduate Programme – FYUP within prescribed credits as outlined in Curriculum Framework)

STAGE SPECIFIC CONTENT CUM PEDAGOGY COURSES

4.4 Content Cum Pedagogy Courses at Secondary Stage

NEP 2020 envisages that teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. Aligning with this, the four-year Integrated Teacher Education Programme (ITEP) envisions the creation of passionate, motivated, qualified, professionally trained, and well-equipped teachers capable of designing and implementing developmentally appropriate learning experiences for students at different stages of school education and seeks to ensure that the prospective teachers are given the highest quality education in content, pedagogy, values, and practice.

Pedagogy of a school subject can be referred to as a teacher's understanding of how the students learn. Pedagogy demands a variety of quality classroom interactions between the teacher and students which motivates students to learn. The use of appropriate pedagogy manifests in visible student enthusiasm and a desire to engage constructively in the learning process. The involvement of students is the key aspect of teaching learning process and the pedagogical decisions and responses made by the teachers have a significant effect on the student's participation. Consequently, the selection of teachers' learning experiences and implementation will have a significant influence both on student academic performance and motivation. At the Secondary level, the challenge for the teacher intensifies due to the nature of adolescence to understand and employ pedagogies that effectively support all three important dimensions of student's behaviour i.e., emotional, cognitive and conative as NEP 2020 lays emphasis on the holistic development of students.

The secondary stage of school education occupies a crucial position in the entire system of education because it is the terminal stage of school education. The secondary stage of teacher preparation involves four years of multidisciplinary study but with greater depth, greater critical thinking, and greater attention to life aspirations (Curriculum Framework, ITEP, 2023). It covers Grades 9–12 covering ages from 14–18. It emphasizes a pedagogy that is based on a combination of peer-facilitated, expert-led and self-learning processes with an emphasis on promoting conceptual understanding, collaboration, and creativity both in teacher education classrooms and school classrooms. Teachers' pedagogical expertise and subject matter expertise both are critical to successful teaching and student understanding.

Students develop greater disciplinary knowledge and approaches in the secondary stage. By locating the theoretical concepts within the overall conceptual framework of the disciplines, explaining them using the most recent, accepted theories of the discipline, and connecting these concepts to theoretical concepts in other disciplines, would help them understand the deeper meanings.

The Pedagogy courses at the secondary stage extend from semester III to VI covering 16 credits. There are four contents cum pedagogical courses across all subject-specific pedagogies. The first course, offered in the III semester is an introductory course entitled, Basics of Pedagogy, which is 4 credits course common to all subject disciplines such as Languages, Commerce, Sciences, Social Sciences, Home Science, Computer Science, Physical Education, Arts Education, Vocational Education and Agriculture. In Semesters IV, V and VI, subject-specific pedagogy courses are being offered, each with 2 credits. The student teachers of this stage have to choose

two contents cum pedagogical courses in semesters IV, V and VI. The subject-specific pedagogical courses are designed to effectively integrate theory and practice for attaining higher goals of preparing quality teachers as enshrined in NEP 2020.

In addition to being well-versed in the most recent developments in pedagogy and education, a student who completes these courses will have a solid foundation in Indian values, languages, knowledge, ethos, and culture. The requirement for 21st century skills has been addressed by these courses. These courses will be a pre-requisite of the internship of a student teacher and direct linkage to subject-specific school practices.

The following pedagogy courses are designed to realize the curricular objectives of the Secondary Stage:

S.No.	Discipline of the school curricular area	Courses	Semester	Credits
1.	General Pedagogy - For all curricular areas	Basics of Pedagogy at Secondary Stage - ***This course shall be offered as common compulsory course across all the pedagogy courses.***	3	4
2.	Languages L1: Any one Language from Schedule 8 L2: Any one Language other than L1	Content cum Pedagogy of Language 1 at Secondary Stage – Course (I) Content cum Pedagogy of Language 2 at Secondary Stage- Course (I)	4	2 2
		Content cum Pedagogy of Language 1 at Secondary Stage- Course (II) Content cum Pedagogy of Language 2 at Secondary Stage- Course (II)	5	2 2
		Content cum Pedagogy of Language 1 at Secondary Stage- Course (III) Content cum Pedagogy of Language 2 at Secondary Stage- Course (III)	6	2 2
3.	Mathematics	Content cum Pedagogy of Mathematics at Secondary Stage – Course (I)	4	2
		Content cum Pedagogy of Mathematics at Secondary Stage – Course (II)	5	2
		Content cum Pedagogy of Mathematics at Secondary Stage - Course (III)	6	2
4.	Sciences (Physical Sciences)	Content cum Pedagogy of Physical Sciences at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Physical Sciences at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Physical Sciences at Secondary Stage - Course (III)	6	2
5.	Sciences (Biological Sciences)	Content cum Pedagogy of Biological Sciences at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Biological Sciences at Secondary Stage - Course (II)	5	2

		Content cum Pedagogy of Biological Sciences at Secondary Stage - Course (III)	6	2
6.	Social Sciences (Economics, Geography, History and Political Science)	Content cum Pedagogy of Social Sciences at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Social Sciences at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Social Sciences at Secondary Stage - Course (III)	6	2
7.	Commerce, Accountancy & Business Studies	Content cum Pedagogy of Commerce, Accountancy and Business Studies at Secondary Stage- Course (I)	4	2
		Content cum Pedagogy of Commerce, Accountancy and Business Studies at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Commerce, Accountancy and Business Studies at Secondary Stage - Course (III)	6	2
8.	Computer Science	Content cum Pedagogy of Computer Science at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Computer Science at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Computer Science at Secondary Stage - Course (III)	6	2
9.	Arts (Visual &Performance)	Content cum Pedagogy of Arts at Secondary Stage: - Course (I)	4	2
		Content cum Pedagogy of Arts at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Arts at Secondary Stage - Course (III)	6	2
10.	Vocational Education	Content cum Pedagogy of Vocational Education at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Vocational Education at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Vocational Education at Secondary Stage - Course (III)	6	2
11.	Physical Education & Yoga	Content cum Pedagogy of Health, Physical Education and Yoga at Secondary Stage - Course (I)	4	2

		Content cum Pedagogy of Health, Physical Education and Yoga at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Health, Physical Education and Yoga at Secondary Stage - Course (III)	6	2
12.	Agriculture	Content cum Pedagogy of Agriculture at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Agriculture at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Agriculture at Secondary Stage - Course (III)	6	2
13.	Home Science	Content cum Pedagogy of Home Science at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Home Science at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Home Science at Secondary Stage - Course (III)	6	2

*Note: Pedagogy courses are developed as per curricular areas. HEIs may further develop as per their subject specific needs based on the syllabi.

4.4.1 Basics of Pedagogy at Secondary Stage

Credit: 4
Semester: S-3

4.4.1.1 About the Course

This course deals with diverse range of topics of basics of pedagogy at secondary sage that will equip student teachers with valuable knowledge, capacities and competencies. This course comprises four units and a practicum. This course prepares student teachers to understand secondary-stage learners and design teaching accordingly. This course also aims to equip teachers with the necessary tools, knowledge, and competencies to continuously evolve as professionals and create a positive and transformative impact on their students and society as a whole. In this course a strong foundation will be established by exploring the fundamental principles and concepts that support basics of pedagogy in the light aims and objectives of the curriculum. This course emphasizes understanding learners and their backgrounds comprehensively so that an engaging and supportive learning environment, that fosters a need for learning, can be created for facilitating learner's holistic development. This course is designed to equip student teachers with a wide array of teaching learning strategies. It also focuses on innovative and transformative approaches to education, aiming to create lifelong learners equipped to thrive in an ever-changing world. Through professional development opportunities, student teachers will be better prepared to meet the ever-changing demands of the educational landscape and inspire the next generation of learners.

4.4.1.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- build comprehensive understanding of secondary stage learners,
- assess the physical, mental, social, and emotional growth of secondary stage learners,
- develop skills to observe and recognize the unique capabilities and strengths of secondary stage learner,
- discuss the necessary knowledge and skills to implement effective teaching and learning strategies,
- create enriching and inclusive learning environments to foster values-based education,
- develop a deeper understanding of various pedagogical approaches and their impact on learners,
- determine the knowledge to make informed decisions about instructional practices,
- explain the crucial role of pedagogy in facilitating effective learning experiences for students,
- outline knowledge and skills necessary for continuous professional development.

UNIT - I
Understanding Secondary Stage Learners

A. Understanding the learners and learner background
   i. The physical, mental, social, and emotional growth of learners
   ii. Thought processes and cognitive skills of learners.
   iii. Psychological and social orientations of learners
   iv. Social and academic lives of learners
   v. Conflicts and challenges of secondary learners

vi. Characteristics of secondary stage learners

B. Observing the unique capabilities of a child

UNIT - II

Strategies of Teaching and Learning

A. Understanding teaching and learning strategies:
   i. Concept, characteristics and functions of teaching
   ii. Making abstract concepts enjoyable by relating them to real-life situations,
   iii. Promoting multidisciplinary learning through integration of different disciplines
   iv. Promoting learner participation and engagement in learning
   v. Building values through art integrated activities, community engagement etc.
   vi. Promoting multidisciplinary learning through integration of different disciplines
   vii. Promoting health and social sensitivities
   viii. Developing respect toward cultural heritage
   ix. Making classrooms inclusive and joyful learning spaces

B. Relationship between Aims and Values of Education, Curriculum and Pedagogy

UNIT - III

Pedagogical Approaches

A. Pedagogical approaches: constructivist approach; collaborative approach; reflective approach; integrative approach, inquiry- based approach; other contemporary approaches, art-integrated learning, sports- integrated learning.

B. Types of pedagogy: social pedagogy; critical pedagogy; culturally responsive pedagogy; Socratic pedagogy in inclusive setup.

C. Role of pedagogy in effective learning: how does pedagogy impact the learner?

UNIT - IV

Continuous Professional Development of Teacher

A. Meaning and need, professional and ethical competencies and need for updating content and pedagogical competencies to develop their professional competencies.

B. Professional development activities: seminars, conferences, orientation programmes, workshops, online and offline courses, competitions, publications, development of teaching portfolio, capacity building programmes, and teacher exchange programmes.

C. Development of professional competencies to deal with gender issues, equity and inclusion, ethical issues, environmental issues, human health and well-being, population, human rights, and various issues (emotional, mental, physical issues related to pandemic (for example covid-19).

4.4.1.3 Suggestive Practicum (Any Three)

1. Analyze NEP 2020 with reference to pedagogical aspects of the concerned subject.
2. Analyze and reflect on the qualities of an 'Innovative Teacher' in Context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).
3. Explore different platforms such as National Teacher's Portal, NISHTHA, DIKSHA, and SWAYAM for an online course and prepare a report.

4. Participate in a workshop or seminar to explore the concept of Continuous Professional Development (CPD), its significance in lifelong learning and prepare a write up on the findings.
5. Develop teaching learning strategies to address the needs of diverse learners in context of gender, equity and inclusion and prepare a PowerPoint presentation.
6. Raise awareness on the ethical and social challenges in education through field trip and create an e-portfolio.
7. Any other project assigned by HEI.

4.4.1.4 Suggestive Mode of Transaction

Lecture cum discussion, project-based method, problem solving method, experiential learning, art integrated learning, sports integrated learning, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

4.4.1.5 Suggestive Mode of Assessment

Portfolio creation, written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations (As per UGC norms).

4.4.1.6 Suggestive Reading Materials

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India (English and Hindi)
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- National Policy on Education 1968, 1986 and 2020.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.2 Content cum Pedagogy of Language 1/ Language 2 at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.2.1 About the Course

Interventions from quality teachers are vital in view of the objectives of NEP 2020. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Research clearly shows that children pick up language very quickly. It is also a well-known fact that students learn and grasp abstract concepts more quickly through their mother tongue or local language. Therefore, for teaching-learning any language, maximum exposure of the language needs to be given. This course comprises of three units emphasizing the knowledge of developing the teaching skills of language for the student-teacher. The course also focuses on the understanding of nature, scope, importance, and functions of a language. It also deals with the historical/policy perspectives along with the approaches, methods of teaching the language for development of language skills among the children.

4.4.2.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- outline the aims and objectives of teaching Language at the secondary level,
- identify and relate values of the Language with other disciplines,
- summarize the historical perspective of the Language,
- discuss methods, approaches, and materials for teaching Language at the secondary stage in the Indian context,
- appraise the Language diversity of the surroundings.

UNIT - I

Nature, Scope, and Historical Perspective of Language

A. Nature, scope, and importance of the Language; Linguistic features of the Language.
B. Functions of Language, Language learning, and Language acquisition.
C. Historical perspective of the Language with a special focus on inclusivity in classrooms to learn the Language, evolution of Language with the power dynamics.
D. Language as discourse: Language - Identity and Gender.
E. Recommendations/suggestions of various committees, commissions, and policies on teaching-learning the Language in school education.
F. Universality of Languages.

UNIT - II

A. Aims and objectives of teaching the Language (L1 and L2).
B. Linkages of the Language with other school subjects.
C. Linkages between literature and society.
D. Place of the Language in school curriculum at the national and international scenario.
E. Values of Language: functionality, fluency, coherence.

UNIT - III

Pedagogical Aspects of Language

A. Approaches of teaching Language – inductive deductive, constructivist, experiential learning, art-integrated learning, blended learning, interdisciplinary and multidisciplinary approaches.
B. Critical and analytical pedagogical concerns related to teaching Language with special focus on Higher-Order Thinking skills (HOTs).
C. Methods of teaching Language: learner-centric and group-centric, lecture-cum-demonstration, grammar-cum-translation method, direct method, audio-lingual method, task-based learning, lexical approach, activity-based discussion, problem-solving, hands-on activity, concept-mapping, collaborative and cooperative learning.
D. Capabilities of students in Language skills and reflection.

4.4.2.3 Suggestive Practicum (Any Three)

1. Prepare a report on any one Language of your neighborhood focusing on how it has evolved.
2. Enumerate values of the Language and prepare a write up.
3. Write an article on the recommendations of NEP 2020 in context to Language development.
4. Prepare relevant resource materials of the Language at the secondary level.
5. Prepare a report on various pedagogical activities to teach the Language.
6. Any other project assigned by the HEI.

4.4.2.4 Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

4.4.2.5 Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, and terminal semester examinations (As per UGC norms).

4.4.2.6 Suggestive Reading Materials

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/ Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.2 Content cum Pedagogy of Language 1/ Language 2 at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.2.1 About the Course

Building on the previous level's knowledge of the philosophy of the Language, the course will introduce students to the core knowledge of pedagogy and planning in Language education at the secondary level. It is designed to make student-teacher aware of the teaching-learning aids and other resources available as well as created for making Language learning meaningful and joyful. It will also help them to know the effectiveness of such resources and the impact on the children's Language skills. It also focuses on textbook analysis and planning for teaching Language and Literature and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes. Accordingly, they are expected to develop lesson plans based on learning outcomes and experiential learning for classroom and online teaching.

4.4.2.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain teaching-learning materials related to Language education with reference to NEP 2020,
- apply different types of teaching-learning aids during classroom teaching,
- make use of multimedia in Language teaching. Acquire knowledge about Language through online resources,
- develop lesson plan for effective teaching of Language,
- summarize the meaning and need of how to learn concepts of Language,
- identify the role of a teacher in facilitating learning of the Language.

UNIT - I

Teaching Learning Resources

A. Teaching learning aids/materials: concept, role, and importance in classroom teaching learning of Language.
B. Types of teaching learning aids/ materials: print media such as textbook, scrambled books, teachers' manual/ handbook and other print materials., non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)
C. Identification and use of teaching aids/teaching learning materials from the environment.
D. Language laboratory – types, design, management, and practices; Virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.

UNIT - II

Content Analysis and Planning for Teaching Language

A. Concept, types and importance of unit and lesson planning.
B. Pedagogical analysis of content taking examples from topics of Language textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art integrated) of Languages.

UNIT - III

ICT Integration and Application

A. Scope and importance of using ICT in learning process of Languages.
B. Use of ICT in the classroom: artificial intelligence, machine learning, smart boards, for enhancing learning.
C. Tools, software and platform for teaching learning of Language at secondary stage.
D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

4.4.2.3 Suggestive Practicum (Any Three)

1. Prepare a teaching learning resource for developing Language skills.
2. Develop an e-content on any one topic from Language textbooks at secondary stage.
3. Develop a list of Literature which can play instrumental role in curriculum enrichment.
4. Prepare a write-up on pedagogical aspects of Language teaching in reference to NEP 2020.
5. Prepare outcome-based lesson plans on Prose, Poetry, and Grammar of Language.
6. Any other project assigned by the HEI.

4.4.2.4 Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, team teaching, workshops, observations and presentations.

4.4.2.5 Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations will be used to assess the course outcomes (As per UGC norms).

4.4.2.6 Suggestive Reading Materials

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/ Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.2 Content cum Pedagogy of Language 1/ Language 2 at Secondary Stage – Course (III)

Credit: 2
Semester: S-6

4.4.2.1 About the Course

This course comprises three units and a practicum. It focuses on assessment and evaluation. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360◦ assessment. The students will be exposed to research and innovative practices in teacher education. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes how to integrate and use ICT in the classroom of Language and Literature. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. Today's scenario emphasizes competency-based assessment practices and tests higher order thinking skills and conceptual clarity. Major reforms in assessment are need of the hour to stay vibrant and effective in the process of teaching learning of Language and Literature. Finally, the instructor will enable the students to understand the concepts of assessment and evaluation as well as differentiate between assessment and evaluation for Language learning.

4.4.2.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- list the different concepts related to assessment and evaluation in Language Teaching,
- enumerate the characteristics of innovative practices in the teaching-learning process of the Language,
- discuss tools and techniques of assessment and evaluation in Language Teaching,
- examine issues in Language assessment and their impact on classroom teaching,
- apply ICT in the teaching-learning process of Language,
- develop e-content of Language using Language lab and virtual lab.

UNIT - I

21st Century Skills for Learning

A. Need for and importance of how to learn 21st century skills for learners and teachers of Language.
B. Psychological, sociological, and philosophical perspective of teaching and learning Language.
C. Qualities of a Language teacher as professional for enhancing teaching learning skills.
D. Role of a teacher in facilitating learning and creating dynamic learning environment of Language.

UNIT - II

Assessment and Evaluation

A. Assessment and evaluation: need for and importance of Languages.
B. Development of learning indicators, performance-based assessment, learners' records of observations.
C. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360o assessment.
D. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
E. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Languages.

UNIT - III

Research and Innovative Practices in Teaching Languages

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
B. Recent trends in research related to teaching learning of Language.
C. Action research: meaning, significance, steps and planning.
D. Evidence-based practices and reflection, school-based research in Language.
E. Effective communication with special reference to multilingualism using Language lab and virtual lab.

4.4.2.3 Suggestive Practicum (Any Three)

1. Design devices for assessment of Listening, Speaking, Reading, and Writing skills of Language through activities such as debate, extempore, group discussion, Speech, etc.
2. Assess the peers in the Language and prepare an analytical report.
3. Write a reflective note on two editorial pieces on the same topic from different newspapers from multilingualism perspective.
4. Complete an online certificate course on Language from SWAYAM portal.
5. Develop a write-up on the power of Language in regard to NEP 2020 recommendations.
6. Any other project assigned by HEI.

4.4.2.4 Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, team teaching, workshops, observations and presentations.

4.4.2.5 Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations will be used to assess the course outcomes (As per UGC norms).

4.4.2.6 Suggestive Reading Material

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/

Hindi).

- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.3 Content cum Pedagogy of Mathematics at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.3.1 About the Course

Mathematics is an important school subject and students are expected to master computational and problem-solving skills with the help of mathematical concepts and reasoning during study. Teaching of Mathematics is not only concerned with the computational know-how of the subject but is also concerned with pedagogical content knowledge and communication leading to its meaningful learning amongst students. This course enables the student-teachers to understand the nature of mathematical knowledge and the mathematics curriculum at secondary stage. The objectives of teaching Mathematics should not be limited to the development of computational skills but to enable mathematical reasoning to solve problems of life. Student teachers will develop skills to formulate classroom objectives as well as plan for development of the values through Mathematics. Student teachers will have a thorough understanding of Mathematics content and their relevant specific pedagogy for the effective learning of Mathematics. They would be exposed to various pedagogical approaches, methods, and techniques so that they will be able to create a learner friendly classroom environment.

4.4.3.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- appraise the contribution of Indian Knowledge Systems in development of Mathematics,
- explain the nature of Mathematics as an important subject for human development,
- interpret the recommendation of the various policy documents in reference to Mathematics education,
- classify the aims and objectives of teaching Mathematics,
- formulate objectives based on learning outcomes for Mathematics teaching,
- select and demonstrate various approaches and methods of teaching Mathematics,
- plan strategies to inculcate values through teaching Mathematics.

UNIT - I

Nature, Scope and Historical Perspective of Mathematics

A. Development of Mathematics from a historical perspective.
B. Nature of Mathematical Knowledge – Axioms and Postulates, Conjectures, Proofs in Mathematics: inductive - deductive reasoning, theorems, mathematical modeling.
C. Importance of Mathematics knowledge in everyday life.
D. Recommendations of various committees, commissions and policies related to Mathematics education at Secondary stage (especially in National Education Policies and National Curriculum Frameworks).

UNIT - II

Aims and Objectives of Teaching Mathematics

A. Aims and objectives of teaching Mathematics at secondary stage.
B. Learning outcomes and competencies of teaching Mathematics at secondary stage.
C. Linkages of Mathematics with other school subjects and place in school curriculum.

D. Inculcation of values through teaching of Mathematics.

UNIT - III
Pedagogical Aspects of Mathematics

A. Implication of various approaches of teaching Mathematics – inductive deductive, analytical synthetical, constructivist, blended learning, experiential learning, transdisciplinary, interdisciplinary, and multidisciplinary.
B. Learner-centric and participative methods of teaching of Mathematics: lecture cum demonstration, problem-solving, laboratory, project based.
C. Analytical pedagogical concerns in teaching of Mathematics for higher order thinking skills such as critical, creative, decision making, reflective, collaborative, and cooperative.
D. Techniques of teaching learning Mathematics: oral, written, drill work, homework, self-study, group study, supervised study, concept-mapping, learning, art and sports integrated learning.

4.4.3.3 Suggestive Practicum (Any Three)

1. Prepare a collage/ biographic sketch on the contribution of Indian mathematician.
2. Present a paper on comparison of nature of mathematical knowledge with other school subjects.
3. Formulate objectives based on learning outcomes and experiential learning for any one unit of secondary Mathematics.
4. Develop strategy to connect any three topics for value inculcation in teaching of Mathematics.
5. Analyze the content of one chapter of Mathematics textbook and develop concept maps at secondary stage.
6. Select and list approaches and methods for teaching various topics of secondary stage Mathematics.
7. Any other project assigned by HEI.

4.4.3.4 Suggestive Mode of Transaction

Demonstration, field-based experience, library visits, classroom discussions, self-study, field observations, assignment preparation, classroom presentations, discussion forums, observation, research report, engaging in dialogue, flipped classroom.

4.4.3.5 Suggestive Mode of Assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination (As per UGC norms).

4.4.3.6 Suggestive Reading Material

- MESE 001(2003) Teaching and Learning Mathematics. IGNOU series
- NCERT Publications: Pedagogy of Mathematics (Code-13074)

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.3 Content cum Pedagogy of Mathematics at Secondary Stage – Course (II)

Credit: 2
Semester: S-5

4.4.3.1 About the Course

The teaching learning of Mathematics is a complex activity, and many factors determine the success of this activity. The nature and quality of instructional material, the presentation of content, the pedagogic skills of the teacher, the learning environment. Students at this stage are keen in exploring and constructing their own knowledge, so facilitating with resources is important for the schoolteacher. This course will provide illustrative exposure to the resource materials for Mathematics teaching learning. Teaching Mathematics requires a thorough understanding of the pedagogical content knowledge. It is the integration or the synthesis of teachers' pedagogical knowledge and their subject matter knowledge that comprises pedagogical content knowledge. Planning of the learning experiences is a must for the quality learning outcome and the better use of resources. This course provides skills to develop the planning of Mathematics teaching learning for classroom. This course also extends the support of technology integration for enhancement of pedagogical planning. The course will be helpful for Student teachers in knowing how the mathematical content knowledge is organized and used in the teaching learning process with support of technological tools.

4.4.3.2 Learning Outcomes

After completion of the course, student teachers will be able to:

- discuss the nature and functions of various instructional resources,
- explore and utilize the teaching learning resources to support pedagogical experiences of Mathematics,
- organize and manage supportive activities for development of mathematical aptitude of secondary school students,
- plan appropriate experiences for teaching Mathematics,
- explore diverse backgrounds and interests' children bring to set up the inclusive classroom for Mathematics learning,
- elaborate technological tools for teaching and learning of Mathematics,
- integrate technology to judiciously facilitate learning for enhancing inclusive environment.

UNIT - I

Teaching Learning Resources

A. Teaching learning materials: meaning and importance for secondary school Mathematics.
B. Types of teaching learning resources: print media (Mathematics textbook, teachers' manual/ handbook, laboratory manual), non-print and digital media (charts, 2-D and 3-D models, games, web resources, interactive boards, animations, videos, images, simulations) for offline/ online classroom teaching and learning
C. Identification and use of learning resources in Mathematics from the local environment, community resources and pooling of resources.
D. Mathematics resource room/ laboratory – equipment and management, concept of virtual laboratories.

E. Organization of Mathematics club, fairs, exhibitions, learner community.

UNIT - II

Content Analysis and Planning for Teaching Mathematics

A. Analysis for identification of axioms, concepts, rules, formulas, theorems, corollaries; pedagogical content knowledge of arithmetic, algebra, geometry, mensuration, and trigonometry of secondary stage.
B. Planning and evaluating learning experiences in an inclusive setup based on learning outcomes and competencies, building a community of mathematicians in classrooms.
C. Developing annual plan, unit plan, lesson plan – need, main consideration, and format.
D. Strategies for method-based lesson plan for secondary classes - inductive-deductive, analytical- synthetical, lecture cum demonstration, problem-solving, laboratory, and project based.

UNIT - III

ICT Integration and Applications in Teaching of Mathematics

A. Scope and importance of ICT for teaching and learning Mathematics.
B. Use of ICT (digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources, open education resources, blogs, forums, interactive boards, and devices) in the teaching learning, assessment and resource management of secondary Mathematics.
C. Use of tools, software, and platforms such as GeoGebra, Khan Academy along with national teacher's portal, DIKSHA, SWAYAM.
D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for Mathematics classroom and online teaching.

4.4.3.3 Suggestive Practicum (Any Three)

1. Develop learning resources for Mathematics teaching learning.
2. Prepare annual plan for any secondary class.
3. Prepare a unit plan from the Mathematics textbook at secondary stage.
4. Prepare learning outcomes-based lesson plan using experiential learning for any one topic of Mathematics at secondary stage.
5. Develop a lesson plan on a topic of Mathematics at secondary stage by integrating ICT tools.
6. Write script for developing e-content on any one topic of Mathematics for online teaching.
7. Any other Project assigned by HEI.

4.4.3.4 Suggestive Mode of Transaction

Lecture cum discussion, group work, ICT enabled methods, Activity based and Art Integrated Demonstration, Field-based experiences, Library Visits, Self-study, Field observations, Assignment preparation. Classroom presentations, Discussion forums, Observation, Flip classroom, Use of digital platform.

4.4.3.5 Suggestive Mode of Assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional, and terminal semester examination (As per UGC norms).

4.4.3.6 Suggestive Reading Materials

- NCERT: A Handbook for Designing Mathematics Laboratory in Schools (Code- 1555)
- NCERT: Manual for Higher Secondary Mathematics Kit (Code- 3165)

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.3 Content cum Pedagogy of Mathematics at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.3.1 About the Course:
Development of 21st century skills are important for Mathematics teaching learning. Learning the imagination, spatial visualization, mathematical reasoning is important for novice learners. The course comprises three units describing 21st century skills for learning, assessment and evaluation and research and innovative practices in teaching learning Mathematics. This course also aims to improve skills and competencies required for Mathematics teachers to conduct effective learner assessments. The course describes various evaluation strategies and devices which can be efficiently used in the teaching learning of Mathematics and in the development of skills among the student teachers for improving student outcomes, conduct action research and school-based research in the teaching of Mathematics.

4.4.3.2 Learning Outcomes
After completion of the course, student teachers will be able to:

- analyze the sources of the development of 21st century skills through Mathematics teaching and learning,
- determine role of teacher in facilitating learning and creating dynamic learning environment of Mathematics,
- describe need for and importance of assessment in the learning process of Mathematics,
- develop various types of tests for assessing students learning in Mathematics,
- design and develop innovative strategies and techniques for successful inteaching and learning Mathematics,
- conduct school- based research in Mathematics teaching,
- explain the various methods of exploring knowledge,
- explore innovative ideas for teaching and learning of Mathematics,
- assess the steps of action research.

UNIT - I

21st Century Skills for Learning Mathematics

A. Need for and importance of how to learn 21st century skills such as practicing imagination, spatial visualization, mathematical reasoning, problem solving for learners and teachers of Mathematics.
B. Psychological, sociological, and philosophical perspective of teaching learning and development of Mathematics.
C. Qualities of a Mathematics teacher as professional.
D. Role of a teacher in facilitating learning and creating dynamic learning environment of Mathematics.

UNIT - II

Assessment for Learning in Mathematics

A. Meaning, need and organization of oral, written, and practical assessment in Mathematics.
B. Construction of types of questions in Mathematics: objective, short answer, long answer, considerations for the marking different types of questions in Mathematics.

C. Planning and developing teachers made tests in Mathematics - Table of Specification (TOS), question paper setting and preparing answer key.
D. Tools to identify learning difficulties and provide corrective measures in Mathematics, concept of 360° assessment, holistic progress card and assessment of mathematical aspects of students.

UNIT - III

Research and Innovative Practices in Teaching of Mathematics

A. Divergent thinking for innovation in psychological, sociological, and philosophical perspectives of Mathematics for quality learning experiences.
B. Innovative practices in Mathematics.
C. Research on issues of gender, class and culture in Mathematics learning and achievement - expectations, attitudes and stereotypes; access to higher Mathematics; interrogating the notion of 'Achievement Gap'; construction of learners' identity in a Mathematics classroom.
D. Recent trends and research related to teaching learning of Mathematics – digital gaming, digital storytelling, using Artificial Intelligence for Mathematics teaching and learning.
E. Action research for solving problems of teaching and learning of Mathematics: meaning, significance, steps, and planning.

4.4.3.3 Suggestive Practicum (Any Three)

1. List 21st century skills with reference to various topics of school Mathematics.
2. Writing a paper on recent trends and research related to teaching learning of Mathematics.
3. Prepare a scrap book for 'Mathematics in Print Media'.
4. Prepare a small video for recent trends of Mathematics in social media.
5. Plan a teacher made test for a unit of secondary Mathematics.
6. Prepare a report after using an innovative idea to teach a difficult topic of secondary Mathematics.
7. Plan for action research on any one problem of teaching learning Mathematics.
8. Any other project assigned by HEI.

4.4.3.4 Suggestive Mode of Transaction

Lecture cum discussion, group work, ICT enabled methods, activity based and art integrated demonstration, field-based experiences, library visits, self-study, field observations, assignment preparation, classroom presentations, discussion forums, observation, flip classroom, use of digital platform.

4.4.3.5 Suggestive Mode of Assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination (As per UGC norms).

4.4.3.6 Suggestive Reading Material

- NCERT (2012). Pedagogy of Mathematics
- NCERT: Manual for Higher Secondary Mathematics Kit (Code- 3165)

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.4 Content cum Pedagogy of Physical Sciences at Secondary Stage – Course (I)

Credit: 2
Semester: S-4

4.4.4.1 About the Course

The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Pedagogical knowledge and approaches refer to the specialized knowledge of the teacher for creating an active, child-centered, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in Physical Sciences is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Physical Sciences and the aims and objectives of teaching Physical Sciences and its linkages with other disciplines. Historical/policy perspectives of Physical Sciences are discussed in unit second. Physical Sciences is conceptualized in very broad terms by relating it to technology, society, humans, and sustainable development. It also focuses on the place of Physical Sciences in school curriculum including an emphasis on how to build inclusive classrooms. It focuses on pedagogical concerns of Physical Sciences. Critical, creative, and analytical pedagogical concerns in teaching Physical Sciences with special reference to higher-order thinking are also placed in unit third.

4.4.4.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain nature, scope and importance of Physical Sciences,
- illustrate aims and objectives of teaching Physical Sciences for sustainable development of society,
- outline linkages between Physical Sciences and other subjects,
- identify the values and importance of Physical Sciences and alternative knowledge systems,
- summarize the historical/policies perspective of Physical Sciences,
- examine pedagogical concerns of Physical Sciences,
- categorize approaches and methods of teaching learning Physical Sciences,
- apply appropriate pedagogy in teaching learning the concepts of Physical Sciences.

UNIT - I

Nature, Scope and Historical Perspective of Physical Sciences

A. Nature, scope, and importance of Physical Sciences.
B. Historical perspective of Physical Sciences.
C. Contributions of Indian (ancient and modern) and other scientists.
D. Physical Sciences, society and human and sustainable development.
E. Recommendations/suggestions of various committees, commissions, and policies in reference to Physical Sciences.

UNIT - II

Aims and Objectives of Physical Sciences

A. Aims and objectives of teaching Physical Sciences.
B. Learning outcomes and competencies of teaching Physical Sciences at secondary stage.
C. Linkages of Physical Sciences with other school subjects and place of the Physical Sciences in school curriculum.
D. Values of Physical Sciences: scientific attitude and appreciating other systems of knowledge / alternative knowledge systems.

UNIT - III

Pedagogical Aspects of Physical Sciences

A. Implication of various approaches - inductive deductive, constructivist, experiential learning, art integrated learning, sports integrated learning, blended learning, interdisciplinary and multidisciplinary approaches in Physical Sciences.
B. Analytical pedagogical concerns in teaching of Physical Sciences for higher order thinking skills such as critical, creative, communication, decision making, reflective.
C. Methods of teaching learning Physical Sciences: learner-centric and group-centric, lecture cum demonstration, activity based, discussion, problem-solving, laboratory, stem and steam, project based, scientific inquiry, hands on activity, discovery, experimentation, concept-mapping, collaborative and cooperative learning.

4.4.4.3 Suggestive Practicum (Any Three)

1. Explore contributions of Indian scientists in the development of Physical Sciences and make presentations on historical development of Physical Sciences.
2. Analyze recommendations of policies/commissions in context of Physical Sciences.
3. Develop concept maps on different concepts of Physical Sciences.
4. Identify and integrate values in Physical Sciences concepts.
5. Demonstrate different pedagogical approaches and strategies for transacting concepts of Physical Sciences.
6. Prepare write-ups on the teaching of science using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
7. Any other project assigned by HEI.

4.4.4.4 Suggestive Mode of Transaction

Lecture cum discussion/demonstration, hands-on activities, experiential learning, art and environment integrated learning, sports integrated learning.

4.4.4.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.4.6 Suggestive Reading Material

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.

- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Textbooks of Physical Sciences at Secondary Stage.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.4 Content cum Pedagogy of Physical Sciences at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.4.1 About the Course

This course comprises three units and the practicum. The course is devoted to introducing various teaching aids material types and uses for teaching the concepts of physical sciences at secondary stage. Enough space is provided to discuss different types of teaching aids/materials for teaching learning concepts of physical sciences. It focuses on learning resources in physical sciences to enable student teachers to make use of available learning resources and how to generate new resources for teaching learning the concepts of physical sciences. It also focuses on textbook analysis and planning for teaching physical sciences. and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning and outcomes, find out about various activities and experiments. Accordingly, they are expected to develop lesson plan based on learning outcomes and experiential learning for classroom and online teaching.

4.4.4.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- identify teaching learning aids / materials and illustrate their importance in teaching learning the concepts of Physical Sciences,
- categorize teaching aids/materials/learning resources,
- develop teaching learning aids/material/kits/learning resources for teaching learning the concepts of Physical Sciences,
- utilize teaching aids/materials/learning resources for teaching learning the concepts of Physical Sciences,
- analyze the content of physical sciences textbooks at secondary stage,
- develop lesson plan based on learning outcomes and experiential learning using appropriate strategies.

UNIT - I

Teaching Learning Resources

A. Teaching learning aids/materials: concept, definition, role and importance in classroom teaching learning the physical sciences.
B. Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook, laboratory manual and other print materials, non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning reflective journals, charts, 2-D and 3-D models, games, cards, worksheets, multimedia.
C. Identification and use of learning resources in physical sciences from the local environment.

D. Resource room/ laboratory/ library, virtual laboratories, teaching learning kits, physical sciences clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.

UNIT - II

Content Analysis and Planning for Teaching Physical Sciences

A. Pedagogical analysis of content taking examples from topics of physical sciences textbooks at secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
B. Concept, types and importance of unit and lesson planning.
C. Developing unit plans and lesson plans based on learning outcomes and experiential learning by selecting topics from textbooks of physical sciences at secondary stage.

UNIT - III

ICT Integration and Applications

A. Scope and importance of ICT in physical sciences.
B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching learning, assessment, and resource management.
C. Tools, software, and platforms for teaching learning of physical sciences at secondary stage.
D. Developing ICT integrated lesson plans by taking topics of physical sciences at secondary stage using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching.

4.4.4.3 Suggestive Practicum (Any Three)

1. Develop e-content for the concepts of Physical Sciences at Secondary Stage.
2. Analyze the content of textbooks of Physical Sciences (Classes 9-12).
3. Identify the learning resources for transiting the concepts of Physical Sciences.
4. Develop teaching aids/teaching materials for teaching concepts of Physical Sciences at secondary stage.
5. Develop learning outcomes for the concepts of Physical sciences at the secondary stage.
6. Prepare learning outcomes and experiential learning-based lesson plan for the concepts of Physical Sciences.
7. Develop a project on the concepts of Physical Sciences using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
8. Any other project assigned by HEI.

4.4.4.4 Suggestive Mode of Transaction

Lecture cum discussion/demonstration, hands-on activities, demonstration, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, experiential learning and ICT integrated approach.

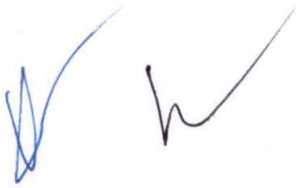
4.4.4.5 Suggestive Mode of Assessment

Written test, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.4.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- Laboratory Manual of Science (Grade 9 & 10), NCERT.
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Laboratory Manuals.
- NCERT Textbooks, Chemistry for Class XI and XII.
- NCERT Textbooks, Physics for Class XI and XII.
- NCERT Textbooks, Science for Class IX and XI.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.4 Content cum Pedagogy of Physical Sciences at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.4.1 About the Course

This course comprises three units and a practicum. It focuses on assessment and evaluation. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360◦ assessment. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on Psychological, Sociological and Philosophical Perspective of Activity Oriented Classrooms in Physical Sciences. The importance of planning science learning and teaching in secondary schools. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes how to integrate and use ICT in the classroom of Physical Sciences. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. Today's scenario emphasizes competency-based assessment practices and tests higher order thinking skills and conceptual clarity. Major reforms in assessment are need of the hour to stay vibrant and effective in the process of teaching learning of Physical Sciences.

4.4.4.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain the significance of acquiring 21st-century skills for Physical Sciences teaching,
- outline the need for and importance of assessment and evaluation in the teaching of Physical Sciences,
- appraise with various assessment strategies for continuous assessment in reference to teaching of Physical Sciences,
- utilize appropriate tools and techniques for assessment and evaluation in teaching learning of Physical Sciences,
- identify recent trends in research related to the teaching and learning and its implications in teaching learning of Physical Sciences,
- prepare unit test item based on TOSS and develop different types of test items,
- construct and administer different type of tests,
- plan offline and online activities for testing higher order thinking skills in teaching learning of Physical Sciences,
- relate ICT integration and elaborate its use in classroom situations,
- identify a problem in the context of Physical Sciences teaching learning and plan action research.

UNIT - I

21st Century Skills for Learning

A. Need for and importance of how to learn 21st century skills for learners and teachers of Physical Sciences.

B. Psychological, sociological, and philosophical perspective of teaching and learning Physical Sciences.
C. Qualities of a Physical Sciences teacher as professional for enhancing teaching learning skills.
D. Role of a teacher in facilitating learning and creating dynamic learning environment of Physical Sciences.

UNIT - II
Assessment and Evaluation

A. Assessment and evaluation: need for and importance of Physical Sciences.
B. Assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal and 360◦ assessment.
C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of laboratory skills, assignments, projects, and presentations.
D. Tools and techniques of assessment and evaluation - unit test based on Table of Specification (TOS) and its importance, basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning the content of Physical Sciences.

UNIT - III
Research and Innovative Practices in Physical Sciences

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
B. Recent trends in research related to teaching learning of Physical Sciences.
C. Action research: meaning, significance, steps and planning.
D. Evidence-based practices and reflection, school-based research in Physical Sciences.

4.4.4.3 Suggestive Practicum (Any Three)

1. Prepare, administer, and analyze scores of an achievement test.
2. Explore AI based assessment tools and prepare an E-Portfolio for a student of Secondary Stage.
3. Conduct Simulated Teaching session for the concepts of Physical Sciences and observation by self, peer, and teacher.
4. Explore development of multidisciplinary projects and present using PowerPoint.
5. Interpret the concept of Physical Sciences with Psychological, Sociological and Philosophical Perspective.
6. Apply innovative practices in classroom teaching learning of Physical Sciences.
7. Make a presentation on the role of Physical Sciences in sustainable development of society.
8. Plan action research for Continuous Professional Development (CPD) of Physical Sciences teacher.
9. Any other project assigned by HEI.

4.4.4.4 Suggestive Mode of Transaction

Lecture cum discussion/demonstration, demonstration, discovery approach, project approach, inquiry approach, problem-solving, experiential learning.

4.4.4.5 Suggestive Mode of Assessment

Written test, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.4.6 Suggestive Reading Material

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.5 Content cum Pedagogy of Biological Sciences at Secondary Stage – Course (I)

Credit: 2
Semester: S-4

4.4.5.1 About the Course

Biology is an inseparable part of human life and is hence learning biological concepts and principles is given ample importance in school curricula. Knowledge of Biological Sciences enables students to recognize and value the diverse living forms, their structure and method of functioning, co-existence and how they harmoniously blend with other natural/physical factors that constitutes the complex environment. To enable school students adequately learn these aspects, teachers must design and adopt appropriate teaching-learning methods for teaching Biological Sciences. Biological Sciences offer us the unique facility of seeing, touching and observing materials. This course aims to educate the student teachers to learn the various methods and strategies in teaching Biological Sciences. The course comprises of three units describing the aims and scope of Biological Sciences in Secondary level. A glimpse of the history of Biological Sciences is dealt with ancient and modern Indian and international contributions in the study of biological methods and practices in building the modern-day Biological Sciences. Salient features of selected earlier curricular exercises with special reference to biology at secondary level are also emphasized.

4.4.5.2 Learning Outcomes

After completion of this course, Student teachers will be able to:

- explain nature, scope, and importance of Biological Sciences,
- illustrate aims and objectives of teaching Biological Sciences for sustainable development of society,
- outline linkages between Biological Sciences and other subjects,
- identify the values and importance of Biological Sciences and alternative knowledge systems,
- summarize the historical/policies perspective of Biological Sciences,
- examine pedagogical concerns of Biological Sciences,
- categorize approaches and methods of teaching learning Biological Sciences,
- apply proper pedagogy in teaching learning the concepts of Biological Sciences,
- realize the importance of studying Biological Sciences as part of the school curriculum,
- identify the values and significance of Biological Sciences in School curricula,
- apply appropriate method/s in teaching concepts of Biological Sciences.

UNIT - I

Nature, Scope and Historical Perspective of Biological Sciences

A. Nature, scope, and importance of Biological Sciences.
B. Historical perspective of Biological Sciences.
C. Contributions of Indian (ancient and modern) and other scientists.
D. Biological science for sustaining self, society, environment, and world.
E. Recommendations/suggestions of various committees, commissions, and policies in reference to Biological Sciences.

UNIT - II

Aims and Objectives of Biological Sciences

A. Aims and objectives of teaching biological science as a component of multidisciplinary science.
B. Learning outcomes and competencies of teaching Biological Sciences at secondary stage.
C. Linkages of Biological Sciences with other school subjects and place of the Biological Sciences in school curriculum.
D. Values of Biological Sciences; ethical, environmental and sustainability concerns.

UNIT - III

Pedagogical Aspects of Biological Sciences

A. Implication of various approaches – inductive deductive, constructivist, experiential, art-integrated, blended learning, interdisciplinary and multidisciplinary approaches, stimulating the spirit of investigation and enquiry.
B. Analytical pedagogical concerns in teaching of physical sciences for higher order thinking skills such as critical, creative, communication, decision making, reflective.
C. Methods of teaching learning Biological Sciences: learner-centric and group-centric, lecture cum demonstration, activity based, discussion, problem-solving, laboratory and hands on activity based, sports- integrated, project based, inquiry, discovery, experimentation, concept-mapping, collaborative and cooperative learning; stem and steam concept.

4.4.5.3 Suggestive Practicum (Any Three)

1. Plot a timeline of development of Biological Sciences from ancient to modern times mentioning the important developments.
2. Analyze and prepare a report on pedagogy of Biological Sciences with reference to NEP 2020.
3. Prepare a write up on ancient Indian contributions and practices in Ayurveda/Herbal medicines.
4. Develop concept maps on different concepts of Biological Sciences.
5. Demonstrate different pedagogical approaches and strategies for transacting concepts of Biological Sciences.
6. Any other project assigned by HEI.

4.4.5.4 Suggestive Mode of Transaction

Lecture cum discussion, demonstration, hands-on activities, experiential learning, inquiry, Group work, Presentations, multimedia.

4.4.5.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.5.6 Suggestive Reading Material

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.

- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Textbooks of Biological Sciences at Secondary Stage.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.5 Content cum Pedagogy of Biological Sciences at Secondary Stage – Course (II)

Credit: 2
Semester: S-5

4.4.5.1 About the Course

A wide array of teaching-learning resources is available to modern day teachers. This course comprises of three units which aims to introduce various resources and discuss their appropriate utilization in teaching. In this course, student teachers are introduced to different units and lesson plan based on learning outcomes and experiential learning. Requisite skills such as the use of print media, non-print media and digital resources are discussed in the course. This course also focuses on familiarizing student teachers in ICT integration in teaching and preparing ICT based lesson plans for online teaching using suitable tools. This course aims to prepare student teachers for teaching Biological Sciences using different dimensions pedagogical and technological aspects.

4.4.5.2 Learning Outcomes

After completion of this course, Student teachers will be able to:

- categorize different teaching learning resources and plan their appropriate usage in teaching learning of concepts of Biological Science,
- develop simple teaching learning materials using easily available/local materials,
- analyze the content of Biological Science textbooks at secondary stage,
- review various methods and strategies for teaching Biological Sciences,
- develop learning outcome-based lesson plan to promote experiential learning and higher order thinking skills,
- develop unit plans and lesson plans on different chapters in biology (Grades IX to XII).

UNIT - I

Teaching Learning Resources

A. Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning the Biological Sciences.
B. Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook, laboratory manual and other print materials, non-print and digital media such as museum, aquarium, terrarium, games, toys, radio, TV, websites, animations, audios, videos, images, simulations; Biological Sciences mobile apps, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-d and 3-d models, games, cards, worksheets, multimedia etc.
C. Identification and use of learning resources in Biological Sciences from the local environment - using nature as a laboratory; biology laboratory - designing, management and safe practices; virtual laboratories and museums.
D. Resource room/ laboratory/ library, virtual laboratories, teaching learning kits, Biological Sciences clubs, fairs, exhibitions, science parks, zoo, botanical gardens, excursions community resources and pooling of resources.

UNIT - II

Content Analysis and Planning for Teaching Biological Sciences

A. Pedagogical analysis of content taking examples from topics of Biological Sciences textbooks at secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
B. Concept, types and importance of unit and lesson planning.
C. Developing unit plans and lesson plans based on learning outcomes and experiential learning by selecting topics from textbooks of Biological Sciences at secondary stage.

UNIT - III

ICT Integration and Application

A. Scope and benefits of using IT in teaching learning process; Artificial Intelligence, machine learning, smart boards.
B. Specific features and limitations of using ICT.
C. Open Educational Resources in Biological Sciences – BIOIDAC, MOOC, National Teachers Portal, DIKSHA, SWAYAM.
D. Developing ICT integrated lesson plans by taking topics of physical sciences at secondary stage using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching.

4.4.5.3 Suggestive Practicum (Any Three)

1. Analyze the content of textbooks of Biological Sciences (Classes 9-12).
2. Develop e-content for the concepts of Biological Sciences at Secondary Stage.
3. Develop unit plans of selected chapters of Textbooks of Biological Sciences.
4. Prepare learning outcomes and experiential learning-based lesson plan for the concepts of Biological Sciences.
5. Developing ICT integrated lesson plans for offline and online classes.
6. Explore a course of Biological Sciences of MOOC and prepare a write up.
7. Any other project assigned by HEI.

4.4.5.4 Suggestive Mode of Transaction

Lecture cum discussion, demonstration, Hands-on activities, experiential learning, inquiry, Group work, Presentations, multimedia.

4.4.5.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.5.6 Suggestive Reading Material

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Textbooks of Biological Sciences at Secondary Stage.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.5 Content cum Pedagogy of Biological Sciences at Secondary Stage – Course (III)

Credit: 2
Semester: S-6

4.4.5.1 About the Course

Assessment and Evaluation are an inseparable component of teaching learning of Biological Sciences. In this course, student teachers will be exposed to various assessment practices that can be followed in assessment of Biological Sciences. The course also deals with planning action research in classroom situations. It focuses on Psychological, Sociological and Philosophical Perspective of Learning of Biological Sciences. The importance of planning science learning and teaching in secondary schools. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes how to integrate and use ICT in the classroom of Biological Sciences.

4.4.5.2 Learning Outcomes

After completion of this course, Student teachers will be able to:

- appraise different types of assessment and strategies for continuous assessment,
- distinguish between assessment and evaluation,
- compare merits and demerits of different types of assessment,
- develop unit test item based on TOS and develop different type of test items,
- construct and administer the achievement test,
- familiarize with basic statistical methods for analyzing performance in tests,
- plan offline and online activity for testing higher order thinking skills,
- recognize challenges in modern day classrooms and plan appropriate strategies,
- relate ICT integration and elaborate its use in classroom situations.

UNIT - I
21st Century Skills for Learning

A. Need for and importance of how to learn 21st century skills for learners and teachers of Biological Sciences.
B. Psychological, sociological, and philosophical perspective of teaching and learning Biological Sciences.
C. Qualities of a Biological Sciences teacher as professional for enhancing teaching learning skills.
D. Role of a teacher in facilitating learning and creating dynamic learning environment of Biological Sciences.

UNIT - II
Assessment and Evaluation

A. Assessment and evaluation: concept, need for and importance of teaching learning the Biological Sciences.
B. Assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal, and 360-degree assessment.

C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations based on the concepts of Biological Sciences.
D. Unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting of Biological Sciences, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning the concepts of physical science at secondary stage.

UNIT - III

Research and Innovative Practices in Biological Sciences

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences, creating a sensitive and conducive classroom environment for learning and practicing life skills.
B. Recent trends in research related to teaching learning of Biological Sciences.
C. Action research: meaning, significance, steps, and planning.
D. Evidence-based practices and reflection, school-based research in Biological Sciences.

4.4.5.3 Suggestive Practicum (Any Three)

1. Prepare, administer, and analyze scores of an achievement test.
2. Explore AI based assessment tools and prepare an E-Portfolio for a student of Secondary Stage.
3. Identify a topic and Plan action research at secondary stage.
4. Conduct Simulated Teaching session for the concepts of Biological Sciences and observation by self, peer, and teacher.
5. Apply innovative practices in classroom teaching learning of Biological Sciences.
6. Any other project assigned by HEI.

4.4.5.4 Suggestive Mode of Transaction

Lecture cum discussion, demonstration, Hands-on activities, experiential learning, inquiry, Group work, Presentations, multimedia.

4.4.5.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.5.6 Suggestive Reading Material

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Textbooks of Biological Sciences at Secondary Stage.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.6 Content cum Pedagogy of Social Sciences at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.6.1 About the Course:

The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Pedagogical knowledge and approaches refer to the specialized knowledge of the teacher for creating an active, child-centered, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in Social Sciences is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Social Sciences and the aims and objectives of teaching Social Sciences and its linkages with other disciplines. Historical/policy perspectives of Social Sciences are discussed in unit second. Critical, creative, and analytical pedagogical concerns in teaching Social Sciences with special reference to higher-order thinking are also placed in unit third.

4.4.6.2 Learning Outcomes

After completion of this course, student teacher will be able to:

- explain the nature and scope of Social Sciences,
- examine the pedagogical aspects of the Social Sciences,
- elaborate the aims and objectives of the Social Sciences,
- analyze the historical perspective and inherent values in Social Sciences,
- identify the importance/significance of Social Sciences in daily life,
- develop learning objectives and outcomes,
- differentiate between Social Sciences and social studies,
- determine the suitability of the methods for teaching learning Social Sciences,
- apply approaches and strategies of teaching learning Social Sciences at the secondary stage.

UNIT - I

Nature, Scope, and Historical Perspective of Social Sciences

A. Nature of Social Sciences.
B. Historical development of Social Sciences, scope, and role of Social Sciences in daily life.
C. Disciplines of Social Sciences and their interrelationship.
D. Concept of Social Sciences and Social Studies.
E. Recommendations and suggestions of various committees, commissions, and policies in reference to Social Sciences.

UNIT - II

Aims and Objectives of Teaching Social Sciences

A. Aims and objectives of teaching Social Sciences at secondary stage.
B. Learning outcomes and competencies of teaching Social Science at secondary stage.
C. Linkages of Social Sciences with other subjects and its place in school curriculum.
D. Values of Social Sciences such as intellectual, utilitarian, moral and aesthetic and environmental.

UNIT - III

Pedagogical Aspects of Social Sciences

A. Implication of various approaches- inductive deductive, constructivist, experiential learning, art-integrated learning, sports integrated learning, field visit, discovery, project methods for learning of the selected chapters/concepts in Social Sciences textbooks.
B. Moving towards more holistic, interdisciplinary, and multidisciplinary approaches of learning Social Sciences, learning exclusive of pre-conceptions and misconceptions, blended learning.
C. Methods of teaching Social Sciences: learner-centric and group-centric, activity based, discussion, problem-solving, role play, inquiry approach, problem-solving, concept mapping, collaborative & cooperative learning approach, field based experiential learning and applications of suitable methods for learning the selected chapters/concepts in Social Sciences textbooks.
D. Critical, creative and analytical pedagogical concerns in teaching the Social Sciences with special reference to higher-order thinking.

4.4.6.2.3 Suggestive Practicum (Any Three)

1. Develop write-ups on the teaching of Social Sciences using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.
2. Develop learning objectives and learning outcomes for the concepts of Social Sciences at the secondary stage.
3. Design an excursion activity to transact concepts of Social Sciences.
4. Prepare a detailed project on the curricular integration of skills, capacities, and values in Social Sciences.
5. Demonstrate different pedagogical approaches and strategies for transacting concepts of Social Sciences
6. Analyze the different recommendations of policies/commissions in context to Social Sciences.
7. Any other project assigned by HEI.

4.4.6.4 Mode of Transactions

Lectures with discussion, Hands-on activities, project approach, problem-solving, concept mapping, collaborative & cooperative approach, experiential learning, and toy/art/sports integrated learning.

4.4.6.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.6.6 Suggestive Reading Material:

- NCERT Textbooks of Social Sciences for Classes IX - XII
- Epistemology of Social Sciences, the scientific status, values and Institutionalisation, Vol. XXXVI, UNESCO publications, (1984)
- National Policy on Education 1968, 1986 and 2020.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.6 Content cum Pedagogy of Social Sciences at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.6.1 About the Course:

This course comprises three units and the practicum. The course is devoted to introducing various teaching aids material types and uses for teaching the concepts of Social Sciences at secondary stage. Enough space is provided to discuss different types of teaching aids/materials for teaching learning concepts of Social Sciences. It focuses on learning resources in Social Sciences to enable student teachers to make use of available learning resources and also process to generate new resources for teaching learning the concepts of Social Sciences. It also focuses on textbook analysis and planning for teaching Social Sciences and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning outcomes, find out about various activities. Accordingly, they are expected to develop lesson plan based on learning outcomes and experiential learning for classroom and online teaching. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and enjoyable. This pedagogical course of Social Sciences enhances the pedagogical knowledge and skills of prospective teachers through different learning approaches. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on psychological, sociological and philosophical perspective of Social Sciences. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes on how to integrate and use ICT in Social Sciences' classroom.

4.4.6.2 Learning Outcomes

After completion of this course, student teacher will be able to:

- utilize online and other resources in the teaching-learning process of Social Sciences,
- prepare lesson plans based on learning outcomes,
- identify learning resources from the local environment and apply the concepts of Social Sciences in daily life,
- utilize teaching learning resources effectively in teaching Social Sciences content at the secondary stage,
- prepare ICT integrated lesson plans for online classroom teaching using digital resources and multimedia.

UNIT - I

Teaching Learning Resources

A. Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning Social Sciences.
B. Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook and other print materials, non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom

teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)

C. Identification and use of learning resources in Social Sciences from the local environment
D. Social Sciences projects, clubs, fairs, exhibitions and visits places of historical and geographical importance, Social Sciences laboratory and museum as a learning resource including virtual laboratories, community resources and pooling of learning resources.

UNIT - II

Content Analysis and Planning for Teaching Social Sciences

A. Concept, types and importance of unit and lesson planning.
B. Pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art and sports integration) of Social Sciences.
D. Need for enrichment of content knowledge in Social Sciences.

UNIT - III

ICT Integration and Application

A. Scope and importance of using ICT in learning process of Social Sciences.
B. Use of ICT in the classroom: Artificial Intelligence, machine learning, smart boards for student development.
C. Tools, software, and platform for teaching learning of Social Science at secondary stage.
D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

4.4.6.3 Suggestive Practicum (Any Three)

1. Prepare one working model/toy/game on the concepts of Social Sciences.
2. Create an e-content on any two concepts of Social Sciences at secondary stage.
3. Prepare a lesson plan keeping in view blended learning approach for the concepts. of Social Sciences followed by presentation in the class.
4. Select a topic for teaching learning of Social Science and develop a write up (name of unit, name of theme/topic, learning outcomes, material used and procedure).
5. Identify and use learning resources from the surroundings in Social Sciences and write a detailed report.
6. Prepare lesson plans based on learning outcomes and experiential learning by selecting two topics from the Social Sciences textbooks at secondary stage.
7. Any other project assigned by HEI.

4.4.6.4 Suggestive Mode of Transaction

Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

4.4.6.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional

and terminal semester examinations (as per UGC norms).

4.4.6.6 Suggestive Reading Material

- *National Policy on Education, 1968, 1986 and 2020*
- NCERT (2023) *National Curriculum Framework of School Education (Draft)*
- NCTE (2009) National *Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. NCTE, New Delhi.
- UNESCO, (1984) Epistemology of Social Science, the Scientific Status, Values and Institutionalization, Vol. XXXVI, UNESCO Publications.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.6 Content cum Pedagogy of Social Sciences at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.6.1 About the Course:

This course focuses on the need and scope to know how to learn the concepts of Social Science. They will also understand the role of a teacher as facilitator. They will reconcile themselves as per National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM). The teacher will enable the students to understand the importance of continuous professional development to meet the current challenges. The students will get motivated to participate in professional development activities to develop 21st century skills to deal with various issues. They will also understand action research and will be able to conduct it for the improvement of Social Science practices. They will develop leadership attributes to lead for a good cause keeping in view Indian values and ethos. This course focuses on how to learn Social Science along with psychological, sociological, and philosophical perspective. It also emphasizes innovative practices to enhance effective communication to be a dynamic and innovative Social Science teacher. Therefore, the course highlights the need and significance of continuous professional development of a teacher to meet the current and forthcoming challenges. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. National Education Policy (NEP) 2020 emphasizes on the formative assessment, which is more competency based, promotes learning and holistic development of the students, and tests higher order skills such as analysis, critical thinking and conceptual clarity. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360◦ assessment. This pedagogical course of Social Sciences aims to provide details about the concepts of assessment and evaluation, tools and techniques of assessment in Social Sciences.

4.4.6.2 Learning Outcomes

After completion of this course, student teacher will be able to:

- discuss the meaning and need of how to learn the concepts of Social Science,
- identify the role of teacher in facilitating learning for Social Science,
- enumerate the characteristics of innovative practices in teaching-learning process of Social Science,
- plan action research to improve practices of Social Science,
- compare and apply the different types/modes of assessment,
- develop the learning indicators and construct test items to measure learning achievement,
- construct and administer achievement test,
- apply tools and techniques of assessment in teaching learning process.

UNIT - I
21st Century Skills for Learning

A. Need for and importance of how to learn 21st century skills for learners and teachers of Social Sciences.

B. Psychological, sociological, and philosophical perspective of teaching and learning Social Sciences.
C. Qualities of a Social Sciences teacher as professional for enhancing teaching learning skills.
D. Role of a teacher in facilitating learning and creating dynamic learning environment of Social Science.

UNIT - II

Assessment and Evaluation

A. Assessment and evaluation: need for and importance of Social Sciences.
B. Development of learning indicators, performance-based assessment, learners' records of observations.
C. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360o assessment.
D. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
E. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Social Sciences.

UNIT - III

Research and Innovative Practices in Teaching Social Sciences

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
B. Recent trends in research related to teaching learning of Social Sciences.
C. Action research: meaning, significance, steps and planning.
D. Evidence-based practices and reflection, school-based research in Social Sciences.

4.4.6.3 Suggestive Practicum (Any Three)

1. Prepare, administer, and analyze scores of an achievement test.
2. Explore AI based assessment tools and prepare an E-Portfolio of a student of Secondary Stage.
3. Explore development of multidisciplinary projects and present using PowerPoint in Social Sciences.
4. Apply innovative practices in classroom teaching learning of Social Sciences.
5. Plan action research for Continuous Professional Development (CPD) of Social Sciences teacher.
6. Pilot new ways of assessment using educational technologies focusing on 21st century skills.
7. Organize a field trip and write a detailed report evaluating the learning processes.
8. Any other project assigned by HEI.

4.4.6.4 Suggestive Mode of Transaction

Lectures cum discussion, observation, project approach, field based, inquiry approach,

experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning.

4.4.6.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.6.6 Suggested Reading Material

- National Policy on Education, 1968, 1986 and 2020
- NCERT (2023) National Curriculum Framework of School Education (Draft)
- NCTE (2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher. NCTE, New Delhi.
- UNESCO, (1984) Epistemology of Social Science, the Scientific Status, Values and Institutionalization, Vol. XXXVI, UNESCO Publications.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.7 Content cum Pedagogy of Commerce at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.7.1 About the Course:

Commerce is an important school subject and students are expected to master knowledge and skills related to business, accounts, Finance, and allied areas during study. Commerce subject deals with economic issues and concerns of a society thus this course focuses on the real-life situations and primary sources of information so that the student-teachers can grasp concepts and develop thinking skills. 'Teaching of Commerce' at school level has a great relevance to acquaint prospective schoolteachers with various pedagogical aspects and interventions in commerce. This course encompasses three units focusses on the scope of Commerce (Business studies and accountancy) and allied subjects and the purpose of teaching Commerce in schools, nature, scope and importance of Commerce teaching, its historical perspective. The course emphasizes the aims, objectives and learning outcomes of teaching Commerce at the secondary level.

4.4.7.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss contribution of Indian (ancient and modern) and other expert in development of commerce,
- explain the nature and scope of Commerce as an important subject for civil society,
- interpret the recommendation of the various policy documents about Commerce education,
- outline linkages between Commerce and other subjects,
- classify the aims and objectives of teaching commerce,
- examine pedagogical concerns of Commerce,
- demonstrate various approaches and methods of teaching commerce,
- apply proper pedagogy in teaching learning the concepts of Commerce,
- plan strategies to inculcate values through teaching of Commerce.

UNIT - I
Nature, Scope, and Historical Perspective of Commerce

A. Nature, scope, and importance of Commerce as a school subject.
B. Historical perspective of development of Commerce as a subject.
C. Contributions of Indian (ancient and modern) and other experts.
D. Commerce, society and human and sustainable development.
E. Recommendations and suggestions of various committees, commissions, and policies in reference to Commerce education.

UNIT - II
Aims and Objectives of Teaching Commerce

A. Aims and objectives of teaching Commerce at secondary stage.
B. Learning outcomes and competencies of teaching Commerce at secondary stage.

C. interrelationships within Commerce and allied subject knowledge (accountancy, business studies, management, finance, economics)
D. Linkages of Commerce with other disciplines and place of Commerce in school curriculum.
E. Inculcation of values through teaching of commerce.

UNIT - III

Pedagogical Aspects of Commerce

A. Implication of various approaches- inductive deductive, constructivist, art integrated learning, sports integrated learning, blended learning, interdisciplinary and multidisciplinary approaches in commerce.
B. Analytical pedagogical concerns in teaching of Commerce for higher order thinking skills such as critical, creative, communication, decision making, reflective.
C. Methods of teaching learning commerce: learner-centric and participative, demonstration, case study, discussion, problem-solving, laboratory, project based, scientific inquiry, discovery, experimentation, concept-mapping, seminar, collaborative and cooperative learning.
D. Experiential learning in Commerce – industry trips, real field experiences, dalton method, simulations, role play.

4.4.7.3 Suggestive Practicum (Any Three)

1. Participate in the discussion (class level) on any recent development in the field of Commerce and prepare a report.
2. Make a report on activities performed by any one company regarding its social responsibility.
3. Prepare learning outcomes for any two units of Commerce at secondary stage.
4. Explore contributions of Indian experts in the development of Commerce and make presentations on historical development of commerce.
5. Analyze recommendations of policies/commissions in context to commerce.
6. Develop Concept maps on different topics of commerce.
7. Demonstrate different pedagogical approaches and strategies for transacting concepts of commerce.
8. Prepare write-ups on the teaching of Commerce using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
9. Any other project assigned by HEI.

4.4.7.4 Suggestive Mode of Transaction

Lecture cum discussion/demonstration, hands-on activities, experiential learning, art and environment integrated learning, sports integrated learning.

4.4.7.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.7.6 Suggestive Reading Material

- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023).
- Draft National Curriculum Framework for School Education,
- NCERT Textbooks, Business Studies for Class XI and XII
- NCERT Textbooks, Accountancy for Class XI and XII

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.7 Content cum Pedagogy of Commerce at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.7.1 About the Course:

This course comprises three units and the practicum. The course is devoted to introducing various teaching aids material types and uses for teaching the concepts of Commerce at secondary stage. This course discusses different types of teaching aids/materials for teaching learning concepts of Commerce. It emphasizes learning resources in Commerce to enable student teachers to make use of available learning resources and how to generate new resources for teaching learning the concepts of Commerce. It also focuses on textbook analysis and planning for teaching Commerce. and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning and outcomes, find out about various activities and experiments. Accordingly, they are expected to develop lesson plans based on learning outcomes and experiential learning for classroom and online teaching.

4.4.7.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- identify teaching learning aids / materials and illustrate their importance in teaching learning the concepts of Commerce,
- categorize teaching aids/materials/learning resources,
- develop teaching learning aids/material/kits/learning resources for teaching learning the concepts of Commerce,
- utilize teaching aids/materials/learning resources for teaching learning the concepts of commerce,
- analyze the content of Commerce textbooks at secondary stage,
- develop lesson plan based on learning outcomes and experiential learning using appropriate strategies.

UNIT - I
Teaching Learning Resources

A. Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning the commerce.
B. Types of teaching learning aids/ materials: print media (such as textbook, teachers' manual/ handbook, laboratory manual and other print materials.), non-print and digital media (such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, cards, worksheets, multimedia etc.)
C. Identification and use of learning resources in Commerce from the local environment.
D. Resource room/ laboratory/ library, virtual laboratories, teaching learning kits, Commerce clubs, fairs, exhibitions, excursions, community resources and pooling of resources.

UNIT - II

Content Analysis and Planning for Teaching Commerce

A. Pedagogical analysis of content taking examples from topics of Commerce textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
B. Concept, types and importance of unit and lesson planning.
C. Developing unit plans and lesson plans based on learning outcomes and experiential learning by selecting topics from textbooks of Commerce at secondary stage.

UNIT - III

ICT Integration and Application

A. Scope and importance of ICT in commerce.
B. Use of ICT (such as Artificial Intelligence, machine learning, smart boards) in teaching learning, assessment and resource management.
C. Tools, software, and platforms for Commerce specific online learning, e-commerce, m-commerce.
D. Developing ICT integrated lesson plans by taking topics of Commerce at secondary stage using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching.

4.4.7.3 Suggestive Practicum (Any Three)

1. Develop e-content for the concepts of Commerce at Secondary Stage.
2. Analyze the content of textbooks of Commerce.
3. Identify the learning resources for transiting the concepts of Commerce.
4. Develop teaching aids/teaching materials for teaching concepts of Commerce at secondary stage.
5. Prepare learning outcomes and experiential learning-based lesson plan for the concepts of Commerce.
6. Develop a project on the concepts of Commerce using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
7. Any other project assigned by HEI.

4.4.7.4 Suggestive Mode of Transaction

Lecture cum discussion/demonstration, hands-on activities, demonstration, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, experiential learning and ICT integrated approach, Flip classroom, Use of digital platform.

4.4.7.5 Suggestive Mode of Assessment

Written test, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.7.6 Suggestive Reading Material

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks, Accountancy for Class XI and XII
- NCERT Textbooks, Business Studies for Class XI and XII

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.7 Content cum Pedagogy of Commerce at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.7.1 About the Course:

The 21st century skills are the major concerns for a progressive society. Development of 21st century skills are important for a Commerce teacher and learner. This course comprises three units and a practicum. The first unit emphasizes professional and skill development of the teachers of the Commerce. The second unit focuses on assessment and evaluation. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based 360◦ assessment. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on Psychological, Sociological and Philosophical Perspective of Activity Oriented Classrooms in Commerce. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes how to integrate and use ICT in the classroom of Commerce. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. The course describes various evaluation strategies and devices which can be efficiently used in the teaching of Commerce and in the development of skills among the student teachers for improving student outcomes, conduct action research and school-based research in the teaching of Commerce.

4.4.7.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- appraise different types of assessment and strategies for continuous assessment,
- compare merits and demerits of different types of assessment in Commerce,
- prepare unit test item based on TOS and develop different type of test items,
- construct and administer the diagnostic and achievement test,
- plan offline and online activity for testing higher order thinking skills,
- analyze NEP 2020 with special reference to activity-oriented classrooms,
- relate ICT integration and elaborate its use in classroom situations.

UNIT - I

21st Century Skills for Learning

A. Need for and importance of how to learn 21st century skills for learners and teachers of Commerce.
B. Psychological, sociological, and philosophical perspective of teaching and learning Commerce.
C. Qualities of a Commerce teacher as professional in enhancing learning.
D. Role of a teacher in facilitating learning and creating dynamic learning environment of Commerce.

UNIT - II
Assessment and Evaluation

A. Assessment and evaluation: need for and importance of Commerce.
B. Assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal and 360◦ assessment.
C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of laboratory skills, assignments, projects, and presentations.
D. Tools and techniques of assessment and evaluation - unit test based on Table of Specification (TOS) and its importance, basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning the content of Commerce.

UNIT - III
Research and Innovative Practices

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
B. Recent trends in research related to teaching learning of Commerce.
C. Action research for improvement in the learning of Commerce: meaning, significance, steps and planning.
D. Evidence-based practices and reflection, school-based research in Commerce.

4.4.7.3 Suggestive Practicum (Any Three)

- Prepare, administer, and analyze scores of an achievement test.
- Explore AI based assessment tools and prepare an E-Portfolio for a student of Secondary Stage.
- Conduct Simulated Teaching session for the concepts of Commerce and observation by self, peer, and teacher.
- Explore development of multidisciplinary projects and present using PowerPoint.
- Interpret the concept of Commerce with Psychological, Sociological and Philosophical Perspective.
- Apply innovative practices in classroom teaching learning of Commerce.
- Make a presentation on the role of Commerce in sustainable development of society.
- Conduct action research for Continuous Professional Development (CPD) of Commerce teacher.

4.4.7.4 Suggestive Mode of Transaction

Lecture cum discussion/demonstration, demonstration, discovery approach, project approach, inquiry approach, problem-solving, experiential learning.

4.4.7.5 Suggestive Mode of Assessment

Written test, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.7.6 Suggestive Reading Material

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.8 Content cum Pedagogy of Computer Science at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.8.1 About the Course

Computer Science is a rapidly evolving discipline that lies at the core of the modern technological era. It is the study of algorithms, data structures, and the principles of computation, encompassing a wide range of topics related to computing and information technology. As a discipline, it blends theory and practice, fostering innovation and problem-solving in diverse fields. This course on the pedagogy of Computer Science comprises of three units and a practicum. It aims to provide student teachers with a comprehensive understanding of the Computer Science discipline's nature, historical context, evolving trends, and its correlation with other school subjects. It focuses on defining the aims and objectives of teaching Computer Science, along with the development of learning outcomes and competencies for student teachers. The course also explores different pedagogical approaches and teaching methods to foster higher-order thinking skills and prepare student teachers for the practical, social, disciplinary, and cultural aspects of Computer Science. By the end of the course, student teachers will be equipped with effective strategies to engage learners and facilitate their learning in the field of Computer Science.

4.4.8.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- identify the nature, scope, and Importance of Computer Science,
- explain aims and objectives of teaching Computer Science,
- recognize the multidisciplinary nature of Computer Science and its linkages with other school subject,
- summarize the historical and policy perspective of Computer Science,
- demonstrate the practical, social, disciplinary, and cultural values of teaching learning Computer Science,
- discuss the policy recommendations and suggestions in regard to Computer Science,
- examine the implications of different pedagogical approaches of teaching Computer Science,
- analyze different methods of teaching Computer Science.

UNIT - I

Nature, Scope and Historical Perspective of Computer Science

A. Nature, scope and importance of Computer Science.
B. Historical perspective of Computer Science.
C. Computer Science as an evolving discipline.
D. Recommendations/suggestions of various committees, commissions, and policies in reference to Computer Science.

UNIT - II

Aims and Objectives of Teaching Computer Science

A. Aims and objectives of teaching Computer Science.
B. Learning outcomes and competencies of teaching Computer Science at secondary stage.
C. Linkages of Computer Science with other school subjects and its place in school curriculum.
D. Values of teaching Computer Science: practical, social, disciplinary, and cultural values.

UNIT - III

Pedagogical Aspects of Computer Science

A. Implication of various approaches - inductive deductive, constructivist, experiential learning, computer/ web supported pedagogical approaches such as personalized adaptive learning and Computer Managed Learning (CML), multimedia approach, interdisciplinary and multidisciplinary approaches in Computer Science.
B. Analytical pedagogical aspects in teaching of Computer Science for higher order thinking skills such as critical, creative, communication, decision making and reflective.
C. Methods of teaching the Computer Science: learner-centric and group-centric, lecture cum demonstration, problem-solving, laboratory, and project based, analytic and synthetic, flipped classrooms, Computer Assisted Instructions (CAI), mobile learning and online learning.

4.4.8.3 Suggestive Practicum (Any Three)

1. Analyze recommendations of policies/commissions in context to Computer Sciences.
2. Prepare a write-up on any two topics of Computer Science regarding their learning outcomes and competencies at Secondary Stage.
3. Create an interactive multimedia presentation, including videos, animations, and simulations, to explain complex Computer Science concepts.
4. Prepare a report on interdisciplinary and multidisciplinary approaches used in the practices of Computer Sciences.
5. Identify the challenges and benefits of implementing CAI in educational settings and prepare a report.
6. Identify and integrate values in Computer Science concepts and prepare a PowerPoint presentation.
7. Any other project assigned by HEI.

4.4.8.4 Suggestive Mode of Transaction

Lecture cum demonstration method, discussion method, laboratory method, project method, inquiry approach, problem solving, experiential learning approach, flipped classrooms, mobile apps and interactive methods such as group discussions, peer tutoring, workshops, observations and presentations.

4.4.8.5 Suggestive Mode of Assessment

Seminars, demo lessons, case studies, practical tasks, hands-on activities in laboratories, written tests, classroom presentations, workshops, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.8.6 Suggestive Reading Materials:

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT (2019). Computer Science: Textbook for class XI – XII.
- NCERT (2019). Information and Communication Technology: A Textbook for Class IX - X.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.8 Content cum Pedagogy of Computer Science at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.8.1 About the Course

This course aims to equip student teachers with the necessary knowledge and skills to effectively teach Computer Science at the secondary stage. The course comprises of three units and a practicum. The course focuses on various teaching-learning resources, content analysis and planning, as well as the integration of Information and Communication Technology (ICT) to enhance the teaching-learning experience. The primary objective is to create a dynamic and inclusive learning environment that enables learners to grasp fundamental concepts in Computer Science while keeping up with the rapid advancements in technology. Furthermore, the course will explore the significance and organization of Computer Science laboratories and libraries, as well as the integration of social media platforms as valuable teaching-learning resources. Student teachers will learn how to identify core concepts, list learning outcomes and competencies, and effectively plan and evaluate inclusive learning experiences. Student teachers will also gain insights into educational software, mobile apps, and websites specifically designed for Computer Science education at the secondary stage. The course also emphasizes the development of ICT-integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for both traditional classroom settings and online teaching.

4.4.8.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- identify various types of teaching learning aids/materials and illustrate their importance in teaching of Computer Science,
- analysis the content of Computer Science textbooks at secondary stage,
- develop lesson plans based on specified learning outcomes,
- assess the potential of social media platforms as teaching learning resources in the context of teaching of Computer Science,
- utilize virtual laboratories, Computer Science clubs, fairs, exhibitions, excursions, community resources, and pooling of resources effectively to enhance Computer Science learning experience,
- explore and categorize educational software, mobile apps and websites catering to Computer Science topics for secondary stage learners,
- apply the concept of Technological Pedagogical Content Knowledge (TPCK) to create ICT-integrated lesson plans for effective implementation in online teaching learning environments.

UNIT - I

Teaching Learning Resources

A. Teaching learning aids/materials: concept, definition, role, and importance in teaching learning of Computer Science.
B. Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook, laboratory manual, worksheets and other print materials, non-print and digital media such as charts, 2-D and 3-D models, radio, TV, websites, multimedia (animations, audios, videos, images, digital text), simulations, digital repository,

Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online teaching learning of Computer Science.

C. Identification and use of learning resources in Computer Science from the local environment.

D. Resource rooms, Computer Science laboratory – layout, management, and practices; Computer Science library – importance and its organization; social media as teaching learning resources, virtual laboratories and e-library, Computer Science clubs, fairs, exhibitions, excursions, community resources and pooling of resources.

UNIT - II

Content Analysis and Planning for Teaching Computer Science

A. Pedagogical analysis of content taking examples from topics of Computer Science textbooks at secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.

B. Concept, types and importance of unit planning and lesson planning.

C. Developing unit plans and lesson plans based on learning outcomes and experiential learning by selecting topics from textbooks of Computer Science at secondary stage.

UNIT - III

ICT Integration and Applications

A. Scope and importance of ICT in Computer Science.

B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching learning, assessment process and resource management of Computer Science.

C. Tools, software, and platform for teaching learning of Computer Science at secondary stage,

D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching.

4.4.8.3 Suggestive Practicum (Any Three)

1. Explore different learning resources inside and outside the school and document the findings.
2. Collaborate with local Computer Science clubs, fairs, exhibitions, and consolidate outcomes in the form of a report.
3. Critically analyze two chapters of Computer Science textbooks at secondary stage.
4. Develop an e-Content on any one topic from Computer Science textbook at secondary stage.
5. Develop an outcome-based lesson plan on a topic of Computer Science at secondary stage by integrating ICT tools.
6. Plan judicious use of technology in inclusive classrooms and prepare a PowerPoint presentation.
7. Any other project assigned by HEI.

4.4.8.4 Suggestive Mode of Transaction

Lecture cum demonstration method, discussion method, laboratory method, project method, inquiry approach, problem solving, experiential learning approach, flipped classrooms, mobile

apps, and interactive methods such as group discussions, peer tutoring, workshops, observations and presentations.

4.4.8.5 Suggestive Mode of Assessment

Seminars, demo lessons, case studies, practical tasks, hands-on activities in laboratories, written tests, classroom presentations, workshops, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.8.6 Suggestive Reading Materials

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT (2019). Computer Science: Textbook for class XI – XII.
- NCERT (2019). Information and Communication Technology: A Textbook for Class IX - X.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.8 Content cum Pedagogy of Computer Science at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.8.1 About the Course

This course comprises of three units and a practicum. It lays the foundation of research by focusing on the significance of 21st-century skills in the context of teaching learning of Computer Science. It explores the essential skills that student teachers need to acquire and apply in the ever-evolving technological landscape. The course examines the psychological, sociological, and philosophical perspectives that influence teaching and learning Computer Science. Moreover, it identifies the qualities of a competitive Computer Science teacher, emphasizing their role in enhancing the learning experience. In this course, student teachers will recognize how assessment plays a crucial role in ascertaining learners' understanding and progress. The course will emphasis on fostering innovation and research in the teaching of Computer Science. Student Teachers will explore the concept of divergent thinking and its application in constructing quality learning experiences in teaching and learning of Computer Science. They will also review recent trends and research findings related to teaching and learning in the field of Computer Science. The course will introduce the concept of action research and school-based research to student teachers, and they will explore evidence-based practices and the importance of reflective practices in improving teaching methodologies.

4.4.8.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain the significance of acquiring 21st-century skills for Computer Science teaching,
- outline the need for and importance of assessment and evaluation in the teaching of Computer Science,
- appraise with various assessment strategies for continuous assessment in reference to teaching of Computer Science,
- utilize appropriate tools and techniques for assessment and evaluation in teaching learning of Computer Science,
- identify recent trends in research related to the teaching and learning and its implications in teaching learning of Computer Science,
- prepare unit test item based on TOSS and develop different types of test items,
- construct and administer different type of tests,
- plan offline and online activities for testing higher order thinking skills in teaching learning of Computer Science,
- relate ICT integration and elaborate its use in classroom situations,
- identify a problem in the context of Computer Science teaching learning and plan action research.

UNIT - I
21st Century Skills for Learning

A. Need for and importance of how to learn 21st century skills for learners and teachers of Computer Science.
B. Psychological, sociological, and philosophical perspective of teaching and learning Computer Science.
C. Qualities of a Computer Science teacher as professional for enhancing teaching learning skills.
D. Role of a teacher in facilitating learning and creating dynamic learning environment of Computer Science.

UNIT - II
Assessment and Evaluation

A. Assessment and evaluation: need for and importance of Computer Science
B. Assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360° assessment.
C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
D. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Computer Science.

UNIT - III
Research and Innovative Practices in Teaching of Computer Science

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences in teaching of Computer Science.
B. Recent trends in research related to teaching learning of Computer Science.
C. Action research: meaning, significance, steps, and planning.
D. Evidence-based practices and reflection, school-based research in Computer Science.

4.4.8.3 Suggestive Practicum (Any Three)

1. Prepare, administer, and analyze the scores of an achievement test.
2. Prepare an assessment tool on any one topic at Secondary Stage using E-Resources.
3. Take a real-life case study where Computer Science played a vital role in solving problems and analyze its impact in such scenario and present your findings as a report.
4. Analyze the ethical dilemmas related to Computer Science, such as data privacy, AI ethics and cyber security concerns. Reflect on the broader societal impact of these issues and prepare a PowerPoint presentation.
5. Apply innovative practices in classroom teaching learning of Computer Science and prepare an e-portfolio.
6. Plan action research for continuous professional development of Computer Science teacher.
7. Any other project assigned by HEI.

4.4.8.4 Suggestive Mode of Transaction

Lecture cum demonstration method, discussion method, laboratory method, project method, inquiry approach, problem solving, experiential learning approach, flipped classrooms, mobile apps, and interactive methods such as group discussions, peer tutoring, workshops, observations and presentations.

4.4.8.5 Suggestive Mode of Assessment

Seminars, demo lessons, case studies, practical tasks, hands-on activities in laboratories, written tests, classroom presentations, workshops, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.8.6 Suggestive Reading Materials:

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT (2019). Computer Science: Textbook for class XI – XII.
- NCERT (2019). Information and Communication Technology: A Textbook for Class IX - X.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.9 Content cum Pedagogy of Arts Education at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.9.1 About the Course

The term 'Art' refers to a wide range of human endeavors and the resulting works that reflect technical mastery, aesthetic beauty, emotional heft, or mental concepts. Through the involvement of the hearts, mind, and hand, the education of Arts, craft, and design plays a special role in the holistic development of human beings, empowering them to construct their own world with wisdom and to comprehend and value the work of others. This course comprises three units related to the nature, scope and historical perspective of Arts Education, aims and objectives of Arts Education teaching and pedagogical aspects of Arts Education. The course deals with knowledge of Indian Arts which will enable the students to appreciate the diversity and richness of artistic traditions, as well as to become liberal, original thinkers, and responsible citizens of the country, provisions in NEP 2020 in reference to Arts Education, learning outcomes and competencies of teaching arts at the secondary stage and the inculcation of associated values. It emphasizes the implication of various approaches to teaching arts, the development of high order thinking skills, to adapt different methods and techniques for effective teaching and develop skills for providing varied student-centric, participatory quality learning experiences to the students.

4.4.9.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss the modern meaning of arts and design,
- reflect on Indian arts and its relevance in secondary school,
- interpret the need of arts education in nation development,
- explain arts education as a curricular discipline and its evolution as a subject,
- discuss significance of arts education in school and its relationship with other school subjects,
- outline aims, objectives and learning outcomes of teaching arts at school level,
- select objectives and competencies for teaching of Arts,
- adapt various methods for teaching of Arts,
- maximize the reflection on values inculcation.

UNIT - I

Nature, Scope, and Historical Perspective of Arts Education

A. Appreciation of arts, the modern concept of Arts, interdependence of arts, craft, and design, forms of Arts.
B. The scope of arts and its importance in the development of nation and as a profession.
C. Knowledge of Indian arts – from earliest to the contemporary as a subject, historical perspective, and major landmarks in the evolution of arts (visual and performing arts) as a subject.
D. Recommendations/suggestions of various committees, commissions and policies, provisions in NEP 2020 in reference to Arts Education.

UNIT - II

Aims and Objectives of Arts Teaching

A. Aims and objectives of teaching Arts at secondary stage.
B. Learning outcomes and competencies of teaching Arts at secondary stage.
C. Understanding arts/craft (visual and performing) traditions of India and its relevance in secondary school, traditional crafts as a pedagogy assimilating with other school subjects.
D. Inculcation of different values through teaching of Arts.

UNIT - III

Pedagogical Aspects of Arts Education

A. Implication of various approaches such as inductive-deductive, constructivist, experiential learning, blended learning, interdisciplinary and multidisciplinary approaches in teaching of Arts.
B. Analytical pedagogical aspects in teaching of arts for the development of high order thinking skills such as critical, creative, communication, decision making, collaborative and reflective.
C. Methods of teaching arts: learner-centric and participatory methods. lecture cum demonstration, activity based, discussion, problem-solving, project based, hands on activity, field-based observations, assignments, brainstorming as a thinking strategy, design thinking skills, divergent thinking, meta-cognition, artistic expression, exploration and creation, experimentation, collaborative and cooperative learning, peer learning.

4.4.9.3 Suggestive Practicum (Any Three)

1. Organize a workshop on how Art forms can be integrated in teaching and learning of other school subjects and prepare a report.
2. Report on how the Artist design their products, manage their resources, including raw materials, its marketing and other challenges they face.
3. Explore traditional Art forms in the community or neighborhood and prepare a report.
4. Make puppets and their costumes and prepare a write up of the entire process.
5. Applied Arts activities: Design the school magazine and bulletin boards, make posters, and greeting/invitation cards, stage scenes for music, dance, and drama performances.
6. Analyze NEP 2020 with reference to emphasis on Arts Education.
7. Write learning outcomes and competencies for two topics of Arts Education at Secondary Stage.
8. Visit any monumental place and observe its aesthetics. Prepare a report based on your observations relating it to different forms of Art.
9. Any other project assigned by HEI.

4.4.9.4 Suggestive Mode of Transaction

Lecture cum demonstration, Experimental method, Field-based experiences, Project method, Laboratory method, Hands on Activity, Problem solving method, Inquiry method, Success stories, Discussions, Self-study, Brainstorming and Experiential method.

4.4.9.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, performance based, sessional and terminal examination (As per UGC Norms).

4.4.9.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks for Art Education
- UNESCO, (2006), Appeals for the Promotion of Arts Education and Creativity at School to help Construct a Culture of Pace, Paris, November 3 {No.99-241}UNESCO PRESSE. http://www.://www.unesco.org/education/ecp/Arts_edu.htm,19.09.2019, 20:20.9.
- UNESCO, (2006), Road Map for Arts Education. The World Conference on Arts Education: Building Creative Capacities for the 21st Century, Lisbon, 6-9 March 2006, http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_Road Map_en.pdf,13.08.2019,09(PDF) 3.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.9 Content cum Pedagogy of Arts Education at Secondary Stage – Course (II)

Credit: 2
Semester: S-5

4.4.9.1 About the Course

Art focuses on the presentation of ideas, sentiments, and visual aspects. A person who produces or develops Arts by applying deliberate skill and imaginative creativity is called an Artist. It's crucial to comprehend content analysis if one wants to teach Arts. It gives teachers the ability to gather and compare variations in the subjects being taught, as well as student perceptions and relevant trends. This course encompasses three key areas of Arts Education, Teaching Learning Resources for Arts Teaching, Content Analysis and Planning for Teaching Arts and ICT Integration and Applications in Arts Education. The course deals to develop the skills of student teachers related to effective teaching such as listing behavioural outcomes, planning activities and experiments, evaluation procedures, identification and selection of teaching learning resources, and how integrating various pedagogical techniques in the teaching of content related to Arts Education. It emphasizes the skill of developing lesson plans for the teaching of Arts (Visual and Performing).

4.4.9.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- distinguish learning resources and e-resources for Arts teaching,
- classify, identify, and use learning resources from the local environment,
- analyze different contents from textbooks for pedagogical aspects,
- apply Artificial Intelligence in various fields of Arts education,
- develop skills of meaningful observation and judgements,
- design and maintain portfolios,
- value Arts and TPCK and provide ICT based opportunity to learn,
- develop unit and lesson plans for the content of Arts education,

UNIT - I
Teaching Learning Resources for Arts Teaching

A. Teaching learning resources: concept, characteristics, and importance in teaching of Arts.
B. Types of teaching learning aids/ materials: print media (such as textbook, teachers' manual/ handbook, laboratory manual and other print materials), non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classrooms, reflective journals, posters, charts, 2-D and 3-D models, worksheets, multimedia etc.
C. Identification and use of learning resources from the local environment in teaching of arts.
D. Resource room/ laboratory/ library - management and practices; virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, excursions, community resources and pooling of resources; management of resource center for arts crafts and design, maintaining report, records and registers.

UNIT - II

Content Analysis and Planning for Teaching Arts

A. Pedagogical Analysis of Content Taking Examples from Topics of Arts Textbooks of Secondary Stage, Identification of Concepts, Listing Learning Outcomes and Competencies, Planning and Evaluating Learning Experiences in an Inclusive Setup.
B. Concept, Types and Importance of Unit Planning and Lesson Planning. Essential components of lesson plan for the teaching of Arts.
C. Developing Unit Plans and Lesson Plans based on Learning Outcomes (topics to be taken from textbooks). Experiential Learning in Arts Teaching.

UNIT - III

ICT Integration and Applications in Arts Education

A. Scope and importance of ICT in arts education.
B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching of arts, assessment process and resource management.
C. Use of tools, software, and platforms for teaching learning of arts at secondary stage.
D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for face to face and online teaching.

4.4.9.3 Suggestive Practicum (Any Three)

1. Analyze Arts Education textbooks and prepare a suggestive report.
2. Prepare a report on the pedagogical analysis of any two topics from Arts textbook.
3. Organize activities such as Drama, Theatre, Poster designing, sketching and land escapes and prepare a report.
4. Maintain a diary on Arts interactions.
5. Develop an e-content for teaching learning of Arts.
6. Critically evaluate the available MOOCs on Arts Education and prepare a report.
7. Any other project assigned by HEI.

4.4.9.4 Suggestive Mode of Transaction

Lecture cum demonstration, experimental method, field-based experiences, project method, laboratory method, hands on activity, problem solving method, inquiry method, success stories, discussions, self-study, brainstorming and experiential method.

4.4.9.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, performance based, sessional and terminal examination (As per UGC Norms).

4.4.9.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks for Art Education

- UNESCO, (2006), Appeals for the Promotion of Arts Education and Creativity at School to help Construct a Culture of Pace, Paris, November 3 {No.99-241}UNESCO PRESSE. http://www.://www.unesco.org/education/ecp/Arts_edu.htm,19.09.2019, 20:20.9.
- UNESCO, (2006), Road Map for Arts Education. The World Conference on Arts Education: Building Creative Capacities for the 21st Century, Lisbon, 6-9 March 2006, http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_Road Map_en.pdf,13.08.2019,09(PDF) 3.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.9 Content cum Pedagogy of Arts Education at Secondary Stage – Course (III)

Credit: 2
Semester: S-6

4.4.9.1 About the Course

Art is a window to the imagination. Art can help students develop the kind of creativity, ingenuity, communication, and performance skills that will assist them throughout their education and career. Any teacher of Art must be skilled in the various approaches, strategies, and techniques for the assessment and evaluation. The Teacher must be competent to provide quality feedback and know the process of reporting. They should know how to enhance learning and plan future activities. The course includes three units based on 21st Century Skills for Learning, Assessment and Evaluation in Teaching of Arts, Research, and Innovative Practices in Teaching of Arts. The course focuses on the development of skills associated with the measurement of learning outcomes, providing feedback, reporting, constructing achievement tests, planning action research projects and school-based research in the teaching of Arts. The course emphasizes the versatility of Arts for a wide range of prospective career options in different fields, including writing, photography, fine Arts, animation, digital media, spatial design, fashion, jewellery and graphic design and promoting entrepreneurship.

4.4.9.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain the need for and importance of how to learn,
- summarize 21st century skills for learners and teachers of Arts Education,
- discuss the qualities required for teachers of Arts Education,
- observe and evaluate learning in an inclusive setup,
- discuss the importance of evaluation and assessment in Arts teaching,
- construct table of specialization and write items,
- assess and reflect on evaluation devices for arts teaching,
- adapt performance-based evaluation,
- plan action research project in the teaching of Arts Education.

UNIT - I

21st Century Skills for Learning

A. Need for and importance of how to learn, 21st century skills for learners and teachers of Arts Education, creative and imaginative expression of the learners.
B. Psychological, sociological, and philosophical perspective of teaching and learning of arts education, application of arts and aesthetics in day-to-day life in the institute and in the community.
C. Qualities of arts teachers as professionals, role of a teacher in facilitating learning and creating dynamic learning environment for Arts Education.

UNIT - II

Assessment and Evaluation in Teaching of Arts

A. Assessment and evaluation: need for and importance of Arts Education.

B. Assessment based on learning outcomes, strategies for continuous assessment, finding gaps in learning and planning further activities for improvement, qualitative assessment, 360◦ assessment in Arts Education.

C. Performance based assessment, assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.

D. Tools and techniques of assessment and evaluation in arts education; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching of Arts.

UNIT - III

Research and Innovative Practices in Teaching of Arts

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences in teaching of Arts, promoting creativity and innovation.

B. Recent trends in research related to teaching learning of Arts.

C. Action research in arts education, meaning, significance, steps, and planning.

D. School based research in arts education, evidence-based practices and reflection, arts & design and skill development and entrepreneurship.

4.4.9.3 Suggestive Practicum (Any Three)

1. Prepare a report on Indian local Arts after meaningful observation and judgement.
2. Prepare a write-up on the quality of experiences for teaching of Arts.
3. Construct a Table of Specification/Achievement test.
4. Prepare a Portfolio/e-portfolio.
5. Prepare a plan for action research.
6. Conduct School Based Research and prepare an evidence-based report.
7. Conduct Case Studies/ Market Surveys/ Field visit and prepare a report.
8. Any other project assigned by HEI.

4.4.9.4 Suggestive Mode of Transaction

Lecture cum demonstration, experimental method, field-based experiences, project method, laboratory method, hands on activity, problem solving method, inquiry method, success stories, discussions, self-study, brainstorming and experiential method.

4.4.9.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, performance based, sessional and terminal examination (As per UGC Norms).

4.4.9.6 Suggestive Reading Materials:

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India (Hindi and English).
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks for Art Education

- UNESCO, (2006), Appeals for the Promotion of Arts Education and Creativity at School to help Construct a Culture of Pace, Paris, November 3 {No.99-241}UNESCO PRESSE. http://www.://www.unesco.org/education/ecp/Arts_edu.htm,19.09.2019, 20:20.9.
- UNESCO, (2006), Road Map for Arts Education. The World Conference on Arts Education: Building Creative Capacities for the 21st Century, Lisbon, 6-9 March 2006, http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_Road Map_en.pdf,13.08.2019,09(PDF) 3.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.10 Content cum Pedagogy of Vocational Education at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.10.1 About the Course

Vocational Education is a critical aspect of education and training that prepares individuals for the workforce. It provides practical skills and knowledge necessary for specific trades and professions, and it plays a significant role in the economy's growth. The objective is to provide students with the tools they need to become self-sufficient and productive members of society. This course encompasses three units related to the nature, scope, and relevance of Vocational Education, nature, scope and historical perspective of Vocational Education, Aims and Objectives of Vocational Education Teaching and Pedagogical Aspects of Vocational Education. The course emphasizes the formulation of objectives in behavioural terms, learning outcomes and competencies of teaching Vocational Education, place, and significance of Vocational Education at the secondary stage. It focuses on the implication of various approaches for the development of higher order thinking skills and different methods of teaching learning Vocational Education.

4.4.10.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain the nature and scope of Vocational Education,
- interpret the need of Vocational Education and skill development,
- list the aims and objectives of Vocational Education at the secondary stage,
- discuss significance of Vocational Education in school and its relationship with other subjects,
- select learning outcomes and competencies for teaching of Vocational Education,
- analyze pedagogical aspects in Teaching of Vocational Education for development of Higher Order Thinking Skills,
- make use of methods and approaches of teaching Vocational Education
- maximize the reflection on values inculcation,

UNIT - I

Nature, Scope, and Historical Perspective of Vocational Education

A. Meaning and types of Vocational Education such as agriculture, beauty and wellness industry, apparel, furnishing, jewellery designing, plumbing, electronics and automative.
B. Nature, scope and relevance of Vocational Education.
C. Historical perspective and major landmarks in the evolution of Vocational Education as a subject.
D. Recommendations/suggestions of various committees, commissions and policies, provisions in NEP 2020 in reference to Vocational Education.

UNIT - II

Aims and Objectives of Vocational Education Teaching

A. Aims and objectives of teaching Vocational Education at the secondary stage, formulation of objectives in behavioural terms.
B. Learning outcomes and competencies of teaching Vocational Education at secondary stage.
C. Place and significance of Vocational Education in secondary school; its linkages with other school subjects.
D. Identify and integrate values in Vocational Education concepts.

UNIT - III

Pedagogical Aspects of Vocational Education

A. Implication of various approaches such as inductive-deductive, constructivist, experiential learning, blended learning, interdisciplinary and multidisciplinary approaches in teaching of Vocational Education.
B. Analytical pedagogical aspects in teaching of Vocational Education for the development of higher order thinking skills such as critical, creative, communication, decision making, collaborative and reflective.
C. Methods of teaching Vocational Education: learner-centric and participatory methods. lecture cum demonstration, activity based, discussion, problem-solving, project based, scientific inquiry, hands on activity, real experiences, making field-based observations, apprenticeships, and internships, case study, assignments, discovery, experimentation, collaborative and cooperative learning, peer learning.

4.4.10.3 Suggestive Practicum (Any Three)

1. Analyze recommendations of NEP 2020 with reference to emphasis on Vocational Education.
2. Prepare a report on skill development in relation to achievement of Make in India.
3. Prepare a report on interdisciplinary and multidisciplinary approaches used in the practices of Vocational Education.
4. Write learning outcomes and competencies for two topics of Vocational Education at Secondary Stage.
5. Conduct a short survey to know the expectations of students, parents, industries, and society about Vocational Education and compile a report.
6. Any other project assigned by HEI.

4.4.10.4 Suggestive Mode of Transaction

Lecture cum demonstration, field observations, experimental method, industry visit, real-world experiences, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.

4.4.10.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.10.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- FICCI. (n.d.). *Reimagining vocational education in India: The missing piece.* https://www.globalskillsummit.com/2.pdf
- National Education Policy 2020, MoE, Government of India (Hindi and English).
- National Steering Committee for National Curriculum Frameworks, (2023).

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.10 Content cum Pedagogy of Vocational Education at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.10.1 About the Course

Teaching Vocational Education is a challenging but rewarding endeavour that requires careful planning and preparation. The aim of Vocational Education is to prepare students for successful careers in their chosen fields. Instructors must develop effective lesson plans tailored to their student's needs and interests while ensuring that they have the most up-to-date and relevant resources available. The course covers three units focusing on teaching learning resources for Vocational Education teaching, content analysis and planning for teaching Vocational Education and ICT integration and applications in Vocational Education teaching learning. The course deals with types of teaching learning resources, identification and utilizing of learning resources, pedagogical analysis of content, and developing art integrated unit plans and lesson plans. The course emphasizes on importance and use of ICT in Vocational Education and plans using Technological Pedagogical Content Knowledge (TPCK) for face-to-face and online teaching.

4.4.10.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- identify and use learning resources from the local environment,
- discuss the importance of teaching learning resources in the teaching of Vocational Education,
- classify teaching resources and use e-resources for Vocational Education teaching,
- analyze the content of Vocational Education for integration in pedagogical activities,
- identify concepts, list learning outcomes and plan teaching learning process in an inclusive setup,
- utilize tools, software, and platforms for online teaching learning,
- integrate art and TPCK to develop lesson plans for face to face and online teaching learning.

UNIT - I

Teaching Learning Resources for Vocational Education Teaching

A. Teaching learning resources: concept, characteristics, and importance in teaching of Vocational Education.

B. Types of teaching learning aids/ materials: print media (such as textbook, teachers' manual/ handbook, industry catalogue, laboratory manual and other print materials), non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classrooms, reflective journals, charts, 2-D and 3-D models, games, worksheets, multimedia etc.

C. Identification and use of learning resources from the local environment in teaching of Vocational Education, industry-oriented learning resources.

D. Resource room/ laboratory/ library - management and practices; virtual laboratories, teaching learning kits, fairs, exhibitions, industry excursions, community resources and pooling of resources.

UNIT - II

Content Analysis and Planning for Teaching Vocational Education

A. Pedagogical analysis of content taking examples from topics of Vocational Education from textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
B. Concept, types and importance of unit planning and lesson planning, essential components in the lesson plan of Vocational Education.
C. Developing art integrated unit plans and lesson plans based on learning outcomes (topics to be taken from Vocational Education textbooks), experiential learning in Vocational Education teaching.

UNIT - III

ICT Integration and Applications in Vocational Education Teaching

A. Scope and importance of ICT in Vocational Education.
B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching of Vocational Education, assessment process and resource management.
C. Use of tools, software, and platforms of Vocational Education at secondary stage.
D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for face to face and online teaching.

4.4.10.3 Suggestive Practicum (Any Three)

1. Organize a workshop on 'Methods and Materials for Vocational Education Teaching' in which every student teacher will be assigned a topic to make presentation using a specific method and material.
2. Visit to Vocational Education institutions/industry/workplaces to explore and prepare a report.
3. Develop e-Content for teaching Vocational Education.
4. Search MOOCs available in the field of Vocational Education and prepare a report mentioning link and their appropriateness.
5. Critically evaluate a textbook of Vocational Education and prepare a report.
6. Any other Project assigned by HEI.

4.4.10.4 Suggestive Mode of Transaction

The course will be transacted through Lecture cum demonstration, Field observations, Experimental method, Industry Visit, Real-World Experiences, Project method, Laboratory method, Discovery, Problem solving method, Inquiry method, Success stories, Discussions, Self-study, and Experiential method.

4.4.10.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.10.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- FICCI. (n.d.). *Reimagining vocational education in India: The missing piece.* https://www.globalskillsummit.com/2.pdf
- National Education Policy 2020, MoE, Government of India (Hindi and English).
- National Steering Committee for National Curriculum Frameworks, (2023).

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.10 Content cum Pedagogy of Vocational Education at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.10.1 About the Course

Vocational Education focuses on hands on training which allows the students to develop necessary skills required for their chosen profession. The objective is to provide students with the tools they need to become self-sufficient and productive members of society, ultimately helping individuals to achieve career success, financial stability and developing entrepreneurship skills. As an educator, there are many factors to be considered while planning for teaching learning Vocational Education. This course is designed to incorporate three key areas of Vocational Education teaching associated with 21st Century Skills for Learning, Assessment and Evaluation in Teaching of Vocational Education and Research and Innovative Practices in Teaching Vocational Education. This course focuses on the assessment and evaluation of essential Vocational Education components using different assessment tools. The course deals with the Need for and Importance of 21st Century Skills and Creating a Dynamic Learning Environment, Qualitative Assessment, 360◦ Assessment, Action Research and School Based/Industry Based Research.

4.4.10.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss the need for and importance of how to learn,
- appraise 21st century skills for learners and teachers of Vocational Education,
- list the characteristics of Vocational Education teachers as professionals,
- create dynamic learning environment for Vocational Education teaching,
- summarize the need and importance evaluation and assessment Vocational Education teaching,
- construct Table of Specification and write items,
- identify and plan action research in the teaching of Vocational Education,
- adapt performance-based assessment for improving outcomes.

UNIT - I
21st Century Skills for Learning

A. Need for and Importance of How to Learn, 21st Century Skills for Learners and Teachers of Vocational Education.
B. Psychological, Sociological and Philosophical Perspective of Teaching and Learning of Vocational Education.
C. Qualities of Vocational Education Teachers as Professionals. Role of a Teacher in Facilitating Learning and Creating Dynamic Learning Environment of Vocational Education.

UNIT - II

Assessment and Evaluation in Teaching of Vocational Education

A. Assessment and Evaluation: Need for and Importance of Vocational Education.
B. Assessment Based on Learning Outcomes, Strategies for Continuous Assessment, finding gaps in learning and planning further activities for improvement, Qualitative Assessment, 360◦ Assessment.
C. Performance based Assessment, Assessment of Group Activities, Field Observations, Recording and Reporting, Creating Platform and Portfolio Management, Assessment of Lab Skills and industry visit, Assignments, Projects, and Presentations.
D. Tools and Techniques of Assessment and Evaluation; Unit Test Based on Table of Specification (TOS) and its Importance; Basic Steps of Question Paper Setting, Types of Test Items and Preparing Answer Key and Criteria for School, Assessment and Feedback Mechanism in Teaching of Vocational Education.

UNIT - III

Research and Innovative Practices in Teaching of Vocational Education

A. Divergent Thinking and Innovation in Psychological, Sociological and Philosophical Perspectives for Quality Learning Experiences in teaching of Vocational Education.
B. Recent Trends in Research Related to Teaching Learning of Vocational Education.
C. Action Research in Vocational Education, Meaning, Significance, Steps and Planning.
D. School Based/Industry Based Research in Vocational Education, Evidence-Based Practices and Reflection.
E. Vocational Education, skill development, Make in India, and Entrepreneurship.

4.4.10.3 Suggestive Practicum (Any Three)

1. Construct an Achievement test/ Table of Specialization.
2. Prepare a portfolio/kit of any Vocation.
3. Find success stories related to skill development and entrepreneurship in Vocational Education and appreciate their uniqueness in the form of a report.
4. Identify a problem and plan action research project for Vocational Education.
5. Conduct School Based Research/ case study/ industry and market related surveys and prepare an evidence-based report.
6. Prepare a write up on quality of learning experiences for teaching Vocational Education.
7. Any other project assigned by HEI.

4.4.10.4 Suggestive Mode of Transaction

The course will be transacted through Lecture cum demonstration, Field observations, Experimental method, Industry Visit, Real-World Experiences, Project method, Laboratory method, Discovery, Problem solving method, Inquiry method, Success stories, Discussions, Self-study, and Experiential method.

4.4.10.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.10.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- FICCI. (n.d.). *Reimagining vocational education in India: The missing piece.* https://www.globalskillsummit.com/2.pdf
- National Education Policy 2020, MoE, Government of India (Hindi and English).
- National Steering Committee for National Curriculum Frameworks, (2023).

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.11 Content cum Pedagogy of Physical Education and Yoga at Secondary Stage – Course (I)

Credit: 2
Semester: S-4

4.4.11.1 About the Course

The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Pedagogical knowledge and approaches refer to the specialized knowledge of the teacher for creating an active, child-centered, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in Physical Education and Yoga is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Physical Education and Yoga, aims, and objectives of teaching Physical Education and Yoga and its linkages with other disciplines. Historical/policy perspectives of Physical Education and Yoga are discussed in unit second. Physical Education and Yoga is conceptualized in very broad terms by relating it to technology, society, humans, and sustainable development. It also focuses on the place of Physical Education and Yoga in school curriculum including an emphasis on how to build inclusive classrooms. It focuses on pedagogical concerns of Physical Education and Yoga. Critical, creative, and analytical pedagogical concerns in teaching Physical Education and Yoga with special reference to higher-order thinking are also placed in unit third.

4.4.11.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain nature, scope and importance of Physical Education and Yoga,
- discuss aims and objectives of teaching Physical Education and Yoga at secondary stage,
- outline linkages between Physical Education and Yoga with other school subjects,
- appraise the values inculcation for Physical Education and Yoga,
- summarize the historical perspective of Physical Education and Yoga in policies/commissions,
- make use of pedagogical aspects of Physical Education and Yoga,
- categorize approaches and methods of teaching learning Physical Education and Yoga,
- apply appropriate pedagogy in teaching learning the concepts of Physical Education and Yoga.

UNIT - I

Nature, Scope and Historical Perspective of Physical Education and Yoga

A. Nature, scope, and importance of Physical Education and Yoga.
B. Historical perspective of Physical Education and Yoga.
C. Contributions of Indian (ancient and modern) and other personalities.

D. Role of Physical Education & Yoga in society and sustainable development.
E. Recommendations/suggestions of various committees, commissions, and policies.

UNIT - II

Aims and Objectives of Teaching Physical Education and Yoga

A. Aims and objectives of teaching Physical Education and Yoga.
B. Learning outcomes and competencies of teaching Physical Education and Yoga at secondary stage.
C. Linkages of Physical Education and Yoga with other school subjects and place of the Physical Education and Yoga in school curriculum.
D. Inculcation of values through teaching of Physical Education and Yoga.

UNIT - III

Pedagogical Aspects of Physical Education and Yoga

A. Implication of various approaches- inductive-deductive, constructivist, experiential learning, art integrated learning, interdisciplinary and multidisciplinary approaches in Physical Education and Yoga.
B. Analytical pedagogical concerns in teaching of Physical Education and Yoga for high order thinking skills such as critical, creative, communication, decision making.
C. Methods of teaching learning Physical Education and Yoga: learner-centric and group-centric, lecture cum demonstration, activity based, imitation, drill and practice, discussion, problem-solving, project based, hands on activity, discovery, experimentation, field activities, collaborative, cooperative and peer learning.

4.4.11.3 Suggestive Practicum (Any Three)

1. Explore and prepare a write up on the contributions of Indian personalities in the development of Physical Education and Yoga.
2. Make a presentation on the historical development of Physical Education and Yoga.
3. Analyze recommendations of policies/commissions in context of Physical Education and Yoga.
4. Identify and analyze the types of values inculcated through teaching of Physical Education and Yoga concepts and prepare a report.
5. Prepare write-ups on the teaching of Physical Education and Yoga using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
6. Any other project assigned by HEI.

4.4.11.4 Suggestive Mode of Transaction

Lecture cum discussion, demonstration, hands-on activities, experiential learning, art integrated learning, field activities.

4.4.11.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.11.6 Suggestive Reading Material:

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Health and Physical Education. Textbook for IX-XII class New Delhi.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.11 Content cum Pedagogy of Physical Education and Yoga at Secondary Stage – Course (II)

Credit: 2
Semester: S-5

4.4.11.1 About the Course

This course comprises three units and the practicum. The course is devoted to introducing various teaching aids material types and uses for teaching the concepts of Physical Education and Yoga at secondary stage. Enough space is provided to discuss different types of teaching aids/materials for teaching learning concepts of Physical Education and Yoga. It focuses on learning resources in Physical Education and Yoga to enable student teachers to make use of available learning resources and how to generate new resources for teaching learning the concepts of Physical Education and Yoga. It also focuses on textbook analysis and planning for teaching Physical Education and Yoga and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning and outcomes, find out about various activities and experiments. Accordingly, they are expected to develop lesson plans based on learning outcomes and experiential learning for classroom and online teaching.

4.4.11.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- identify teaching learning aids / materials and illustrate their importance in teaching learning the concepts of Physical Education and Yoga,
- categorize teaching aids/materials/learning resources,
- develop teaching learning aids/material/kits/learning resources for teaching learning the concepts of Physical Education and Yoga,
- utilize teaching aids/materials/learning resources for teaching learning the concepts of Physical Education and Yoga,
- analyze the content of Physical Education and Yoga textbooks at secondary stage,
- develop lesson plan based on learning outcomes and experiential learning using appropriate strategies.

UNIT - I

Teaching Learning Resources

A. Teaching learning aids/materials: concept, definition, role and importance in classroom teaching learning the Physical Education and Yoga.
B. Types of teaching learning aids/ materials: print media (such as textbook, teachers' manual/ handbook, laboratory manual and other print materials.), non-print and digital media (such as radio, tv, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, cards, worksheets, multimedia etc.)
C. Identification and use of learning resources in Physical Education and Yoga from the local environment.

D. Resource room/ laboratory/ library, virtual laboratories, teaching learning kits, Physical Education and Yoga clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.

UNIT - II

Content Analysis and Planning for Teaching Physical Education and Yoga

A. Pedagogical analysis of content taking examples from topics of Physical Education and Yoga textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
B. Concept, types and importance of unit and lesson planning.
C. Developing unit plans and lesson plans based on learning outcomes and experiential learning by selecting topics from textbooks of Physical Education at secondary stage.

UNIT - III

ICT Integration and Applications

A. Scope and importance of ICT in Physical Education and Yoga.
B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching learning, assessment and resource management.
C. Tools, software, and platforms for Physical Education and Yoga specific online learning.
D. Developing ICT integrated lesson plans by taking topics of Physical Education and Yoga at secondary stage using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching.

4.4.11.3 Suggestive Practicum (Any Three)

- Develop e-content for the concepts of Physical Education and Yoga at Secondary Stage.
- Analyze the content of textbooks of Physical Education and Yoga (Classes 9-12)/ Materials/Resources/Syllabi.
- Identify the learning resources for transiting the concepts of Physical Education and Yoga.
- Develop teaching aids/teaching materials for teaching concepts of Physical Education and Yoga at secondary stage.
- Develop learning outcomes for the concepts of Physical Education and Yoga at the secondary stage.
- Prepare learning outcomes and experiential learning-based lesson plan for the concepts of Physical Education and Yoga.
- Develop a project on the concepts of Physical Education and Yoga using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
- Any other project assigned by HEI.

4.4.11.4 Suggestive Mode of Transaction

Lecture cum discussion, demonstration, hands-on activities, experiential learning, art integrated learning, field activities.

4.4.11.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.11.6 Suggestive Reading Material:

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Health and Physical Education. Textbook for IX-XII class New Delhi.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.11 Content cum Pedagogy of Physical Education and Yoga at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.11.1 About the Course

This course comprises three units and a practicum. It focuses on assessment and evaluation. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360◦ assessment. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on Psychological, Sociological and Philosophical Perspective of Activity Oriented Classrooms in Physical Education and Yoga. the importance of planning science learning and teaching in secondary schools. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes how to integrate and use ICT in classroom of Physical Education and Yoga. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. Today's scenario emphasizes competency-based assessment practices and also tests higher order thinking skills and conceptual clarity. Major reforms in assessment are need of the hour to stay vibrant and effective in the process of teaching learning of Physical Education and Yoga.

4.4.11.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- appraise different types of assessment and strategies for continuous assessment,
- distinguish between assessment and evaluation,
- compare merits and demerits of different types of assessment,
- prepare unit test item based on TOS and develop different type of test items,
- construct and administer the diagnostic and achievement test,
- plan offline and online activity for testing higher order thinking skills,
- analyze NEP 2020 with special reference to activity-oriented classrooms,
- relate ICT integration and elaborate its use in classroom situations.

UNIT - I
21st Century Skills for Learning

A. Need for and importance of how to learn 21st century skills for learners and teachers of Physical Education and Yoga.
B. Psychological, sociological and philosophical perspective of teaching and learning Physical Education and Yoga.
C. Qualities of a Physical Education and Yoga teacher as professional in enhancing learning.
D. Role of a teacher in facilitating learning and creating dynamic learning environment of Physical Education and Yoga.

UNIT - II

Assessment and Evaluation

A. Assessment and evaluation: need for and importance of Physical Education and Yoga.
B. Assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal and 360°assessment.
C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of laboratory skills, assignments, projects, and presentations.
D. Tools and techniques of assessment and evaluation - unit test based on Table of Specification (TOS) and its importance, basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning the content of Physical Education and Yoga.

UNIT - III

Research and Innovative Practices

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
B. Recent trends in research related to teaching learning of Physical Education and Yoga.
C. Action research: meaning, significance, steps, and planning.
D. Evidence-based practices and reflection, school-based research in Physical Education and Yoga.

4.4.11.3 Suggestive Practicum (Any Three)

1. Prepare, administer, and analyze scores of an achievement test.
2. Conduct Simulated Teaching session for the concepts of Physical Education and Yoga and observation by self, peer, and teacher.
3. Explore development of multidisciplinary projects and present using PowerPoint.
4. Interpret the concept of Physical Education and Yoga with Psychological, Sociological and Philosophical Perspective.
5. Apply innovative practices in classroom teaching learning of Physical Education and Yoga.
6. Make a presentation on the role of Physical Education and Yoga in sustainable development of society.
7. Conduct action research for Continuous Professional Development (CPD) of Physical Education and Yoga teacher.
8. Any other project assigned by HEI.

4.4.11.4 Suggestive Mode of Transaction

Lecture cum discussion, demonstration, hands-on activities, experiential learning, art integrated learning, field activities.

4.4.11.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.11.6 Suggestive Reading Material:

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Health and Physical Education. Textbook for IX-XII class New Delhi.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.12 Content cum Pedagogy of Agriculture at Secondary Stage – Course (I)

Credit: 2
Semester: S-4

4.4.12.1 About the Course

Agriculture is based on the life cycle of all living things. Aside from the fact that Agriculture is generally relevant to our daily lives, there are other advantages to making it a required subject in schools. Agriculture is a field based practical-orientated subject; hence, the learners are expected to actively participate in the learning process. The purpose of teaching Agriculture is to integrate education, research, and extension to provide the human resources, skills, and technology needed for the sustainable development of agriculture. It is helpful in achieving food security and SDGs 1 & 2. Quality teaching can change beliefs and approaches to Agriculture and empower dedicated teachers to teach Agriculture in more scientific ways. Keeping this in mind, the course comprises three units focused on the concept of Modern and Sustainable Agriculture, the history of Agriculture in India, the purpose of teaching Agriculture in schools, its correlation with other subjects and the Pedagogical aspects of teaching Agriculture. The course deals with approaches, different methods and techniques for providing varied student-centric, participatory learning experiences to the students.

4.4.12.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- describe the meaning of agriculture, modern and sustainable Agriculture and its importance in a country like India,
- interpret the need of Agriculture in nation development,
- explain Agriculture as a curricular discipline and its evolution as a subject,
- discuss significance of Agriculture in school and its relationship with other subjects,
- outline aims, objectives and learning outcomes of teaching Agriculture at school level,
- select objectives and competencies for teaching of agriculture,
- reflect upon and adopt various methods for teaching of agriculture,
- reflect on values inculcation.

UNIT - I

Nature, Scope, and Historical Perspective of Agriculture

A. Agriculture: nature, scope and its importance in national economy, modern and sustainable agriculture, Agriculture as a discipline and profession.
B. Historical perspective and major landmarks in the evolution of Agriculture in India as a subject.
C. Recommendations/suggestions of various committees, commissions and policies, provisions in NEP 2020 in reference to Agriculture.

UNIT - II

Aims and Objectives of Agriculture Teaching

A. Aims of teaching Agriculture at school level.
B. Objectives of teaching Agriculture at secondary level.
C. Learning outcomes and competencies of teaching Agriculture at secondary stage.
D. Place and significance of Agriculture in secondary school; its linkages with other school subjects.
E. Inculcation of values through teaching of Agriculture.

UNIT - III

Pedagogical Aspects of Agriculture Teaching

D. Implication of various approaches such as inductive-deductive, constructivist, experiential learning, blended learning, interdisciplinary and multidisciplinary approaches in teaching of Agriculture.
E. Analytical pedagogical aspects in teaching of Agriculture for the development of higher order thinking skills such as critical, creative, communication, decision making, collaborative and reflective.
F. Methods of teaching agriculture: learner-centric and participatory methods. lecture cum demonstration, activity based, discussion, problem-solving, project based, scientific inquiry, hands on activity, making field-based observations, direct observation of agricultural practices, collecting field specimens, case study, assignments, discovery, experimentation, collaborative and cooperative learning, peer learning.

4.4.12.3 Suggestive Practicum (Any Three)

1. Prepare a report on Sustainable Agriculture in relation to achievement of sustainable development goals.
2. Analyze NEP 2020 with reference to emphasis on Agriculture Education.
3. Prepare a report on interdisciplinary and multidisciplinary approaches used in the practices of Agriculture.
4. Write learning outcomes and competencies for two topics of Agriculture at Secondary Stage.
5. Collect Field Specimens and prepare herbarium.
6. Any other project assigned by HEI.

4.4.12.4 Suggestive Mode of Transaction

Lecture cum demonstration, field observations, experimental method, field-based experiences, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.

4.4.12.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.12.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks for Agriculture.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.12 Content cum Pedagogy of Agriculture at Secondary Stage – Course (II)

Credit: 2
Semester: S-5

4.4.12.1 About the Course

For becoming an effective teacher in Agriculture, it is important to understand pedagogical content analysis. It enables teachers to compile and analyze differences in the subject matter, student perceptions, and pertinent trends. The course comprises three units highlighting the types of teaching-learning resources and their importance for the teaching of Agriculture, the process of Pedagogical Analysis of Content and application of ICT in teaching of Agriculture The course focuses on types of learning resources used in the teaching of Agriculture, laboratory organization and its maintenance, developing the abilities related to listing behavioural outcomes, planning activities, experiments, observing, and evaluating by developing pedagogical content analysis skills. Also, it develops the skills related to selecting content in textbooks, teaching-learning resources, and applying TPCK in the teaching of Agriculture. The course deals with agricultural teaching and lesson planning. It explains how to integrate various pedagogical techniques in the content related to Agriculture.

4.4.12.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- distinguish learning resources and e-resources for Agriculture teaching,
- identify and use learning resources from the local environment,
- analyse different contents from textbooks for pedagogical aspects,
- plan instructional process and adopt the child centered approaches of teaching,
- explain Technological Pedagogical Content Knowledge (TPCK),
- apply Artificial Intelligence in various fields of Agriculture,
- integrate arts and TPCK and provide ICT based opportunity to learn,
- develop unit and lesson plans for varied contents of Agriculture,
- observe Agriculture fields as learning place and write field notes.

4.4.12.3 Learning Outcomes

After completion of this course, student teachers will be able to:

UNIT - I

Teaching Learning Resources for Teaching Agriculture

A. Teaching learning resources: concept, characteristics, and importance in teaching of Agriculture

B. Types of teaching learning aids/ materials: print media (such as textbook, teachers' manual/ handbook, laboratory manual and other print materials), non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classrooms, reflective journals, charts, 2-D and 3-D models, games, worksheets, multimedia etc.

C. Identification and use of learning resources from the local environment in teaching of Agriculture, agricultural field notes, reports and records.

D. Resource room/ laboratory/ library - management and practices; virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, educational parks, excursions,

community resources and pooling of resources, Agriculture field as a learning center, tools of Agriculture and their importance.

UNIT - II

Content Analysis and Planning for Teaching Agriculture

A. Pedagogical analysis of content taking examples from topics of agricultural from textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
B. Concept, types and importance of unit planning and lesson planning.
C. Developing unit plans and lesson plans based on learning outcomes (topics to be taken from textbooks), art and sports integrated lesson plan, experiential learning in Agriculture teaching.

UNIT - III

ICT Integration and Applications

A. Scope and importance of ICT in Agriculture
B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching of Agriculture, assessment, and resource management.
C. Use of tools, software, and platforms for Agriculture specific online learning.
D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for face to face and online teaching.

4.4.12.3 Suggestive Practicum (Any Three)

1. Develop e-Content for teaching Agriculture.
2. Critically evaluate the available MOOCs on Agriculture and prepare a report.
3. Use Platforms along with National Teacher's Portal, DIKSHA SWAYAM and prepare a report.
4. Critically evaluate a textbook for Agricultural components and prepare a report.
5. Any other project assigned by HEI.

4.4.12.4 Suggestive Mode of Transaction

Lecture cum demonstration, field observations, experimental method, field-based experiences, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.

4.4.12.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.12.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks for Agriculture.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.12 Content cum Pedagogy of Agriculture at Secondary Stage – Course (III)

Credit: 2
Semester: S-6

4.4.12.1 About the Course

An Agriculture teacher must know about the various approaches, strategies, and techniques for the assessment and evaluation of learning among students. Teachers must measure what, how, and how much students are learning in the classroom to determine their progress. The Teacher must be competent enough to weigh the achievements, provide quality feedback, know the process of reporting, and reiterate the progress of the students. They should know how to enhance learning and plan future activities. The course includes three units focusing on the 21st Century Skills for Learning, the Need for and Importance of How to Learn, the qualities of Agricultural Teachers as Professionals, and Research and Innovative Practices in the field of teaching Agriculture. It describes the role of teachers in facilitating learning and a dynamic learning environment and will make the pupil-teachers skilled in the measurement of learning outcomes, providing feedback, and reporting. Further, the course will help in the development of assessment and evaluation skills among the student teachers. They will develop the skills to construct achievement tests and conduct action research and school-based research in Agriculture teaching.

4.4.12.2 Learning Outcome

After completion of this course, student teachers will be able to:

- explain the need for and importance of how to learn,
- describe 21st century skills for learners and teachers of agriculture,
- discuss the qualities required for teachers of agriculture,
- observe and evaluate learning in an inclusive setup,
- discuss the importance of evaluation and assessment in agriculture teaching,
- provide feedback based on learning outcomes,
- write items and construct table of specialization,
- reflect on evaluation devices for agriculture teaching,
- adopt performance-based evaluation and improving student outcomes,
- conduct action research in the teaching of Agriculture.

UNIT - I
21st Century Skills for Learning

A. Need for and importance of how to learn 21st century skills for learners and teachers of Agriculture.
B. Psychological, sociological, and philosophical perspective of teaching and learning of Agriculture.
C. Qualities of agricultural teachers as professionals, role of a teacher in facilitating learning and creating dynamic learning environment of Agriculture.

UNIT - II
Assessment and Evaluation in Agriculture Teaching

A. Assessment and evaluation: need for and importance of Agriculture.

B. Assessment based on learning outcomes, strategies for continuous assessment, finding gaps in learning and planning further activities for improvement, qualitative assessment, 360◦ assessment.

C. Performance based assessment, assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.

D. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching of Agriculture.

UNIT - III

Research and Innovative Practices in Teaching of Agriculture

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences in teaching of Agriculture.

B. Recent trends in research related to teaching learning of Agriculture.

C. Action research in agriculture, meaning, significance, steps, and planning.

D. School based research in agriculture, evidence-based practices, and reflection.

4.4.12.3 Suggestive Practicum (Any Three)

1. Conduct School Based Research and prepare an evidence-based report.
2. Prepare a plan for action research.
3. Conduct Case Studies, Market Surveys or Field visit and prepare a report.
4. Enlist quality of experiences for teaching of Agriculture.
5. Construct an Achievement test/ Table of Specialization.
6. Any other project assigned by HEI.

4.4.12.4 Suggestive Mode of Transaction

Lecture cum demonstration, field observations, experimental method, field-based experiences, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.

4.4.12.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.12.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks for Agriculture.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.13 Content cum Pedagogy of Home Science at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.13.1 About the Course

Home Science is a multidisciplinary branch of study that makes the most use of the resources at hand to produce methodical and scientific information about various facets of family life. It involves every family member's health and happiness. This course encompasses three units describing the modern meaning of homemaking and the purpose of teaching Home Science in schools, nature, scope and importance of Home Science teaching, its historical perspective. The course emphasizes the aims, objectives and learning outcomes of teaching Home Science at the secondary level. The course deals with the implication of various approaches, development of high order thinking skills and various methods of teaching Home Science.

4.4.13.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain the modern meaning of Home Science and its nature,
- discuss evolution of Home Science as a school subject and its correlation with other subjects,
- examine the scope and importance of Home Science in daily life,
- outline the aims, objectives and learning outcomes of the teaching of Home Science,
- adapt appropriate teaching methods based on learning outcomes,
- select participatory method for teaching Home Science,
- improve high order thinking skills,
- demonstrate values related to Home Science.

UNIT - I

Nature, Scope, and Historical Perspective of Home Science

A. Modern meaning of Home Science, nature of Home Science as a discipline.
B. Historical perspective and major landmarks in the evolution of Home Science as a subject.
C. Scope of Home Science and its importance in daily life and as a profession.
D. Recommendations/suggestions of various committees, commissions and policies related to education of Home Science.

UNIT - II

Aims and Objectives of Home Science Teaching

A. Aims and objectives of teaching Home Science.
B. Learning outcomes and competencies of teaching Home Science at secondary stage.
C. Place of Home Science in school curriculum, its correlation with other school subjects, economics in Home Science.
D. Inculcation of associated values for teaching Home Science.

UNIT - III

Pedagogical Aspects of Home Science

A. Implication of various approaches such as inductive-deductive, constructivist, experiential learning, interdisciplinary and multidisciplinary and blended learning approaches in Home Science teaching.
B. Analytical pedagogical aspects in teaching of agriculture for the development of high order thinking skills such as critical, creative, communication, decision making, collaborative and reflective.
C. Methods of teaching Home Science: one to one teaching and group teaching in Home Science, lecture cum demonstration, observation, activity based, discussion, problem-solving, laboratory, project based, hands on activity, discovery, inquiry, experimentation, exhibition and displays, collaborative and cooperative learning, peer learning and flipped classroom.

4.4.13.3 Suggestive Practicum (Any Three)

1. Prepare a report on the significance of Home Science in daily life.
2. Formulate objectives based on learning outcomes for two chapters of Home Science at secondary stage.
3. Analyze recommendations of NEP 2020 with reference to Home Science education.
4. Prepare a report on interdisciplinary and multidisciplinary approaches used in the practices of Home Science.
5. Identify and integrate values in Home Science concepts and prepare a write up.
6. Any other project assigned by HEI.

4.4.13.4 Suggestive Mode of Transaction

Lecture cum demonstration, experimental method, observation method, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.

4.4.13.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.13.6 Suggestive Reading Materials:

- Food Safety and Standards Authority of India. Ministry of Health and Family Welfare, Government of India.
- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.13 Content cum Pedagogy of Home Science at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.13.1 About the Course

Home Science is a subject that demands activities and practical learning. For becoming an effective teacher in Home Science, it is important to develop the skill of identifying and using teaching learning resources and understanding content analysis. There are certain components to the process of content analysis for teaching. It enables teachers to compile and analyze differences in the subject matter, student perceptions, and pertinent trends. The course consists of three units related to the importance and types of teaching-learning resources, development of the skill for pedagogical analysis of content for listing behavioural outcomes, planning activities, development of unit and lesson plan, and ICT integration and applications in the teaching of Home Science. The course provides a platform for student teachers to learn about varied kinds of resources which can be used in the teaching of Home Science, those available in the local environment and develops the skill of how to develop learning resources as well as the pool resources. It deals with the development of art and ICT-integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for face-to-face and online teaching of Home Science.

4.4.13.2 Learning Outcomes

After completion of this course, student teachers will be able to

- identify and use learning resources from the local environment,
- discuss the importance of teaching learning resources in the teaching of Home Science,
- classify teaching resources and use e-resources for Home Science teaching,
- analyze the content of Home Science for integration in pedagogical activities,
- identify concepts, list learning outcomes and plan teaching learning process in an inclusive setup,
- use of tools, software, and platforms for online learning,
- integrate art and TPCK to develop unit and lesson plans.

UNIT - I

Teaching Learning Resources for Home Science Teaching

A. Teaching learning resources: concept, characteristics, and importance in teaching of Home Science.

B. Types of teaching learning aids/ materials: print media (such as textbook, teachers' manual/ handbook, laboratory manual and other print materials), non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classrooms, reflective journals, charts, 2-D and 3-D models, games, worksheets, multimedia etc.

C. Identification and use of learning resources from the local environment in teaching of Home Science.

D. Resource room/ laboratory/ library - management and practices; virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources, equipment in Home Science, their importance and maintenance.

UNIT - II

Content Analysis and Planning for Teaching Home Science

A. Pedagogical analysis of content taking examples from topics of Home Science textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
B. Concept, types (theory and practical) and importance of unit and lesson planning in Home Science teaching, essential components in the lesson plan of Home Science.
C. Developing unit plans and lesson plans based on learning outcomes (topics to be taken from Home Science textbooks of secondary level), art integrated lesson plan, experiential learning in Home Science teaching.

UNIT - III

ICT Integration and Applications in Home Science Teaching

A. Scope and importance of ICT in Home Science.
B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in teaching learning, assessment, and resource management.
C. Tools, software, and platform for teaching learning of Home Science at secondary stage.
D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching.

4.4.13.3 Suggestive Practicum (Any Three)

1. Develop e-Content for teaching Home Science.
2. Search MOOCs available in the field of Home Science and prepare a report mentioning link and their appropriateness.
3. Critically evaluate a textbook of Home Science and prepare a report.
4. Prepare a Home Science kit.
5. Organize an exhibition/ seminar and prepare a report.
6. Prepare an art integrated lesson plan based on experiential learning on any topic of Home Science.
7. Any other project assigned by HEI.

4.4.13.4 Suggestive Mode of Transaction

Lecture cum demonstration, experimental method, observation method, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.

4.4.13.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.13.6 Suggested Reading Materials:

- Food Safety and Standards Authority of India. Ministry of Health and Family Welfare, Government of India.
- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.13 Content cum Pedagogy of Home Science at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.13.1 About the Course

A Home Science teacher must know about the various approaches, strategies, and techniques for the assessment and evaluation of learning among students. The Teacher must be competent to provide quality feedback and know the process of reporting. They should know how to enhance learning and plan future activities. The course comprises three units describing 21st Century Skills for Learning, Assessment and Evaluation in Teaching Home Science and Research and Innovative Practices in Teaching Home Science. The course deals with the role of teachers in facilitating learning and a dynamic learning environment, measurement of learning outcomes, providing feedback, reporting and construction of achievement tests. The course describes various evaluation strategies and devices which can be efficiently used in the teaching of Home Science and in the development of skills among the student teachers for improving student outcomes, conduct action research and school-based research in the teaching of Home Science. It focuses on the development of skills associated with Home Science and entrepreneurship.

4.4.13.2 Learning Outcomes

After completion of this course, student teachers will be able to

- discuss the need for and importance of how to learn,
- appraise 21st century skills for learners and teachers of Home Science,
- list the characteristics of Home Science teachers as professionals,
- create dynamic learning environment for Home Science teaching,
- summarize the need and importance evaluation and assessment in Home Science teaching,
- construct Table of Specification and write items,
- plan action research in the teaching of Home Science,
- adapt performance-based assessment for improving outcomes,
- design and maintain rubrics and portfolios.

UNIT - I

21st Century Skills for Learning

A. Need for and importance of how to learn, 21st century skills for learners and teachers of Home Science.
B. Psychological, sociological, and philosophical perspective of teaching and learning of Home Science.
C. Home Science teachers as professionals, characteristics, networking, and ethics.
D. Role of a teacher in facilitating learning and creating dynamic learning environment of Home Science.

UNIT - II

Assessment and Evaluation in Teaching of Home Science

A. Assessment and evaluation: need for and importance of Home Science.
B. Assessment based on learning outcomes, strategies for continuous assessment, finding gaps in learning and planning further activities for improvement, qualitative assessment, 360◦ assessment.
C. Performance based assessment, assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
D. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching of Home Science.

UNIT - III

Research and Innovative Practices in Teaching of Home Science

A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences in teaching of Home Science.
B. Recent trends in research related to teaching learning of Home Science, kinds of data in Home Science and its management.
C. Action research in Home Science, meaning, significance, steps and planning.
D. School based research in Home Science, evidence-based practices, and reflection.
E. Home Science, skill development and entrepreneurship such as tailoring, knitting, cooking, baking, embroidery, jewellery designing, budgeting.

4.4.13.3 Suggestive Practicum (Any Three)

1. Construct an Achievement test/ Table of Specialization.
2. Prepare a portfolio.
3. Find success stories related to skill development and entrepreneurship in Home Science and present/appreciate its uniqueness in the form of report.
4. Identify a problem and plan action research.
5. Conduct School Based Research, case studies, market surveys and prepare an evidence-based report.
6. Prepare a write-up on quality of learning experiences for teaching Home Science.
7. Any other project assigned by HEI.

4.4.13.4 Suggestive Mode of Transaction

Lecture cum demonstration, experimental method, observation method, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.

4.4.13.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.13.6 Suggestive Reading Materials:

- Food Safety and Standards Authority of India. Ministry of Health and Family Welfare, Government of India.
- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

Suggestive Web Links

- http://14.139.60.153/bitstream/123456789/6857/1/AGRICULTURAL%20EDUCATION%20IN%20INDIA-CSL-IOD_IO112637.pdf
- http://Arts.brighton.ac.uk/__data/assets/pdf_file/0004/65308/Susan-Orr-Artsicle-Issue-10-pp-9-13.pdf
- http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf
- http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf
- http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html
- http://www.bdu.ac.in/cde/docs/ebooks/B-d/I/TEACHING%20OF%20MATHEMATICS.pdf
- http://www.englishclub.com/
- http://www.language-education.com/eng/index.asp
- http://www.mocp.org/
- http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf
- http://www.ncert.nic.in/oth_anoun/npe86.pdf
- http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf
- http://www.tnteu.in/pdf/3-maths.pdf
- https://actascientific.com/ASAG/pdf/ASAG-03-0669.pdf
- https://doi.org/10.1111/j.1476-8070.1990.tb00482.x
- https://doi.org/10.1201/9781003245759
- https://doi.org/10.5032/jae.2018.03001
- https://doi:10.5032/jae.2019.02085
- https://dpi.wi.gov/sites/default/files/imce/cal/pdf/planning-curriculum-in-Arts-and-design.pdf
- https://dsel.education.gov.in/sites/default/files/NCF2023.pdf
- https://egyankosh.ac.in/handle/123456789/46528
- https://en.unesco.org/silkroad/sites/default/files/knowledge-bank-Artsicle/vol_IVb%20silk%20road_Arts%20and%20crafts%20BIS.pdf
- https://files.eric.ed.gov/fulltext/ED484721.pdf
- https://indl.iitkpg.ac.in
- https://link.springer.com/chapter/10.1007/978-94-011-2968-8_5
- https://link.springer.com/chapter/10.1007/978-94-011-2968-8_7
- https://lup.lub.lu.se/luur/download?func=downloadFile&recordOId=9028066&fileOId=9028067
- https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/14417/research.pdf?sequence=2&isAllowed=y
- https://ncert.nic.in/deaa/pdf/tpaev201.pdf
- https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf
- https://ncert.nic.in/ncerts/l/hess404.pdf
- https://ncert.nic.in/pdf/Mandate-NCF.pdf
- https://ncert.nic.in/pdf/ncfse2023.pdf
- https://ncert.nic.in/science-laboratory-manual.php

- https://ncert.nic.in/textbook.php
- https://ncert.nic.in/textbook.php?jesc1=9-16
- https://ncert.nic.in/textbook.php?kecs1=0-11
- https://ncert.nic.in/textbook.php?khgv1=1-10
- https://ncert.nic.in/textbook.php?lefa1=1-8
- https://ncert.nic.in/textbook.php?lefa1=2-8
- https://ncert.nic.in/textbook.php?lefa1=3-8
- https://ncert.nic.in/textbook.php?lefa1=4-8
- https://ncert.nic.in/textbook.php?lefa1=5-8
- https://ncert.nic.in/textbook.php?lefa1=6-8
- https://ncert.nic.in/textbook.php?lefa1=7-8
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- https://ncert.nic.in/textbook/pdf/lehe103.pdf
- https://ncert.nic.in/textbook/pdf/lehe105.pdf
- https://ncert.nic.in/textbook/pdf/lehe106.pdf
- https://ncert.nic.in/vocational.php?ieft1=0-6
- https://ncert.nic.in/vocational.php?iepf1=0-8
- https://ncert.nic.in/vocational.php?iepg1=1-5
- https://ncert.nic.in/vocational.php?ievt1=1-3
- https://ncert.nic.in/vocational.php?ivas1=1-7
- https://ncert.nic.in/vocational.php?ivsm1=ps-5
- https://old.amu.ac.in/emp/studym/100008102.pdf
- https://sos.cg.nic.in/E-Books/12th/English/eng-book%20321%20Home%20Science/321_Home%20Science%20-%201%20(Final%20Book).pdf
- https://swayam.gov.in
- https://ualresearchonline.Arts.ac.uk/id/eprint/629/1/cltad_learningoutcomes.pdf
- https://www.academia.edu/3188050/Formative_assessment_in_Arts_and_Design
- https://www.biologyonline
- https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_final_HINDI_0.pdf
- https://www.education.gov.pg/TISER/documents/pastep/pd-tm-7-2-general-teaching-methods-student.pdf
- https://www.fao.org/3/i2516e/i2516e.pdf
- https://www.granthaalayahpublication.org/journals/granthaalayah/article/view/IJRG22_A05_6154
- https://www.mooc.org
- https://www.nsead.org/files/6f85ab8587bc53ce653702da1cc15690.pdf
- https://www.oecd.org/education/skills-beyond-school/LearningForJobsPointersfor%20PolicyDevelopment.pdf

- https://www.researchgate.net/publication/253504153_A_Document_Analysis_Of_The_Pedagogical_Knowledge_Espoused_In_Agriculture_Teaching_Methods_Courses
- https://www.researchgate.net/publication/341659182_3_The_Role_of_Arts_in_School_Education
- www.ibe.unesco.org.
- www.teachtci.com

1.0 ABILITY ENHANCEMENT AND VALUE-ADDED COURSES

The Ability Enhancement and Value-Added Courses are designed to help student teachers acquire and demonstrate:

- knowledge and capacities in areas that are essential to a holistic education.
- capacities and values that are both useful to life as well as to a career in education.
- sensitivity, critical thinking and analytical capacities, reflection, sensibilities for dialogue and cooperative learning, aesthetic appreciation, and values for a sustainable world - all this in the context of India's rich and diverse cultural context.
- capacity to explore possibilities in different areas of learning, directly and indirectly connected to education.

Principles of Designing the Course

- The courses have a practical orientation in that they emphasize real-world application of ideas with special focus on application in the practice of education.
- Pedagogy across courses emphasize 'practice' and 'doing.'
- The courses facilitate breadth of knowledge rather than depth.
- The courses have emphasized on the capacities and values that are important for teachers.

5.1 Language 1 (As per the 8th Schedule of the Constitution of India)

Credits: 4
Semester: S-1

5.1.1 About the Course

Language has undeniable links with all kinds of learning. Language enables an individual to understand new concepts, exchange ideas and communicate thoughts with fellow beings. To appreciate fully the role of language in education, one must begin to develop a holistic perspective on language. Language needs to be examined in a multi-dimensional space, giving due importance to its structural, literary, sociological, cultural, psychological, and aesthetic aspects. The National Education Policy 2020 envisages imparting language skills as part of holistic education. It lays thrust on the need to enhance linguistic skills for better cognitive development and the development of a rounded personality of the learners. This course aims at enabling student teachers to enhance their ability to listen, speak, read, write and demonstrate linguistic skills in an effective manner. Linguistic skills - listening, speaking, reading, writing, speaking effectively - are fundamental to constructing knowledge in all academic disciplines, and. participating effectively in the world of work and creating sense in the everyday life. Through this course, the students will be able to enhance proficiency in reading with comprehension, understanding, thinking, and conceptualizing. The course seeks to enhance critical thinking abilities and effective communication skills of student teachers. The course involves hands-on activities and practical sessions that help student teachers develop and use linguistic skills in a variety of situations.

5.1.2 Learning Outcomes

After completing the course, the student teachers will be able to:

- Demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.
- recognize the link between language and cognition and using linguistic knowledge and skills for effective communication of ideas and thoughts.
- build inter-personal relationships and enhance social skills.

UNIT - I

Understanding Language, Communication and Cognition

A. Language, communication, and cognition; Definitions and functions of language. Types of communication, Language, culture and society, Bi-/Multilingualism in India, Language learning, translation, formal and informal communication, verbal and non-verbal communication, gestures language skills (listening, speaking, reading, & writing) and the new-age technologies. Language as a means of communication and language as a medium of cognition.

B. Nature and process of communication: principles, Definition, and types; Language: Definition, characteristics, functions; Language and society: language variation, language and dialect, language policy and language planning, language standardization; Multilingualism in Indian context, Language as a means of communication and language as a medium of cognition.

C. The process of communication, barriers to communication, written and oral

communication, the story of human communication from early times to new age; Language variation, Multilingualism.

D. Context of communication, the role of decoder, face to face interaction, turn taking, conversation, politeness principles, opening and closing, regional variation, social variation, the standard language.

UNIT - II
Understanding Grammar

A. Classification of speech sounds and letters, stress, pitch, tone, intonation and juncture, parts of speech, identification of morphemes, word formation processes, sentences-simple, complex, and compound, semantics and pragmatics, lexical semantics, speech acts.

B. Production of speech sounds in languages; Suprasegmentals: stress, pitch, tone, intonation; Word formation processes; Sentence formation, semantics, and pragmatics.

C. Identification of morphemes, word formation processes; Sentence formation, vocabulary formation; Pragmatics and speech acts.

D. Sound production in the language; Coining new words, Speech acts.

UNIT - III
Reading Skills

A. Reading comprehension, types of reading, text, meaning and context, reading as an interactive process; strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.

B. Features that make texts complex, reading as an interactive process; Strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.

C. Reading discipline-based texts; vocabulary development

UNIT - IV
Writing Skills

A. Speech versus writing; Types of writing; writing for specific purposes (essays, letters, and reports).

B. Language and style of Writing; Dealing with New Words (Academic Vocabulary Building)

C. Summarizing and Paraphrasing techniques.

UNIT - V
Speaking skills

A. Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, illustrations).

B. Activities for developing speaking, role play; The impact of culture on speaking.

C. Presentation and speaking skills; Practicing narrative skills; Body language, voice, and pronunciation; Creating interest and establishing a relationship with the audience.

UNIT - VI
Listening Skills

A. Why listening is important; kinds of listening; Listening strategies.
B. Need for modelling good listening behaviour; Listening across the curriculum, note taking.
C. Listening Comprehensions and Recorded speeches/texts; Understanding of various accents.

UNIT - VII
Academic writing

A. Academic writing components; development of academic language; Activities to develop academic writing skills.
B. Developing Critical, analytical, and interpretive thinking skills.
C. Learning to analyze.

UNIT - VIII
Critical thinking

A. Enhancing Critical thinking abilities; Critical Interpretation, Questioning and Challenging your Beliefs and Values; developing ideas and evaluating an argument.
B. Observing a problem, describing the problem, framing the problem, comparing, and evaluating a problem.

5.1.3 Suggestive Practicum

1. How do you interpret every day and reflect what you read? Prepare a report.
2. Analyze a recorded video from the perspective of voice and pronunciation and write a report.
3. Observing, describing and frame a problem and evaluating it.

5.1.4 Suggestive Mode of Transaction

Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops, and language-awareness activities. The teaching intends deeper approaches to learning involving in- class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.

5.1.5 Suggestive Mode of Assessment

The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.

5.1.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.2 Language 2 (Other than L1)

Credit 4
Semester S-2

5.2.1 About the Course

The course aims to prepare the students to teach language at the school level. It focuses on training the students to the sounds systems of languages, word formation processes, sentence formation, semantic and pragmatic aspects of languages. The course intends to enable the learners to integrate all the four language skills using different genres. The major aim of this course is to empower the learners to contribute to the discourses on various issues and themes. The course also orients the students to the use of different technology and digital media for developing their own communicative skills as well as the school students they would teach in the future. The course helps improve basic communication skills such as listening, speaking, reading, and writing skills among L2 language learners. The course is designed to enhance knowledge of grammar of L2 and enable the students to formulate grammatically correct and contextually appropriate sentences and words and empower the students with summarizing skills, oral presentations skills effectively. The course also seeks to enhance students' critical thinking capacities and demonstrate effective communication skills and provide hands-on activities to student teachers to develop their linguistic skills through practical sessions.

5.2.2 Learning Outcomes

After completing the course, student teachers will be able to:

- demonstrate reading, writing, listening, speaking, and thinking abilities in L2,
- recognize the link between language and mental skills and demonstrate their knowledge and skills effectively for all purposes,
- build inter-personal relationships and enhance social skills.

UNIT - I
Language, Society, and learning

A. Bi-/Multilingualism and scholastic achievements; need to promote multilingualism; Language variation and social variation; languages, dialects and varieties, cultural transmission of language, language, and gender; language and identity; language and power; constitutional provisions and National Education Policy 2020.
B. Language acquisition and Language learning; language learning from mother tongues to other tongues; advantages of learning other languages; language and education; notion of first language, second language and others.

UNIT - II
Speech and Writing

A. Writing Systems: Speech and writing; arbitrariness in language; types of writing systems.
B. Classification sessions of speech sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.

UNIT - III

Understanding Grammar

A. Word and meaning; parts of speech, grammatical categories; word formation: affixation, compounding, reduplication, vocabulary building.

B. Sentence and its constituents: simple, complex, and compound sentences; Semantics and pragmatics: lexical meaning- synonymy, antonymy, meronymy, grammatical meaning, speech acts.

UNIT - IV

Basic Communication Skills in L2

A. Pronunciation and listening comprehension skills.

B. Reading and reading comprehension skills.

C. Effective writing skills; effective presentation and speaking skills; summarizing and paraphrasing skills.

UNIT - V

Critical Reading and Thinking Skills

A. Components of critical thinking and reading; high order cognitive development; critical thinking and problem solving; rational inquiry.

5.2.3 Suggestive Practicum

1. Listen to a recorded speech and classify it based on sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.
2. Analyze sentences and their constituents as simple, complex, and compound sentences from written work.

5.2.4 Suggestive Mode of Transaction

Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops and language-awareness activities. The teaching intends deeper approaches to learning involving in- class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.

5.2.5 Suggestive Mode of Assessment

The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.

5.2.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.3 Art Education (Performing and Visual) and Creative Expressions

Arts - Approach

1. Every student has to complete two courses in the Arts of 2 credits each across the Visual and Performing Arts.
2. There are many art forms within both the Visual and Performing Arts.
3. All these forms require teacher expertise as well as time and resources for the student to learn.
4. We have described **three exemplar arts courses** based on different forms of Visual and Performing Arts.
5. Institutions could choose to offer any specific art form based on the availability of faculty and resources. Institutions could then design their courses based on these three exemplars.

5.3 Art Education (Performing and Visual) and Creative Expressions
Exemplar 1 - Puppetry

Credits 2
Semester S-1 and S-7

5.3.1 About the Course

Engagement with various forms of art as self-expression and need to develop sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions.

Children enjoy artwork a lot. They explore and find meaning in artwork. Their psycho-motor skills get developed through art. The huge element of socialization is acquired through different forms of art. They get to know each other and understand each other and make friends through art. They develop their peer group through getting involved in art forms. Learning to work with others is also achieved through art. It gives them space to think independently, create and reflect. It is one space where all the three are involved- hand, head, and heart.

Therefore, educational practitioners that the students of MA Education aim to be, will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas.

To this end in the first semester students will do one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative and artful in their expressions. Skills develop from practice, therefore hands-on training in doing art will be emphasized in this course. This course aims to help students develop a habit of performing skillful activities that are essentially aesthetic and artful which is expected to contribute to other educational practices that they develop in other courses in the programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas wherever possible.

Puppetry

Puppetry is an integrated art form, which takes into its fold everything from fine arts to performance. Puppetry is one of the oldest forms of performing art. Puppetry has evolved over the years into a sophisticated form of art. The journey was very interesting with a lot of ups and downs. There are thousands of forms of puppetry from simple finger puppets to highly complex puppets played by more than 3 people. Each country has a puppet form, why country, each area in a country has a puppet form. Hence, in India you will find many, many forms of puppetry.

In puppetry there are two main aspects. One the designing and creating of puppets and the other playing or performing puppetry. These two skills are different. Designing will need a lot of thinking, visualization, and technical skills while performance will need high level

communication skills. Hence, together they make a consolidated a high range of skills. In this course, students are exposed to different forms of puppets and puppetry. There will be a discussion around the forms and the aesthetic sense of puppetry. Later the students are encouraged to prepare, design and create puppets. They then prepare script and play the puppets. This creation of the puppets together in small groups with a lot of discussions and give and take helps the students develop working together skills and conceptual understanding.

Learning Outcomes

After completion of this course, student teachers will be able to:

- articulate the importance of aesthetics and art in elementary education,
- demonstrate their familiarity with and appreciation of puppetry,
- design puppets,
- practice and create a short puppetry show.

UNIT - I

Importance of Aesthetics and Art education (2 Sessions)

In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education: The value of art itself and its use as an instrument in education; moral dimensions of works of art and the controversial distinction between the value of Popular art and High art.

UNIT - II

Designing Puppets (6 Sessions)

In this unit, students will learn about puppetry, its history and specifically about how puppets work. This unit will also discuss the imagination required to design puppets, visualize how puppets will be used and the technicalities of designing puppets. These will be learnt by designing puppets. Students will start with constructing finger puppets and move towards small shapes through papers, like Fish, birds, rat - then they will design masks, flat masks, and masks with dimensions. At the end they will design puppets with old newspaper. The puppets are designed with old newspapers and colour papers. They decorate it and design it in such a way that it can be played, performed. They prepare costumes and all other accessories.

UNIT - III

Performing the puppets (4 Sessions)

This unit will engage in performance of puppetry and the level of communication skills required to create a good engaging story and perform it with the help of puppets they have created. The performance will be expected to relate to some activity in the educational context. Students will perform the puppets they have designed. Initially each member will play their own puppets. Later they will play in pairs, later they will be formed into a small group and asked to prepare their own skits with the puppets. They conclude by performing in small groups. Their learning is consolidated and reflected.

Discussion is held on how different aspects of puppet making can be incorporated in class room processes of young children. Adapting the individual and group exercises done during the puppetry course will be discussed to be used in the classroom situation.

5.3.3 Pedagogy

The Pedagogy is basically hand-on training. More emphasis is given to experiential learning. They do things and through doing learn about art and its connection to education. The process takes you through different forms of art- fine arts, playing with colours, costume designing, facial make -up, script writing, music, and performance.

5.3.4 Suggestive Mode of Assessment

Details to be determined by the faculty member as per applicable UGC norms.

Week wise break up of sessions			
Sl. no	**Topics**	**Session flow**	**Remarks**
1	Aesthetics and art, art in everyday life.	Based on their experience	
2	Importance of art. Appreciation of art.	Discussion	
3	Art for art sake. Art with social responsibility. art for social change	Debate	
4	The world of puppetry. Different forms of puppetry.	Presentations	
5	History of puppetry	Lecture	
6	Preparation- finger puppets	Hands on	
7	Preparation of masks	Hands on	
8	Preparing puppets	Hands on	
9	Performing individually	Practice	
10	Performing in pairs	Practice	
11	Performing in groups – 3, 4, 5.	Practice	
12	Assignments	Written.	

5.3.5 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.3 Arts (Performing and Visual) and Creative Expressions
Exemplar 2 - Theatre

Credits 2
Semester S-1 and S-7

5.3.1 About the Course

The engagement with various forms of art as self-expression and the need to develop a sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form that children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, an aesthetic judgment. This enables students as they grow into adults to have focused attention on making meaning of what surrounds them and in appreciating cultural productions.

Children are naturally tuned to appreciate art, as it activates their senses. Further, their psycho-motor skills get developed through art. It gives them space to think independently, create and reflect, while working with others. It is a unique space where all the three are involved- hand, head and heart.

Therefore, students who aim to be educational practitioners, will need to bring an element of art in educational practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful.

To this end in the first semester students will attend one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative in their expressions. Skills develop from practice, therefore hands on training in doing art will be emphasised in this course. This course aims to help students develop a habit of improvising on theatrical performances that include following aesthetic judgement at all stages, which will contribute to other educational practices that they develop in the larger programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and also producing content of other subject areas wherever possible.

Theatre

Theatre is a collaborative art form, and it is inherently interdisciplinary in its nature. It comprises many facets and skills like acting, directing, writing, designing the sets and costumes, make-up, production, lights, sounds and music. All these elements and skill sets come together and are stitched in the form of a 'play' which is performed live, in front of an audience. In the Indian context, theatre has a deep-rooted history with its classical, folk, and other cultural forms until other contemporary forms of theatre evolved in recent times.

Theatre education for children can play a vital role in their individual, social, and emotional development. It teaches them the values of trust and interdependence, makes them confident to express themselves and helps them learn to work in a collaborative environment. It develops their ability to contextualise, critique and discuss certain questions and thoughts they encounter in everyday life. It further helps them imagine, explore, and create their own narratives.

In this course, we will briefly talk about the aesthetics of theatre and how theatre exists in different forms. The students will learn some basic theatre tools that will help them create and perform a narrative they collaboratively arrive at.

In simple terms one can say theatre has two major aspects i.e., creating the script and then performing it. Body is the primary instrument in any theatrical performance accompanied by text, material, visual and sound. This course will introduce students to these aspects of any theatre performance, in the form of direct experience by doing this themselves.

5.3.2 Learning Outcomes

After completion of this course, students will be able to:

- articulate the importance of aesthetics and art in elementary education,
- demonstrate their familiarity with and appreciation of theatre,
- learn basic theatre tools of improvisation, ideation, and creation of a script,
- create a short performance with educational possibilities.

UNIT - I

Importance of Aesthetics and Art education (2 Sessions)

In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education: The value of art itself and its use as an instrument in education; moral dimensions of works of art and the controversial distinction between the value of Popular art and High art.

UNIT - II

Introduction to Theatre, and Beginning with the body (3 Sessions)

We will discuss some core essentials in the aesthetics of theatre like the performance, the makers, the audience, and the context and how we relate this to the world around us, in everyday lives. In this unit, we will discuss examples of how theatre was used in social movements that have contributed to educating the larger population about important social issues. Additionally, we will also learn from practices and approaches of theatre groups like Budhan Theatre who work with denotified tribes, and Manalmagudi who work closely with physical nonverbal theatre. Exposing students to these approaches will lead to rich discussions on the role of theatre in pedagogy and practice.

In this unit, students will learn certain principles and awareness on how to use their body and voice in a given space and time, with respect to other bodies. There will be several games, exercises that will familiarise them with certain basics of movement, voice, acting and thereby create improvisations and images in a given context. The activities and tasks will be both in individuals and groups.

UNIT - III
Arriving at a script
(3 Sessions)

We will engage in some theatre making processes to arrive at a script by the end of this unit. How to adapt or devise a script with actors? How can we borrow from everyday experiences of memory, sound and visuals, without a written text or spoken word? Plays, stories, poems, newspapers articles, will be shared to read, reflect, analyse, and re-create like "Why, why Girl" by Mahashweta Devi, "Ratna Pakshi" by K Ramaiah, "Beyond the land of Hattamala and Scandal in Fairyland" by Baadal Sircar, and songs of Kabir etc. The texts chosen will have a direct relation with topics from social studies, moral and political education.

Students will use their skills of improvisation they learned in Unit 2 to explore, ideate, create, and finally arrive at a script. What kind of stories, narratives, and characters they choose to perform will lead back to the discussion of aesthetics. Students will mostly work in groups to choose or create a text, concept, or an idea which they want to perform. Students will be encouraged to use their perspectives on the education system, in converting the text into a script.

UNIT - IV
Performing the script

This unit will engage in the actual making of the final piece they choose to make. Students will have to visualise the final text on stage and start rehearsing in their groups. Apart from using their bodies to play characters, the students will also have to think about design and other aesthetic elements like sets, props, costumes, lights, music and sounds they want to use in the performance.

Students will have to practice beyond the six classes as the class time will be utilised to discuss and provide feedback as the work progresses. The last two classes in this unit will be utilised for the final rehearsals and assessments. The final performance will take place in front of a small audience followed by a brief post-performance discussion. Students will engage in discussing and reflecting on the views, questions and comments shared by the audience.

5.3.3 Pedagogy

The pedagogy is basically hands-on training. More emphasis is given to experiential learning. They do things and through doing, they learn about art and its connection to education. The process takes you through different forms of art- fine arts, playing with colours, costume designing, facial make -up, script writing, music, and performance.

5.3.4 Suggestive Mode of Assessment

Details to be determined by the faculty member as per applicable UGC norms.

Week wise break up of sessions		
Week	**Topics**	**Session flow**
1	**UNIT - I:** Aesthetics and art, art in everyday life. Importance of art. Appreciation of art	Based on their experience
2	Art for art's sake. Art with social responsibility. Art for social change	Discussion
3	**UNIT 2:** Aesthetics of Theatre	Discussion
4	Body work - Individual and group	Hands on
5	Body work – Improvisation	Hands on
6	**UNIT - III:** Adaptation of texts. Aesthetic choices.	Hands on, discussion
7	Story making and devising	Hands on
8	Arriving at a text	Hands on
9.	**UNIT - IV:** Visualising the final piece. Thinking about design and aesthetic elements.	Hands on, Discussion
10.	Rehearsals and feedback	Hands on
11.	Rehearsals and feedback	Hands on
12.	Final rehearsals and assessment	
13.	Finals rehearsals and assessment	
14.	Performance and audience discussion	

5.3.5 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.3 Arts (Performing and Visual) and Creative Expressions
Exemplar 3 - Collage-Making

Credits 2
Semester S-1 and S-7

5.3.1 About the Course

Engagement with various forms of art as self-expression and the need to develop sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions.

Children enjoy artwork a lot. They explore and find meaning in artwork. Their psycho-motor skills get developed through art. The huge element of socialization is acquired through different forms of art. They get to know each other and understand each other and make friends through art. They develop their peer group through getting involved in art forms. Learning to work with others is also achieved through art. It gives them space to think independently, create and reflect. It is one space where all the three are involved- hand, head, and heart.

Therefore, educational practitioners that the students aim to be, will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas.

To this end, students will do one course that aims to help them recognize and appreciate the *importance of aesthetic judgment*, *develop familiarity with an art form* and basic skills to be *creative and artful in their expressions*. Skills develop from practice, therefore hands-on training in doing art will be emphasized in this course. This course aims to help students develop a habit of performing skillful activities that are essentially aesthetic and artful which is expected to contribute to other educational practices that they develop in other courses in the programme.

Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas wherever possible.

Collage as visual art medium

A major aspect of college, and one that is sometimes overlooked, is the incredibly diverse array of materials and objects that can be used. Collecting interesting materials is an ongoing activity for artists and for those who teach college. But it is just as important for young people to hunt for and make decisions about materials they would like to incorporate into their work. All materials, and the alterations that artists make to them, are suggestive of ideas and concepts based on their surfaces, forms, textures, degree of transparency and opacity, color, and other visual characteristics. Materials also connect us, through association and reference, to social and cultural worlds and places. What ideas might a scrap of newspaper, as a collage material,

express? How might these meanings differ from those of, say, feathers? Or twigs? Or a thin piece of plastic cut out from a plastic bag?

Working with and creating artwork in Collage involves various aspects: selecting materials, manipulating materials, investigating materiality, closely observing materials, discovering possibilities, composing, designing the artwork, planning, finding solutions, applying solutions, thinking flexibility, decision-making, research, using imagination, expressing, taking creative risks, develop perseverance, and much more. Students will also be introduced to various aspects of art in education: The value of art and artmaking by itself, art's use as an instrument in education, social and moral dimensions of art, and the controversial perceptions around good art and bad art.

This course aims for students to understand the importance of aesthetics and art in education, the role art can play in education, and mainly to appreciate, understand and gain skills with the medium of collage and its techniques.

5.3.2 Learning Outcomes

After completion of this course, students will be able to:

- articulate the importance and the role of aesthetics and art in education.
- understand the medium of collage and its versatility.
- design, plan, and create an expressive self-portrait collage by applying a variety of collage techniques.
- design and set up an interactive visual art exhibition to display their artworks.
- understand and appreciate art-based learning experiences.
- develop the ability to reflect and challenge their assumptions and beliefs around art and develop new understandings.

UNIT - I

Understand the importance of Aesthetics and Art in Education (2 Sessions)

Students will be introduced to Aesthetics and Arts by engaging in experiences, discussions, and dialogues. Students will experience a session of 'Visual thinking strategy' (VTS) activity in which students will collectively view and engage in a series of artworks closely, share their observations, critically analyze their observations, listen to multiple perspectives from peers, suspend judgements, and draw their own understanding of the artwork. Students will recognize aesthetic and un-aesthetic experiences through compare and contrast. Through this activity and unpacking of the experience, students will start making connections and develop understandings around what aesthetics mean, aesthetic aspects of daily life, develop aesthetic judgment, and how arts evoke emotion and awaken.

UNIT - II

Exploring paper collage and its techniques (4 Sessions)

Students will be introduced to the medium of collage and open their minds to the possibilities within this medium. Students will view and discuss examples of collage artworks, artist process and artist interview videos. Students will get a chance to compare and contrast various ways collage as a medium is used. Students will reflect upon their own past art educational experiences and observations and engage in dialogue and discussions. Students will analyze effective and ineffective ways of using the medium of collage in educational and other settings.

Through inquiry-based participatory demonstrations, students will investigate and discover a variety of ways to manipulate paper and create individual and unique two-dimensional compositions in the medium of paper Collage. They will understand and learn the techniques, artistic terminologies of the collage medium. Students will reflect on their experience and engage in facilitated discussions to deepen their understanding on the role of art medium exploration and how it can foster various learning skills.

Students then use their knowledge and experience from the previous sessions and explore collage as a medium further. Students will investigate, discover, and learn to create visual textures, physical textures, and create their own unique patterns. They will understand the difference between textures and patterns. Students will use a variety of techniques to create unique textures and patterns, analyze their findings, give each other feedback, work in groups to problem solve, etc. They will understand how art medium explorations can be used as a pedagogical tool in learning environments.

Students will bring in various materials found around them like different kinds of paper, paper-based materials, natural materials, fabric, and explore these materials and use them as materials to create collage compositions. Students will explore a wide range of techniques and discover their own ways to manipulate these found materials to create interesting textures and patterns. Students will work in groups, problem solve, investigate, develop solutions on their own, and share their findings with each other. Through discussions, students will reflect upon this exploration experience and understand how art making processes can develop skills and abilities in a learner.

Resource Videos

1. *Works of Deborah Roberts, William Kentridge, Wangechi Mutu, etc*
2. *Marc, Cut paper collage artist - https://www.youtube.com/watch?v=WgRZlWl-Oh0*
3. *G. Subramanian: Collage art - https://www.youtube.com/watch?v=ioRRi9R46a0*
4. *Amber Fletschock, Collage artist - https://www.youtube.com/watch?v=aa7p1vYqUc4*
5. *Arturo Herrera, artist - https://www.youtube.com/watch?v=Oagx3_NZ5HU*

UNIT - III

Ideating for an Expressive Self-Portrait (2 Sessions)

In this session students will further explore and discover possibilities in Collage as a medium. Students will learn a variety of ways to make paper stands and create interesting paper sculpture compositions using 3D techniques. Students will draw from their previous experiences of using paper for 2D explorations and add more interest to their unique 3D explorations. Students will share their findings with peers and widen their understanding about the possibilities. Students will reflect on all the material exploration sessions thus far and participate in a facilitated dialogue around art making and education.

Students will engage in a close observation sketching and drawing activity. Through a guided process, students will create a well observed self-portrait drawing. Students will engage in discussions and dialogue to unpack the self-portrait drawing experience, the learnings, discoveries, challenges and more. Through this activity students will also be able to challenge assumptions around talent and art-making.

Resources: Handouts out on Collage techniques and artist examples
Resources: JR's Face to face project (videos and readings) *https://www.youtube.com/watch?v=4u_G0G6Jog4*

UNIT - IV

Creation of an Expressive Self-Portrait Collage (3 Sessions)

Students will engage in a step-by-step process involving sketching, ideating, planning, applying their discoveries of using paper as a collage material, and finally create a large expressive self-portrait using the medium of paper collage. Throughout the process students will problem-solve, critically think, push their imagination, find multiple solutions, make independent decisions, receive and give peer feedback, use resources effectively, draw from their own experiences, apply their learnings into creating this unique and expressive self-portrait piece.

UNIT - V

Designing and setting up an Exhibition (2 Sessions and Exhibition Day)

Students will collectively start designing and planning for the exhibition to put up their artworks for a general audience to view and engage with. Students will be planning the various aspects of a visual art exhibition: ways to display artworks, designing the layout of the exhibition space and how the audience will move within the space, design invitations, ways that the audience can engage with the artworks, various ways the artists can talk about their art-making, and more. Students will divide the tasks among themselves, take on the various roles required, and set up the exhibition space.

Resources: Planning templates

5.3.3 Pedagogy

- Students will engage in hands-on art making activities.
- Students will engage in discussions and dialogues with peers.
- Students will engage in giving and receiving peer feedback.
- Students will continually reflect on their learning through journaling.
- Students will work independently and collaboratively throughout the course.
- Students will receive reference materials and resources to broaden and deepen their understanding.

5.3.4 Suggestive Assessment

Details to be determined by the faculty member as per applicable UGC norms.

5.3.5 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.4 Understanding India (Indian Ethos and Knowledge Systems)

Credits 2
Semester: S-1

5.4.1 About the Course

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to noy only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

5.4.1 Learning Outcomes

After the completion of the course, students will be able to:

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

UNIT - I

Introduction to the Knowledge of India

A. Definition & scope; Relevance of this knowledge.
B. Need to revisit our ancient knowledge, traditions, and culture.

UNIT - II

Culture - Art and Literature

A. Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization);
B. Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.,).
C. Literature (Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam literature, Bengali literature, etc.

UNIT - III
Polity and Law

A. Kingship & types of government (oligarchies, republics); Local administration (village administration);
B. Basis of Law: Dharma & its sources; Criminal Justice: police, jails, and punishments; Lessons from Chanakyaniti; Lessons for modern-day India: Towards a tradition-driven equitable and just polity and law system.

UNIT - IV
Economy

A. Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing);
B. Internal & external trade and commerce, including trade routes, Indo-roman contacts, and maritime trade of South India; Temple economy.
C. Land ownership - land grants & property rights, land revenue systems.
D. Understanding Arthashastra: Ideas & Criticism; Locating relevance of ancient Indian economic thought in modern-day Indian Economy.

UNIT - V
Environment & Health

A. Understanding Equilibrium between Society & Environment: Society's perceptions of natural resources like forests, land, water, and animals.
B. Sustainable architecture & urban planning; Solving today's environmental challenges (best practices from indigenous knowledge, community-led efforts, etc.).
C. India's Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita;
D. Mental health in ancient India: towards time-tested concepts of mental wellness (concept of mind, dhyana, mind-body relationship, Ayurveda, yoga darshan, atman, etc.)

5.4.3 Suggestive Practicum

The modes of curriculum transaction will include lectures, Tutorials, and Practicum.

- Practicum will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; organization of Individual and group presentations based on themes such as Polity, Law and Economy etc., organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

5.4.4 Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.

- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

5.4.5 Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.
- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.
- Use of first-hand or second-hand experiences that enable student-teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

5.4.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.4 Understanding India (Indian Ethos and Knowledge Systems)

Credits 2
Semester: S-2

5.4.1 About the Course

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

5.4.2 Learning Outcomes

After the completion of the course, students will be able to:

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

UNIT - I
Introduction of Knowledge of India

A. Recap of the previous semester's definition and introduction.
B. Recap of previous knowledge.

UNIT - II
Philosophy, Ethics & Values: Schools of Philosophy

A. Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers) – and Jain, Buddhist, and Charvak traditions.
B. Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita).
C. Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time.
D. How do Indians value spirituality? Spirituality and Social Responsibility; Importance of Spirituality in current times.

E. Using ethics in a technologically volatile world: leading an ethical and modern life.
F. Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.).

UNIT - III
Culture- Lifestyle

A. Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization).
B. Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing).
C. Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization).
D. The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.

UNIT - IV
Science & Technology

A. Arithmetic and logic.
B. Natural sciences: math, physics, metallurgy, and chemistry.
C. Astronomy: India's contributions to the world.
D. Indian notions of time and space.
E. Technology in the economy: agriculture, transportation, etc.

UNIT - V
Linguistic Traditions

A. History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.).
B. Language as Culture: Evolution of Languages over the years & language as building blocks to different cultures and society
C. Language: Identity, culture, and History.

5.4.3 Suggestive Practicum

The modes of curriculum transaction will include lectures, Tutorials, and Practicum.

- Practicum will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; organization of Individual and group presentations based on themes such as Polity, Law and Economy etc., organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

5.4.4 Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.
- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic

Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

5.4.5 Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.
- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.
- Use of first-hand or second-hand experiences that enable student teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

5.4.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.5 Teacher and Society

Credit: 2
Semester S-2

5.5.1 About the Course

Teachers unarguably have the key role in nurturing young lives and shaping positive and inspired future generations. Emphasizing on the crucial role of teachers NEP 2020 states "teachers truly shape the future of our children - and, therefore, the future of our nation.". "The high respect for teachers and the high status of the teaching profession must be restored to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation." (NEP Para 5.1). The NEP in its introductory section states, "the teacher must be at the centre of the fundamental reforms in the education system" and highlights the need to "help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens". (NEP 2020, Introduction). The policy also stresses the need to "do everything to empower teachers and help them to do their job as effectively as possible." It is recognized that teachers are second to mothers in having the opportunity to work with children during the most impressionable years in their life and shape opinions, form ideas about personal and social goals and about society and life, contributing so much to the development of both individuals and society.

The focus of the course on 'Teacher & Society' is on developing an understanding among student teachers of the roles of teachers in the emerging Indian society, including the changing roles of teachers in the context of the global flows of people, culture and resources that are shaping society, and the application of technologies that are constantly redefining not only the educational landscape but also the human relationships and social norms which are continuously undergoing change which entails a recalibration of the teacher roles aligned to the current and future realities and preparing teachers for the volatile, uncertain, complex and ambiguous world. The course enables the students to understand the roles and obligations of teachers as an architect of the society based upon the cultural ethos, traditions, and diversity. The student teachers shall be equipped with the knowledge, capacities and value system that enables them to act as an agent for fostering national integration, a feeling of pride in the cultural heritage and achievements of India. This course also aims to ensure that student teachers understand their responsibility for producing a future generation that undertakes its responsibility as an awakened citizen who avoids wastage of national resources and takes up a proactive role for the emergence of India as a strong and disciplined nation.

In addition to these, the course also seeks to enable each of the student teachers to respond to the needs of students from diverse cultural, linguistic, social and economic backgrounds; to be sensitive to gender issues, promote tolerance and social cohesion, provide special attention to students with learning disabilities, learn and apply new pedagogies and technologies, keep pace with current educational developments and initiatives; and keep oneself professionally engaged to update/upgrade knowledge and practice. Student teachers will be encouraged to comprehend how societal structures, context and historical patterns shape teacher identities on one hand and how teacher identities, beliefs, values, convictions and commitment shape the ethics, culture, norms and values on the other; thus, impacting the larger societal thoughts and actions. The

course also explores the relationship of the teacher with education development, community and society through different course units that talk of the teacher as a person and as a professional, the socio-cultural and technological contexts of the teacher and how they impact the teaching-learning process, the multiple roles, identities and expectations of a teacher. It invites the student teachers to be reflexive of one's thoughts, beliefs and actions and continuously take a gaze inside out so as to unbiasedly engage children in a reflective dialogue.

The course explores the agentic role of a teacher, how it gets influenced and how it influences the education system. It concludes with the re-calibrating of roles of teacher and teaching beyond the curricular boundaries as an architect of an inclusive, harmonious, and developing India.

5.5.2 Learning Outcomes

After completion of the course, student teachers will be able to:

- examine the relationship between teacher beliefs, values, character, life history, social and cultural context and teaching critically,
- explain the teacher roles and characteristics; the personal and professional self; the teacher as a communicator, the charismatic influencer, the reflective practitioner, competent, learner and much more and their significant role in nurturing the posterity.
- differentiate between the narrow curricular aims of education and the broader educational aims and their role in shaping self, school, and society,
- demonstrate an ability to develop positive classrooms through engaging in the ethic of care,
- demonstrate an ability to critically reflect on personal and collective practice so as to improve learning and teaching,
- conceptualize teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education.

UNIT - I

Understanding the Teacher: Exploring the Personal and Professional Teacher

A. Exploring the wider Personal and General Social Context of Teacher: Life History, Teacher Beliefs, Values and Aspirations, Diverse Identities, Social Contexts and Commitment to Learning and Education.
B. Exploring the Professional Teacher: Qualifications, Education in teaching, Attitude, Aptitude, Experience and Exposure.
C. The Charismatic Teacher, the Communicator Teacher, The Missionary Teacher, The Competent Practitioner, The Reflective Practitioner, The Learning Teacher.
D. Reflexive Practice: Nurturing the Professional Capital through collaborative and/or collective engagement with self, others, the social context.

UNIT - II

Nurturing the Teacher: A Dialogue beyond the curricular goals, for Life and Posterity

A. Teaching: One profession, many roles
B. Teaching Character: Nurturing Teachers for Human Flourishing.
C. Holistic Teacher Development: Nurturing the Panchakoshas.
D. Teacher Values, Beliefs, and current Philosophy of Teaching: A Reflective Dialogue.
E. Developing an Ethic of Care in Teacher Education: Nurturing Teachers towards a pedagogy of care.

UNIT - III

Understanding and Fostering Teacher Agency: Role in shaping Education Systems of Tomorrow

A. Teacher Agency: What is it and why does it matter?
B. Individual, Cultural and Structural Dimensions of Teacher Agency.
C. Teacher discourses, Philosophy, Relationships, Networks and Professional Development: Shaping teacher agency and Creative insubordination.
D. Challenges and Issues inf fostering Teacher Agency: Performativity, Non-academic engagements, Systemic apathy, Policy and Practice gaps and others.
E. Role of Teacher in shaping the educational policy, practice, and reforms

UNIT - IV

Teacher as an Architect of the New India: Shaping the Society of Tomorrow

A. Engaging in Critical Education: Dialogues on power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, the reproduction of disadvantage and realizing the true human potential.
B. Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life; the growing isolation and impact on mental and social health and well-being, changing relationships between the 'state' and the 'market' and their impact on formal education; the conceptualization of teacher, teaching and teacher roles, 'globalization' and the reconstructed nationalism shaping the socio-political milieu and impact on social psyche, growing materialistic urge, sensory drives and the gradual deterioration of the individual and societal character.

5.5.3 Suggestive Practicum

1. Take up a case study of any one teacher education Institution.
2. Write a biography of any one of your favourite teachers/ Educationists.

5.5.3 Suggestive Mode of Transaction

Teacher and Society is a reformatory course that invites teachers to re-think teachers and teaching. It awakens and inspires teachers to realize broader educational aims through an action and reflection cycle. The approach therefore would include a blend of lectures, in-class seminars, thinking exercises, critical reflections, group-work, case-based approaches, and enquiry-based learning.

▪ Learners would also be exposed to case studies featuring teachers from a representative cross-section of Schools in India and critically analyse their exercise of agentic force in school improvement and the improvement of teaching practice.

- Situating themselves in the geo-political context, the learners will get to critically engage in some of the policy dialogues.
- Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course learnings to their school context.

5.5.5 Suggestive Mode of Assessment

Being a very thought-provoking course, the assessment would largely include critical thinking kind of assignments. The following are some exemplars.

1. Write your current teaching philosophy based on your beliefs and values.
2. Choose any one area of immediate societal concern like environmental degradation, increasing crime against women, cybercrimes, bullying or any other and draw an action plan that you as a teacher would undertake to mobilize self, school and society towards betterment.
3. Critical Reflections on popular debates around power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, and such others

These are just prototypes and institutes may choose either of these or think of other innovative assignments that would inculcate in the future teachers a sense of belonging for society.

5.5.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.6 Information & Communication Technology (ICT) in Education

Credit 2
Semester S-5

5.6.1 About the Course

The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student teachers interpret and adapt ICTs in line with educational aims and principles. The paper will orient the learners about the need for and importance of ICT in education. It will describe the importance of opensource software in education. Students will be given exposure to the various approaches and stages towards the use of ICT in education. Students are expected to develop reasonably good ICT skills in terms of the use of various computer software and ICT tools.

5.6.2 Learning Outcomes

On completion of this course, student teachers will be able to:

- explain the concept, nature, and scope of ICT in education,
- describe the importance of open-source software in education,
- list and explain various approaches to the adoption and use of ICT in education,
- describe the importance of various emerging technologies in education,
- See relationship between the social, economic, and ethical issues associated with the use of ICT,
- list out the challenges of educational technology in India,
- use various technological tools for improving teaching-learning- assessment processes.

UNIT - I
Introduction to (ICT) in Education

A. Meaning, Nature, importance of Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology,
B. Educational Technology and ICT in Education (Difference, Scope of ICT- Teaching, learning, Research & Publication Educational Administration and Assessment),
C. Technology & Engagement: Internet, Collaborative learning through Online Discussion Forums, group assignments & Peer reviews,
D. Meaning and Uses of Systems Approach in instructional design,
E. Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
F. Flanders' Interaction Analysis Category System (FIACS),
G. Challenges relating to Educational Technology.

UNIT - II
Emerging Technologies in Education

A. E-learning Concept, methods, and media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Indian MOOCs, Types of MOOCs: cMOOCs, xMOOCs & LMOOCs).
B. Open Education Resources (Creative Commons, Concept, and application).

C. Augmented reality, Virtual reality, Artificial intelligence, Mixed Reality & Gamification in education (Meaning, history, importance, tools and uses).
D. Cloud Computing & Internet of Things - Meaning, importance and uses.
E. Ethical issues & safety in ICT- (Teaching, Learning and Research, Cyber bullying, Cyber security literacy & data protection, Online identity and privacy).

UNIT - III

ICT in Teaching-Learning & Assessment

A. Concept, Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK), Technology Integration Matrix (TIM).
B. Implication of Learning Theories in ICT in Education: Behaviourism, Cognitivism & Constructivism.
C. Developing functional skills to use discipline specific ICT tools (Geogebra, PhET, Stellarium, Open Street Map, Marble, Turtle Art, Technological tools for Mind mapping etc.).
D. ICT and Assessment- Electronic assessment portfolio – Concept and types; e-portfolio tools.
E. Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank.
F. ICT applications for Continuous and Comprehensive Evaluation (CCE).

5.6.3 Suggestive Practicum

1. Prepare an assessment tool on any one chapter of the textbook.
2. Explore any one online platform for MOOCs and prepare a report highlighting its structure and courses.

5.6.4 Suggestive Mode of Transaction

The pedagogy for the course ICT in Education should be designed to ensure that students have a good understanding of how to use technology for improving teaching-learning-assessment processes. It should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.
- Experiential learning involving Hands-on activities, field trips, and real-life scenarios that will give student teachers the opportunity to apply their knowledge and skills in a practical setting.
- Use of multimedia tools such as videos, interactive simulations, and animations that help enhance learning and make it more engaging.
- Self-directed and self-managed learning activities that encourage students to take charge of their learning process through independent research, self-reflection, and self-assessment which can promote lifelong learning.

5.6.4 Suggestive Mode of Assessment

The assessment for the course ICT in Education should evaluate students' knowledge, capacities, and attitudes towards the use of technology in education. The assessment methods will include the following:

- Project-based assessments involving projects that require student teachers to create an instructional/learning resource that incorporates ICT tools and then assess the quality of the resource.
- Peer assessment helps students develop their critical thinking and evaluative capacities through group tasks requiring assessment by a group of the work of another group.
- Reflective journals requiring student teachers to maintain a reflective journal and to reflect on their learning experience involving the use of ICT tools in education.
- Online quizzes and tests involving online quizzes and tests that can assess students' knowledge of the theoretical aspects of ICT in education.
- Observation and feedback involving observation of performance of student teachers during classroom activities and providing feedback that help assess their practical skills in using ICT tools for improving teaching-learning-assessment processes.

5.6.6 Suggested Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.7 Mathematical and Quantitative Reasoning

Credits 2
Semester S-6

5.7.1 About the Course

This course introduces the student teachers to study the basic mathematical & quantitative reasoning for their practical usage. This course is designed to provide student teachers with the knowledge and capacities required to analyze, interpret, and communicate quantitative data. Student teachers will learn to think critically about data and use quantitative reasoning to solve real-life problems.

5.7.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- adapt mathematical reasoning to solve problems in the real world and explain some fundamental ideas and tenets in this field,
- analyze and interpret quantitative data,
- interpret & deduce the right conclusions from numerical representations like formulas, graphs, or tables,
- demonstrate critical thinking and problem-solving skills using mathematical and quantitative reasoning methods,
- evaluate operational matrix,
- analyze educational data and create educational model & use them in decision making,
- analyze and evaluate mathematical and quantitative reasoning problems and solutions.

UNIT - I

Introduction to mathematical and quantitative reasoning

A. Meaning, nature and scope of mathematical and quantitative reasoning.
B. Importance of mathematical and quantitative reasoning in various fields.
C. Types of quantitative reasoning.
D. Usage of mathematical and quantitative reasoning.
E. Concept of mathematization.

UNIT - II

Introduction to data in Education

A. Data requirement, different sources of data
B. School enrolment: gross enrolment ratios, net enrolment ratios, educational progression: dropout rate, literacy: measures of literacy
C. Indian censuses, details of different items on which Indian censuses collect data.
D. Nationwide sample surveys, National family health survey, District level household survey, UDISE

UNIT - III
Data Analysis & Interpretation

A. Concept of data interpretation (equation, diagram, graph, tables)
B. Statistical analysis of data in educational context and its applications (measures of central tendency, measures of variability, percentile)
C. Visual and numerical representation of data and its application (bar diagram, histogram, pie charts)
D. Learning analytics: concept, significance, types, levels, and its applications in educational context.

5.7.3 Suggestive Practicum

1. Take last 5 years of UDISE data and analyze various indicators related to schools, teachers, and students.

5.7.4 Suggestive Mode of Transaction

The approaches to curriculum transaction will focus on developing the analytical and critical thinking skills of students, as well as their ability to apply mathematical and quantitative reasoning in real-life situations. Some of the approaches to curriculum transaction will include the following:

- Active Learning which involves active participation of student teachers in problem-solving situations, group discussions, and hands-on activities that help student teachers engage with the material and apply mathematical thinking and reasoning to solve problems.
- Real-World Applications involving the use of real-world examples to demonstrate the practical applications of mathematical concepts that help student teachers see the relevance of what they are learning and how it can be applied in various fields.
- Collaborative learning encourages student teachers to work together in small groups, where they can share ideas and help each other learn. This fosters a sense of community in the classroom and helps students develop teamwork and communication skills.
- Technology Integration involves the incorporation of technology tools such as calculators, spreadsheets, and interactive software to help student teachers visualize and solve mathematical problems more easily.
- Overall, a pedagogy that combines active learning, real-world applications, collaborative learning, technology integration, and effective assessment strategies that help student teachers develop a strong foundation in mathematical and quantitative reasoning.

5.7.4 Suggestive Mode of Assessment

Use of a variety of assessment methods such as quizzes, exams, group projects, and presentations to evaluate student learning. Providing timely feedback and offering opportunities for students to revise their work and improve their understanding.

5.7.6 Suggested Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.8 Sports, Nutrition and Fitness

Credits 2
Semester S-7

5.8.1 About the Course

This course aims at enabling student teachers to recognize the importance of good health, fitness, and the right nutrition to live a healthy life. It also provides students with the experience of organizing and participating in sports and games.

5.8.2 Learning Outcomes

After completion of the course, student teachers will be able to:

- explain the importance of sports, and the need and impact of sport for maintaining,
- discuss physical fitness, and the methods of teaching and organization of different types of sports,
- explain the importance of physical fitness, describe different components of physical fitness, and identify activities that help maintain physical fitness,
- Recognize the importance of basic health and nutrition and healthy lifestyles and identify food items that help maintain basic health and nutrition among children of different age groups.

UNIT - I
Sports

A. Meaning of sports, importance of sports, types of sports.
B. Different stages of sports (primary and secondary).
C. Psychology of sports, methods of teaching different sports (indoor, outdoor, team and individual), different sports activities (individual and team games).
D. Sports for children with disabilities and inclusion.

UNIT - II
Physical Fitness

A. Meaning and importance of Physical fitness, components of physical fitness, Muscular Strength, Endurance, Flexibility, Body Composition, Cardiovascular Endurance, importance of healthy lifestyle.
B. Coordination of Health and Fitness.

UNIT - III
Nutrition

A. Meaning of nutrition, types of nutrition, importance of nutrition, need of nutrition, methods for teaching nutrition,
B. Nutrition for different age group, nutritious food for sports personalities and common individuals, nutrition and health, nutrition and fitness, nutritious food in schools (midday meals), hostels.

5.8.3 Suggestive Practicum

Reflective Reading of different Sports Personalities. Collections of different types of games (Indoor, Outdoor, Individual, Team); Organizing different games (Play) for different age-groups,

Organizing Group Games for cooperation, Organizing fitness programmes, Exercises at various levels. Collection of different nutritious items food. (Charts, Things, Objects, Models). Programmes organized to promote the use of nutritious food.

5.8.4 Suggestive Mode of Transaction

The mode of transaction should be designed to ensure that should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.

5.8.5 Suggestive Mode of Assessment

Assessment of theoretical aspects and Practicum.

5.8.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.9 Yoga and Understanding Self

Credits 2
Semester S-8

5.9.1 About the Course

This course focuses on the benefits of Yoga for healthy living and the importance of the practice of yoga for promoting the optimal state of physical, emotional, intellectual, social, and spiritual wellbeing of a person. Yoga as a way of life is characterized by peace and tranquillity, harmony and health, love and happiness, precision, and efficiency. The course seeks to engage student teachers with these ideas. The focus of the course is on being mindful of self (body, mind, emotions, thoughts, and actions). Course components will include brief history of yoga, principles and different types and streams of yoga, practices (Kriyas, Āsana, Prāṇāyāma, Bandha & mudra, Dhāraṇa & Dhyāna, etc), meditation and reflective practices, and the importance of these aspects in becoming an effective teacher. It lays equal weightage to the theory and practicum.

5.9.2 Learning Outcomes

After completion of the course, the student teachers will be able to

- explain the importance of Yoga and how it helps an individual in understanding Self
- describe the importance of practicing Yoga Asana,
- practice basic Yoga Asanas/ Kriyas.

UNIT - I
Philosophy and Historical Perspective of Yoga

A. Concept and Meaning of Yoga, Philosophy of Yoga,
B. Brief history and development of Yoga (Classical Yoga, Post Classical Yoga and Modern Period)
C. Importance of Yoga for healthy living, Yoga and its relevance in the modern times, Traditions in Yoga.

UNIT - II
Schools of Yoga

A. Different streams \schools of Yoga (Gnana, Bhakthi, Karma)
B. Construction of Yoga Practice for all round development.
C. Principals of Yoga: - Ahimsa, Satya, Asteya, Brachmacharya, Aparigraha, Shoucha, Santhosha, Tapas, swadyaya and Isvara Paridhana.

UNIT - III
Modern Principles of Yoga and Meditation

A. Modern Principles: Human Body is a holistic entity, Individuals and their need are Dhāraṇa & Dhyāna, etc, meditation and reflective practices, and the importance of these aspects in becoming an effective teacher, unique Self-empowering, the quality and state of an individual mind is crucial to healing.

B. Meditation: - its Importance, Types, and Process, Pranayama: its importance, types and process, Yoga as a Way of life for Peace, Harmony, Health love and happiness. Yoga in Indian philosophy for understanding Self.

5.9.3 Suggestive Practicum

1. Practice of Basic Yoga Asanas/ Kriyas.

5.9.4 Suggestive Mode of Transaction

Reflective reading of different Yoga practicing Personalities, Learning by doing, Relaxation Techniques for imparting concentration, Understanding Self and personality development.

5.9.5 Suggestive Mode of Assessment

Assessment of practicum; Assessment of practice of basic Yoga Asanas/ Kriyas; Assessment of Reflective level Readings.

5.9.6 Suggested Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.10 Citizenship Education, Sustainability, and Environmental Education

Credits 2
Semester S-8

5.10.1 About the Course

This course seeks to orient student teachers to the Constitution of India with a particular emphasis on Fundamental Rights and Fundamental Duties, and to prepare them for their roles and responsibilities as responsible, productive, and effective citizens of India. The course also seeks to enable student teachers to understand the interconnected and interdependent world, India's rich heritage and philosophical foundation of "Vasudaiva Kutumbakam" (Whole world is one family), acquire the knowledge, capacities, values, and dispositions needed to understand global issues and become active promoters of more peaceful, harmonious and sustainable societies. The course also seeks to create among student teachers an awareness of responsible global citizenship required for responding to contemporary global challenges.

The sustainability aspect of the course seeks to develop among student teachers an understanding of the idea of 'Sustainability' in all fields of human activities, including achieving sustainable development in its three dimensions – economic, social, and environmental – in a balanced manner. The environmental education component of the course aims at creating an awareness among student teachers of environmental issues, including actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, their interactive processes, and effects on the future quality of people's lives.

5.10.2 Learning Outcomes

After completion of the course, student teachers will be able to:

- explain the concept of citizenship and citizenship education,
- describe the aims of and approaches to citizenship education,
- explain the concept and aims of Global Citizenship and Global Citizenship Education,
- describe the aims of and approaches to global citizenship education,
- explain the concept of 'Sustainability' in all fields of human activities, and approaches to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced manner,
- demonstrate an awareness of environmental issues, and actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.

UNIT - I
Citizenship Education

A. Concept of citizenship and citizenship education.
B. Aims of and approaches to citizenship education.
C. Concept of Global Citizenship and Global Citizenship Education.

D. Aims of and approaches to global citizenship education.
E. Concept of *Vasudhaiva Kutumbakam*, its importance in development of a holistic perspective towards local and global communities.

UNIT - II
Sustainability

A. Concept of 'Sustainability' in all fields of human activities.
B. Approaches to achieving sustainable development in its three dimensions – economic, social, and environmental.
C. Sustainable development goals.
D. Sustainable management of natural resources.
E. School- and community-based activities.
F. Education for sustainable development

UNIT - III
Environmental Education

A. Environmental issues.
B. Actions required for mitigating the effects of climate change, reducing environmental degradation, pollution etc.
C. Initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.
D. Approaches to delivering Environmental Education
E. Role of Mass Media and Technology in delivering environmental education.
F. Roles Governmental and Non-Governmental Organizations in promoting Environmental Education.
G. School and community-based environmental education activities.

5.10.3 Suggestive Practicum

1. Write a report on the roles of governmental and non-governmental organizations in promoting Environmental Education.

5.10.4 Suggestive Mode of Transaction

Lecture-cum- discussion, Focus Group discussions, in-class seminars, Library Work, Assignments, Project Work, Lesson Plan Development, Interaction with different stakeholders, ICT based educational materials, Group Work, critical reflections, group-work, case-based approaches, and enquiry-based learning.

5.10.5 Suggestive Mode of Assessment

Assessment of practicum and assessment of reflective level readings.

5.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

6.0 SCHOOL EXPERIENCE

Field engagement is an integral part of a teacher education programme. In field engagement of a pre-service teacher education programme, the student teachers are engaged in different kinds of practical tasks or activities relating to the teaching profession in a supervised condition. Through field engagement, the student teachers understand school processes, participate in activities, and internalize school-related ethics, values, and norms. School experience is integral to the Integrated Teacher Education Programme (ITEP); it allows student teachers to experience the school environment and apply theoretical learning.

Objectives

The School Experience will help the student teachers:

1. To understand on the roles of different personnel associated with the academics, resources, and the school system's management.
2. To be conscious of their duties as teachers concerning students, school, community, and other stakeholders.
3. To reflect on diverse school contexts and to appreciate the role of school teachers.
4. To understand and participate in different curricular activities like school assemblies, games and sports, cultural activities, and other events.
5. To participate in different programmes of school like parental engagement, motivating the students from the socio-economically disadvantaged group, and promoting inclusion and equity.
6. To develop skills associated with the profession - adaptation, collaboration, problem-solving, and participative decision-making.
7. To develop contextual learning competencies, skills, and attitudes for becoming effective teachers.
8. To develop ICT and research skills.

Table 1: Outline of Activities under School Experience

Course	Credits	Semester	Description
Pre-Internship	2	5	Orientation and preparation in the institute
School Observation	2	6	Two weeks visit to different types of schools
Internship	10	7	12 weeks of working in school(s) as an integral part of the system
School-based research projects	2	7	Identification of the issue, research design, intervention during the school internship and preparation of the research report
Creating TLM	2	8	Visit different types of local vocational artists/professions, design learning resources using local traditions and connect artists to school.

Post Internship	2	8	In the institute: Sharing of experiences with other student teachers and submission of the report
Total	**20 Credits**		

6.1 Pre-Internship Practice

Credits 2
Semester: S-5

6.1.1 About the Course

Pre-Internship is a vital component of the Teacher Education Programme. It is a prerequisite for the student teachers to experience a simulated classroom environment to prepare them for real-life situations. Student teachers get exposure in a conducive, guided environment to manage a classroom and learn pedagogic and classroom management skills and get an opportunity to have hands-on experience.

6.1.2 Learning Objectives:

After completion of the course, student teachers will be able to:

- acquainted with various pedagogic practices, classroom management skills, assessment tools and learning standards,
- get experience of conducting classes by observing lessons transacted by teacher educators (demonstration lessons),
- develop lesson plans to transact them using appropriate pedagogies and learning resources,
- develop and practice teaching skills in a guided environment to be an effective teacher,
- be prepared for the school internship.

6.1.3 Suggestive Mode of Transaction

- Demonstration lesson (minimum 1 in each pedagogical subject)
- Peer Group teaching and peer observation (minimum 5 in each pedagogical subject)
- Observation of lessons by teacher educators during peer group teaching
- Reflective group discussions/workshops/seminars
- Preparation and presentation of the video content illustrating best classroom practices.

6.1.4 Content

The pre-internship will include activities relating to the stage-specific pedagogy courses, ability enhancement and value-added courses and foundation courses transacted during previous semesters. It will also include knowledge of pedagogy, formats of lesson plans, different ICT tools, schooling systems in India, principles of classroom management, assessment, and other relevant content.

6.1.5 Activities to be conducted:

- Observation of lessons transacted by teacher educators to identify pedagogic skills.
- Exposure to various types of lesson plans through workshops.
- Development of relevant Teaching Learning Materials (TLMs).
- Participation in screening and discussion of educational videos on pedagogy and assessment.
- Learning about inclusiveness in school education
- Orientation for Action Research/case study

6.1.5.1 Foundational Stage

Orientation of student teachers to different pedagogic (flexible, multilevel, play/activity/story-based learning) and classroom management skills

- Observation of the lessons demonstrated by teacher educators/experts in the institute.
- Designing guided play/activities for each class/subject based on learning outcomes.
- Identify local toys/games to facilitate play activities and pedagogical practices.
- Study Foundational Stage Learning Standards in the NCF-FS
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Develop a one-day teaching plan that caters to all domains of development and record the difference in children's engagement before and after implementing the new plan.
- Transaction of demonstration lesson plan in a guided situation in the institute in the macro group (get the feedback from the mentor and TE)
- Collection and development of warmup activities and trials with the student trainee for rapport building with the young children.
- Exploring available learning resources, local traditional stories, rhymes, riddles, and educational videos
- Developing local, low-cost, and innovative TLMs
- Reading and reflecting on inspiring books on pedagogic practices like *'Divaswapna'*

6.1.5.2 Preparatory Stage

- Orientation of student teachers to different pedagogic (play, discovery, and activity/project-based) and classroom management skills
- Observation of the lesson demonstrated by teacher educators/experts in the institute.
- Designing guided play/activities for each class/subject based on learning outcomes.
- Identify local toys/games to facilitate play activities and pedagogical practices.
- Study Preparatory Stage Learning Standards from the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Exploring available learning resources and educational videos
- Developing local, low-cost and innovative TLMs
- Reading and reflecting on inspiring books on pedagogic practices like *'Divaswapna'*

6.1.5.3 Middle Stage

- Orientation of student teachers to different pedagogic practices like experiential learning, inter-relationship amongst different subjects, integration of Indian Knowledge Systems (IKS) and values in school subjects, and classroom management skills
- Observation of the lesson demonstrated by teacher educators/experts in the institute.
- Designing guided activities for each class/subject based on learning outcomes.
- Study Middle Stage Learning Standards in the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts

- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Participate in discussions/reflective sessions for conceptualizing teaching-learning practices.
- Exploring available learning resources and educational videos
- Developing local, low-cost and innovative TLMs
- Reading and reflecting on inspiring books on pedagogic practices

6.1.5.4 Secondary Stage

- Orientation of student teachers to different pedagogic approaches like storytelling, art-integrated, sports-integrated, project-based, and ICT-integrated for developing critical thinking, attention to life aspirations, and greater flexibility and classroom management skills.
- Observation of the lesson demonstrated by teacher educators/experts in the institute.
- Designing guided activities, including a laboratory for each class/subject based on learning outcomes.
- Study Secondary Stage Learning Standards in the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Participate in discussions/reflective sessions for conceptualizing teaching-learning practices.
- Exploring available learning resources and educational videos
- Developing local, low-cost, and innovative TLM s
- Reading and reflecting on inspiring books on pedagogic practices

6.1.6 Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits
Classroom teaching skills and assessment tools (including learning standards)	Simulated Presentation	Teacher-Educator	1
Reflective group discussions/workshop	Observations	Teacher-Educator	0.5
Artefacts (Lesson Plans, TLM, Curated Videos) and action research procedures.	Evaluation	Teacher-Educator	0.5

6.1.7 Outcomes

After completion of the course, student teachers will be able to:

1. describe the prerequisites of the internship,
2. demonstrate knowledge of pedagogic practices, classroom management skills, assessment tools and learning standards,
3. develop lessons plans and relevant Teaching Learning Materials (TLMs),
4. develop readiness to take up an internship programme.

6.2 School Observation

Credit: 2
Semester: S-6

6.2.1 About the Course

As school is the heart of the teacher education programme, the student teachers need to gain hands-on experiences from various activities organized by the school. School observation offers an opportunity to learn the processes and practices in a school setup. To expose the student teachers to various schooling systems (urban, rural, tribal, residential, non-residential, government, private, affiliated to different school boards like Central Board, State Board, International Board) prevailing in the country. School observation will also prepare the student teachers to build relationships with various stakeholders. The school observation by the student teachers is aimed at helping them build perspective in the schooling system, student needs, pedagogies, and assessment.

6.2.2 Learning Objectives

After completion of school observation program, student teachers will be able to:

- get acquainted with various schooling systems.
- experience the processes, practices, and overall environment of the school.
- establish a rapport with all the stakeholders of the school system.
- observe the process of conducting different activities in the school.
- study availability and the work of human resources, including members of school management (SMC), school head, teachers, administrative and support staff)
- observe the existing infrastructure available in the schools (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting).
- observe and document the availability and usage of TLM, including ICT.
- study the available physical and digital documents, including UDISE data.
- study interpersonal relationships among the stakeholders.
- study various assessment processes adopted in different types of schools for holistic development of children.
- prepare and present a comprehensive profile of the schools observed (including classroom processes)
- study the engagement of parents and other community members in school activities.

6.2.3 Suggestive Mode of Transaction

- Observation
- Interaction
- Discussion
- Reviewing the available literature on the different schooling system
- Collection of relevant documents and data

Preparation for school observation

- Orientation on the school observation process
- Development of the observation formats/tools

School Observation (minimum three types of schools)

- Student teachers will go for school observation in small groups to observe and collect data by using the developed formats/tools.
- Analysis of the collected data
- Preparing a comprehensive profile of the schools observed

Post-school observation session

- Group-wise presentation of the school profile
- Discussion and Feedback
- Reflection on the understanding of various types of schooling systems.

6.2.4 Content

The school observation as a field-based activity will cover observation of school and classroom processes. The student teachers under the mentorship of teacher educators will visit schools, interact with teachers and students and other stakeholders, and relate the observation with the courses studied during the previous semesters, i.e. Foundations of Education, Disciplinary Courses, Pedagogy courses and Ability Enhancement & Value-Added Courses.

- Meaning and Nature of school observation process
- Difference between monitoring and observation
- Theory and practices of school observation components such as:
    1. Schooling system
    2. Rapport with all the stakeholders
    3. Office management procedures of different types of schools
    4. School environment in all perspectives
    5. Process of conducting curricular activities in the schooling process
    6. Existing infrastructure available in the school
    7. Utility of ICT and TLM facilities
    8. Interpersonal relationships among the stakeholders
    9. Various assessment processes adopted in different types of schools.
    10. Engagement of parents and other community members in school activities.

6.2.5 Activities to be conducted.

6.2.5.1 Foundational Stage

- Visit to preschool, Balvatika, and classes I and II (foundational stage/ standalone Anganwadi, standalone preschool, co-located Anganwadi and preschools/Balvatika sections in school set up)
- Collect information on the demography of students in preschool, classes I and II, linkage of foundational with the preparatory stage through interaction with teachers, students, and staff.
- To study the use of print materials like collages, flashcards and activities related to foundational literacy and numeracy through classroom observation.
- Observe the activities related to FLN, use of mother tongue as medium of instruction and handling classrooms with children from different home languages.
- Observation of pedagogic practices at preschool, classes I and II

- Observe the use of local/traditional toys, stories, rhymes, songs, games, riddles in the class.
- Observation of availability and usage of reading corners, fun zones,
- Observation of play areas across the foundational stage (both indoor and outdoor)
- Study the practices followed by the school for the growth and health of children- provision of supplementary nutrition, immunization, health check-ups, and referral services.
- Presentation of the classroom observations (play activities and FLN practices) and discussions in groups
- Observation of assessment tools and practices at foundational stage

6.2.5.2 Preparatory Stage

- Visit three types of schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information on the demography of students in classes III to V, the link of the preparatory stage with the foundational and middle stages through interaction with teachers, students, and staff.
- Observation of classroom practices to study toy-based, art-integrated, and sports-integrated pedagogy.
- Observe the activities related to holistic assessment as recommended in NEP 2020 and NCFSE.
- Observation of play areas across the preparatory stage (both indoor and outdoor)
- Observe school processes and the extent of transaction of the curriculum through play, discovery, and activity-based and prepare a report.
- Reflect on effective classroom teaching learning strategies.

6.2.5.3 Middle Stage

- Visit three types of middle schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information about the demography of students in classes VI to VIII and understand the linkage of the middle stage with the secondary and preparatory stages through interaction with teachers, students, and staff.
- Observe school processes and curriculum transactions through experiential learning and prepare a report.
- Interact with teachers and students and report on implementing ten bag-less days and skill development courses.
- Reflect on effective classroom teaching learning strategies.
- Observe integration of IKS, values, local resources in teaching learning process
- Observe practice and assessment of vocational education in the school.
- Observe the availability and usage of library resources, laboratories (General Science, Mathematics, Languages, Social Science, Computer), sports facilities, and art and music learning facilities.
- Study the provision of other student support services- guidance and counselling, scouts and guides, and health and wellness programme.

6.2.5.4 Secondary Stage

- Visit three types of secondary schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information about the demography of students in classes IX to XII and understand the linkage of the secondary stage with the middle stage and higher education through interaction with teachers, students and staff.
- Observe school processes and transactions of the curriculum through experiential learning and prepare a report.
- Interact with teachers and students and report on implementing ten bag-less days and internship opportunities to learn vocational subjects.
- Study the available opportunities for learning interdisciplinary subjects.
- Observe the availability and usage of library resources, laboratories (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports facilities, and art and music learning facilities.
- Study the provision of other student support services- guidance and counselling, NCC, NSS, health and wellness programme.
- Observe the organization of various activities like classroom teaching-learning processes, laboratory activities, library activities, sports and games, debate/elocution/essay writing and other competitions.
- Interact with School heads and subject teachers to understand how students are evaluated by following different tools and techniques of evaluation, how examinations are conducted, how answers are assessed, and how the result is communicated to parents in at least two different types of schools.

6.2.6 Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits
Involvement and active participation during the school visit	Observations	Teacher Educator	0.5
Comprehensive school profile	Presentation & reflection	Teacher-Educator	1.5

6.2.7 Outcomes

Student teachers will be able to:

- describe various schooling systems,
- describe the processes, practices, and overall environment of the school,
- establish rapport with the stakeholders of the school system state the process of conducting different activities in the school,
- describe the available school infrastructure (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting),
- describe the availability and usage of ICT and TLMs,

- summarize the available documents in both physical and digital modes, including UDISE data,
- reflect upon relationships among the stakeholders,
- analyze various assessment processes adopted in different types of schools,
- prepare and present a comprehensive profile of the schools observed (including classroom processes).

6.2.8 Suggested Components for school observation report

- School information (Context, Vision and Mission, Association with the Board)
- School Infrastructure
- Provision for CWSN/Divyang Children
- Inclusiveness at all levels
- Teacher-Student Ratio
- Teaching-Learning process
    - Academic plan
    - Classroom activities
    - Assessment
- School Development Plan (SDP)
- Academic Calendar
- Administrative processes
    - Maintenance of students' records
    - Maintenance of teachers' records
- Cultural activities
- Sports activities
- Annual Day
- National and Social functions
- School Management
- School Discipline
- Interpersonal Relationships
- Understanding different types (socio-economic status, ability) of students and their needs
- Development of ICT and TLMs
- Engagement of parents and community members in the school activity
- Office Management
- The assessment process includes provision and practices for 360-degree holistic assessment.
- The overall progress of the school (planning, organizing, staffing, directing, motivating and controlling)
- Challenges faced and overcoming them.

6.3 School-Based Research Projects

Credit: 2
Semester: S-7

6.3.1 About the Course

Action research enables teachers to reflect on their wisdom to bring the desired changeover and explore the system when necessary. They may experiment with practices in a controlled environment to improve the transactional processes. Learning about classroom research in action research and case studies practices promotes opportunities to improve the student-teacher learning environment in teacher education institutions. Their involvement in the learning processes during their stay in teacher education institutions becomes more fruitful. It could be individual or collaborative research among the student teachers. Action research and case studies are school-based research, which is acted upon as collective, self-reflective inquiry undertaken in social situations to improve the rationality and justice of their own contextual and educational practices. These two processes explore the answers to the problem and contribute towards theory development. These two methodologies foster critical thinking, problem-solving, collaboration and ethical decision-making skills. The student teachers are placed in schools for internships. School Internship provides the student teachers with a platform to apply theoretical knowledge understanding, techniques, methods, and approaches in an actual classroom situation. It enables them to gain intensive experience in teaching, planning, preparing support materials, and performing other school activities that a regular teacher is expected to do. The student teachers will systematically undertake school-based research to find solutions to contextual problems/challenges. During the school internship, the student teachers will identify school practices and challenges through involvement in different activities, design relevant interventions, analyze data and prepare reports.

6.3.2 Learning Objectives

The student teachers will:

- Identify contextual problems and formulate appropriate research design,
- Prepare the plan of action for undertaking school-based research,
- Develop and use tools and techniques for the collection of relevant data,
- Collect and analyze the data to identify the causes,
- Develop and implement need-based interventions for addressing the problems,
- Study the effectiveness of the intervention(s),
- Reflect and share school-based research experiences through reports and presentations.

6.3.3 Suggestive Mode of Transaction

The following strategies will be used during the school-based research project:

- Discussions with teacher educator, school head, mentors, and peers for identification of problem and development of intervention(s).
- Finalize the school-based research project proposal outline through discussion with mentor teachers/teacher educators.
- Document analysis, interaction with all stakeholders, and field visits.
- Sharing and presentation of the outcomes of school-based research.

6.3.4 Content:

The student teachers during previous semesters have studied different courses in Foundations of Education, Disciplinary Courses, Stage-specific pedagogy courses, Ability Enhancement and Value-Added Courses. The required knowledge of action research and case study includes- the concept and importance of action research/case study, the steps of conducting action research/case study (objectives, methods, research design, design tools, data collection, and data analysis) and report writing.

The research problem will be taken from the day-to-day teaching-learning process of the school. Some of the significant areas may cover:

- Learning progress and outcomes in different subjects
- School-based assessment
- Learners' diversity and inclusion
- Participation in arts, games, sports

6.3.5 Suggestive Mode of Assessment

The assessment of the school-based research project will be continuous. The teacher educators, as well as mentors, will be involved in the assessment of the activities. The following rating scale may be used to assess the student teachers:

Competence/Artifact	Method of assessment	Assessed By	Credits
Observation during the execution of action research	Observation	Teacher-Educator	0.5
Research Report	Presentation of Report	Teacher-Educators (panel of three experts)	1.5

6.3.6 Learning Outcomes

The student teachers will:

- present contextual problems, an appropriate research design and the plan of action for undertaking school-based research,
- demonstrate the tools and techniques used for the collection of relevant data,
- summarize the analyzed data used to identify the causes,
- demonstrate the interventions used for addressing the problems,
- present the effectiveness of the intervention(s),
- share the school-based research experiences through reports and presentation.

6.4 Internship in Teaching

Credit: 10
Semester: S-7

6.4.1 About the Course

Teacher preparation is a reflective and experiential process, and internship is vital to connecting student teachers with school, teachers, students and other stakeholders in various ways. It provides a platform and actual field experience for the student teachers to apply theoretical knowledge and teaching methods. During the internship, student teachers are placed in schools in groups as an integral part of all school activities. This provides them with the opportunity to observe classes taken by school teachers, take independent classes, develop a relationship with students, contribute to everyday school activities (e.g., conducting the assembly, assisting in the mid-day meal scheme, organizing school events) and get exposure to all school administrative practices (e.g., maintaining administration records, creating an annual calendar). This enables them to get intensive experience in all aspects of teaching- preparation, planning, developing/ collecting/localizing Teaching Learning Materials, classroom transactions, assessment, reflection, and review of their experience. The student teachers are exposed to situations where they can observe different roles played by the teacher in the field, which they will also have to undergo. After completing the internship, student teachers will be ready to take up a teacher's responsibility independently.

6.4.2 Suggestive Structure

ITEP 7th semester has an internship programme where student teachers are expected to go to the participating schools and visit the Institute for completion of other courses. ITEP institute can choose suitable option based on their context.

- Four days in schools and two days at ITEP Institute
- Six weeks in one school, three weeks in the institute and six weeks in another school (preferably in two different types of schools)
- Three weeks in the institute and 12 weeks in two types of schools
- Any other option can be adopted by the institute depending on their local conditions keeping 12 weeks of school internship.

6.4.3 Learning Objectives:

On completion of the school internship, student teachers will be able to:

1. explain the overall functioning of the school.
2. describe and appreciate the different roles played by a teacher in the school.
3. experience the importance of teacher-student relationships for effective teaching.
4. develop age-appropriate pedagogic skills.
5. use different pedagogies learnt in real-life classrooms.
6. create appropriate teaching-learning materials.
7. develop necessary planning and execution skills to conduct school activities (assembly, celebrations, cultural programmes).
8. express the school, teacher, parents, and community relationships.
9. create rapport with the stakeholders and understand their roles in the school system.
10. create student portfolios and comprehensive 360-degree (holistic) progress reports.
11. discuss the importance of maintaining different types of records in the school system.

12. develop research aptitude and ability to conduct action research for the situations/problems faced during their school internship experience.

6.4.4 Suggestive Mode of Transaction

- Observation
- Interaction
- Discussion
- Teaching in the classroom
- Analysis and reporting
- Collection of relevant documents and data

6.4.5 Content

1. Pedagogies' different methods and strategies
2. Scheme of lessons
3. Peer lesson observation
4. Management of substitute classes
5. Various TLMs (including ICT tools) and their uses in teaching-learning.
6. Achievement test
7. Diagnostic tests
8. Analysis of the result of the achievement test
9. Assembly activities
10. Action research and case studies.

6.4.6 Activities:

Student teachers are required to undertake the following stage specific activities:

6.4.6.1 Foundational stage

1. Meet the subject-based mentors, collect timetables of preschool, Balvatika, and classes I and II and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
    - Lesson plans should derive their inspiration from NCF-FS documents.
    - Lesson plans should include a theme/ web chart/concept map for integrating early learning activities related to FLN.
    - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct sports activities and arts and crafts activities.

7. Participate in student support services- guidance and counselling, bunny, health and wellness programmes.
8. Create age and developmentally appropriate TLM that caters to different domains of development, for example, picture reading posters, letter-sound dominoes, number-object dominoes, stories, rhymes, toys, and number puzzles.
9. Identify the toys and TLM available for 3 to 8-year-olds. and map them with different concepts and skills.
10. Develop differential assessment plans based on interest and expected goals/competencies.
11. Identify children with special needs and address their learning needs.
12. Experience classes as a substitute teacher.
13. Participate in the reading corners, fun zones, gallery walks and other activities.
14. Participate in teacher development and training activities.
15. Participate and Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
16. Attend Parents-Teachers Association (PTA) meetings if held during the internship.
17. Attend School Management Committee (SMC) meeting if held during the internship.
18. Study the process of parent and community engagement for the school development programme.
19. Conduct action research /case study.
20. Prepare a sample student portfolio,
21. Write a reflective diary daily and prepare a report of each activity.

6.4.6.2 Preparatory Stage

1. Meet the subject-based mentors, collect timetables of classes III to V and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
    - Lesson plans should include activities to promote creativity, inquiry, inquisitiveness, experimentation, exploration, analytical thinking.
    - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct sports, arts and crafts activities.
7. Participate in student support services- guidance and counselling, clubs and bulbuls, health, and wellness programmes.
8. Create teaching-learning materials, including ICT tools for opted pedagogic courses.
9. Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.
10. Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.

11. Experience classes as a substitute teacher.
12. Participate in library functioning and literary activities.
13. Participate in teacher development and training activities.
14. Participate and Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
15. Attend Parents-Teachers Association (PTA) meetings if held during the internship.
16. Attend School Management Committee (SMC) meeting if held during the internship.
17. Study the process of parent and community engagement for the school development programme.
18. Conduct action research /case study.
19. Prepare a sample student portfolio,
20. Write a reflective diary daily and prepare a report of each activity.

6.4.6.3 Middle Stage

1. Meet the subject-based mentors, collect timetables of classes VI to VIII and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
    - Lesson plans should include activities to promote creativity, inquiry, inquisitiveness, experimentation, exploration, analytical thinking, synthesis to understand the coherent whole, problem-solving, and application of knowledge in real-life situations.
    - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct laboratory activities (Atal Tinkering Lab, Science, Mathematics, Languages, Social Science, Computer), sports, and arts and crafts activities.
7. Participate in student support services- guidance and counselling, NCC, health and wellness programme.
8. Create teaching-learning materials, including ICT tools for opted pedagogic courses.
9. Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.
10. Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.
11. Experience classes as a substitute teacher.
12. Participate in library functioning and literary activities.
13. Participate in teacher development and training activities.
14. Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
15. Attend Parents-Teachers Association (PTA) meetings if held during the internship.

16. Attend School Management Committee (SMC) meeting if held during the internship.
17. Study the process of parent and community engagement for the school development programme.
18. Conduct action research /case study.
19. Prepare a sample student portfolio,
20. Write a reflective diary daily and prepare a report of each activity.

6.4.6.4 Secondary Stage

1. Meet the subject-based mentors, collect timetables of classes IX to XII and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
    - Lesson plans should include the components to develop critical and reflective thinking, problem-solving, differential learning, synthesis, and application of knowledge in real-life situations.
    - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian knowledge systems and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct laboratory activities (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports, and arts and crafts activities.
7. Participate in student support services- guidance and counselling, NCC, NSS, health and wellness programme.
8. Create teaching-learning materials, including ICT tools for opted pedagogic courses.
9. Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.
10. Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.
11. Experience classes as a substitute teacher.
12. Participate in library functioning and literary activities.
13. Participate in teacher development and training activities.
14. Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
15. Attend Parents-Teachers Association (PTA) meetings if held during the internship.
16. Attend School Management Committee (SMC) meeting if held during the internship.
17. Study the process of parent and community engagement for the school development programme.
18. Conduct action research /case study.
19. Prepare a sample student portfolio,
20. Write a reflective diary daily and prepare a report of each activity.

6.4.7 Suggestive Mode of Assessment:

The activities conducted / skills acquired during the internship by the student teachers will be assessed as per the following scheme:

Competence/Artifact	Method of assessment	Assessed By	Credits
Observation of classroom practices	• Observation of a Minimum of 6 lessons of School Teachers (3+3) • Observation of a Minimum of 10 lessons of Peers (5+5)	Teacher-Educator	Non-evaluative
Unit planning, Lesson Planning & Transaction	40 lessons transaction for each pedagogical subject * Unit plans and lesson plans * Minimum 2 Innovative lesson plans in each pedagogy subject (Eg: Storytelling, Drama based, Arts and crafts, Use of Technology)	Teacher-Educator, School Mentor	6.0
Assessment Planning and execution	Preparation of report on assessment plan in each lesson transacted i.e., within lesson transaction and lesson end activities. Preparation of a Blue Print (For one/two Pedagogical course/s) and preparation of Assessment tools Conduct of Unit Test & analysis of results (for both Pedagogical course/s) Development of plan for learning enhancement of students related to subjects (for both Pedagogical course/s)	Teacher-Educator, School-Mentor	1.5
Participation/Organization of assembly and other school-level activities, PTM & SMC Meetings	Observation & Interaction	School Mentor	0.5
Preparation of Logbook /Teachers diary Min 5 lessons for each pedagogical method	Review	Teacher-Educator, School Mentor	0.5
Overall feedback on student-teacher performance by School	Observation and Interaction	School Head	0.5

Head			
Test lesson (one in each pedagogical method)	Presentation	Teacher-Educator	1.0

6.4.8 Stakeholders Responsibilities

Role of Head of ITEP Institution

- Identification of the adequate number of internship schools
- Signing the MoU with the schools
- Sharing of mutual expectations of ITEP institutions and the participating schools
- Identification of the internship programme coordinator
- Monitor the progress of the entire School Experience Programme

Role of Teacher-Educators of the ITEP Institution

- Guide the student teachers in preparing lessons and activities, assessment, observation of lessons on peer teaching, action research, and case studies conducting school activities preparation and report writing on Teaching Learning Materials.
- Conduct pre- and post-lesson discussions regularly.
- Assess the transaction of lessons for the complete duration of the lesson in the rating proforma developed by the teacher education institute and give feedback/remarks to the student teachers for lesson improvement.
- Submission of monitoring and supervision reports to the institute in time.
- Discuss with the student teachers frequently and organize a phase-end meeting of the student teachers and mentors to assess the progress and performance of the student teachers.

Role of School Head

- To introduce the student teachers to the students and staff of the school in the assembly on the first day.
- To facilitate student teachers to take classes as per stage requirements- Foundational, Preparatory, Middle, and Secondary.
- Ensure the alignment of the timetable, scheme of lessons and plan of activities/ assignments of the student teachers to be carried out during the programme in the school.
- Countersign on the attendance register maintained by the group leader/ mentor of the school.
- Ensure that all facilities and provisions are available to the student teachers to teach their lessons and carry out their assignments smoothly.
- grant of leave applications of the student teachers in exceptional circumstances.
- Involve student teachers in different activities of the school.
- Facilitate phase-end meetings of the student teachers and the mentors to assess the progress and removal of difficulties.
- Countersign/ certify the report/ documents of the activities/ assignments conducted by the student teachers towards the end of the internship programme.
- Provide input about student-teacher performance.
- Provide suggestions for improvement of the programme to the ITEP institution.

Role of Mentors

- Guide student teachers to prepare detailed lesson plans, brief lesson notes and plans of activities/ assignments to be conducted by them in school.
- Review the lesson plan before a student-teacher transacts the lesson in the class.
- Observe the classes of student teachers.
- Assess each lesson on the prescribed proforma and write remarks in the lesson plan book provided by the student teachers.
- Give feedback continuously to the student teachers for their improvement in their teaching and other curricular activities.
- Conduct post-lesson discussions regularly.
- Countersign in the peer-teaching observation schedules after their observations in the classroom.
- Organize frequent meetings with the student teachers and supervisors to discuss the progress, difficulties faced, and experience gained by student teachers.

Role of Student-Teacher

- Report to the school head of the participating school at least one day before the start of the internship placement.
- Seek information about the classes, timetable, and topics to teach in stage-specific pedagogic courses from the mentors on the first day of the internship programme.
- Mark your attendance as per the school practice.
- Plan all the assignments/ activities with the help of the mentor/ supervisors.
- Seek cooperation from mentors and supervisors in case of difficulty.
- Prepare the lesson plan and get approval from the mentor/ supervisor before transacting every lesson.
- Take classes according to the timetable of the participating school.
- Take substitute classes and participate in other school duties assigned by the school.
- Follow the conduct and dress code of the participating school.
- Get prior leave approval from the head of the participating school in case of emergency.
- Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.
- Check with your mentor before attempting learning activities that depart from routine classroom procedures.
- Carry out the activities you plan for school students according to your approved plans.
- Maintain cordial relationships with the students and staff of the school.
- Refrain from making negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
- Submit student teaching profiles, one each, to the supervisor and mentor who supervises your teaching.
- Before the completion of the internship programme, make sure to return all textbooks and materials to the school.

6.5 Post Internship

Credit: 2
Semester: S-8

6.5.1 About the Course

After successful completion of internship programme in 7th semester, student teachers compile the learnings, discuss with peers about their experiences, reflect on the experiences, refine the artifacts developed during internship and prepare comprehensive internship report during post internship in 8th semester.

6.5.2 Learning Objectives

After completion of the activities, the student teachers will be able to:

- develop comprehensive understanding of the school ecosystem,
- describe their learning from internship with the peers and teacher educators,
- reflect on school internship sharing learning experiences on each activity undertaken.

6.5.3 Suggestive Mode of Transaction

- Discussion
- Presentation, Gallery walks and Exhibition.
- Report Writing

6.5.4 Activities:

6.5.4.1 Experience Sharing and Reflective Learning

- Presentation of reflective journal summary
    - My Learning Journey: by each student-teacher
- Gallery walks (Exhibition): TLMs, display of participation in school activities (photos/stories) and other artefacts created during the internship by student teachers.
- Sharing of best practices (PPTs, Videos.)
- Survey and collect the local stories and rhymes from the parents and community (in the context of the foundational stage)
- Holding a training workshop for the parents and community and encouraging them to act as volunteers.
- Awareness and advocacy programme in FLN for parents and community: Role play with parents and community on conducting specific FLN activities.
- Organizing a parents /community mela/fair on homemade TLM for FS children

6.5.4.2 Submission of Internship Report

- Reflective Journal
- Lesson Plans and TLMs
- Observation records (Teacher Educator, Mentor, school heads, Teachers, Parents)
- Assessment records and Student Portfolio
- Action research report/case study
- Comprehensive internship report.

i. **Suggestive Mode of Assessment**

Competence/Artifact	Method of assessment	Assessed By	Credits
Artefacts created during the internship. My Learning Journey	Exhibition & Presentation	Teacher-Educator	1
Comprehensive Internship Report	Review	Teacher-Educator	1

6.5.6 Learning Outcomes

The student teachers will be able to:

- demonstrate/Exhibit/Manifest comprehensive understanding of the school ecosystem.
- reflect on school internship experiences in a report.
- share their learning from school internship with peers and teacher educators.

6.6 Creating Teaching Learning Material (TLM)/Work Experience

Credit: 2
Semester: S-8

6.6.1 About the Course

Having developed an understanding of education's philosophical, sociological, and psychological perspectives and gained hands-on experiences from pre-internship school observation and internship phases, the student teachers have developed a comprehensive understanding of education. By utilizing these experiences and understanding, the Student teachers will be in a position to develop/create Teaching Learning Materials (in various forms, Programed Learning Materials, Educational videos, teachers' handbooks, flashcards, story books, toys, games, posters, collages, innovative lesson plans using different pedagogies, to mention a few) which in turn may be helpful to both the school students with whom he/she has interacted during school experiences and the student teachers. Schools provide a systematic teaching environment for the learners to acquire the knowledge, skills and attitude required to meet the varied aspirational needs and educational goals. Work experience fosters basic knowledge, skills and disposition among the students that prepare them to think of becoming skilled entrepreneurs. To orient the school students on work education, the student teachers need exposure to visit the local vocational artisans, crafts person and entrepreneurs and prepare learning resources to enhance their professional skills and competencies. Teaching Learning Materials of good quality with (i) innovations, (ii) the use of low-cost materials, (iii) local context and (iv) modern technology (for digital learning materials) will enhance students' engagement, interest, and practical learning.

6.6.2 Learning Objectives

After completion of the activities, the student teachers will be able to:

- Assess the need for Teaching Learning Materials and prepare innovative TLM,
- Develop an understanding of the importance of work experience and competencies of a local crafts person, artisans and entrepreneurs,

6.6.3 Suggestive Mode of transaction

- Workshop
- Group discussion
- Field visits and interaction
- Analysis of existing local-specific learning resources, toys
- Exhibition of TLM and presentation of reflective reports on the use of learning resources, including toys.

6.6.4 Content

- Understanding how students learn at different stages.
- Knowledge of toys and other TLMs from different parts of the countries
- Knowledge of relevant TLMs for specific groups of children- CWSN, kinesthetic learners, visual learners, auditory learners addressing individual differences.

6.6.5 Activities to be conducted.

The following are a few suggestive activities:

- Orientation workshop on work experience and development of learning resources
- Field visit for interaction with local artisans, craftspeople, and entrepreneurs.
- Observe Traditional work practices and their integration into Local Technologies and Ideas.
- Analysis of available local specific, indigenous learning resources, including toys and their use in the learning-teaching process
- Development of at least two low-cost learning resources as per the local contexts (foundational/preparatory/middle/secondary) and presentation/exhibition
- Prepare the manual of TLM highlighting the objectives that will be achieved by its use, the material used, the process of its development and its use during classroom transaction.

1.6.6 Suggestive Mode of Assessment

Assessment			
Competence/Artifact	**Method of assessment**	**Assessed By**	**Credits**
TLM developed	Presentation /Exhibition	Teacher Educators (panel of three experts including an external expert)	1.5
Manual	Presentation	Teacher Educator	0.5

6.6.7 Outcomes

The student teachers will:

- demonstrate the use of TLM for enhanced learning,
- explain the importance of work experience and competencies of local crafts person.

7.0 CURRICULAR COMPONENT: COMMUNITY ENGAGEMENT AND SERVICE

(This component is common to student teachers across Stage Specialization)

Credits: 2
Semester: S-8

7.1 About the Course

The curricular component of 'community engagement and service' seeks to expose student teachers to the socio-economic issues in society and community-supported development activities so that classroom learnings can be supplemented by life experiences to generate solutions to real-life problems. This course is designed to develop insights into the functions of the community, enhance the ability of student teachers to enlist community support to and participation in school-related activities, make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, initiatives for supporting lifelong education etc. It aims at sensitizing the student teachers to initiate actions with the support of the community members to address the social, cultural and educational problems, and develop social leadership skills through community service. The component seeks to enable student teachers to be acquainted with various community development initiatives and organize activities such as *street plays*, *advocacy activities, door-to-door campaigns, and prabhat-pheris* etc. to mobilize community participation in development initiatives.

This curricular component envisages participation of student-teacher in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student the mentoring initiatives, etc. Some of the activities include: Survey of community resources for participation in different school activities, Study of the situation with regard to school dropout and the reason thereof (Stage wise); Survey of a specific settlement to study the socioeconomic and educational status; Survey of non-literates in a specific settlement, including identification of 4-5 non-literate adults who will be supported by student teachers to become literate; training of local youth in First-Aid and other relevant activities; assessment of the situation with regard to Health and wellness of children in a locality, creating awareness of the importance of sustainable development, making the community members aware of the importance of environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.

7.2 Learning Outcomes

On successful completion of the 'Community Engagement and Service' programme, the student-teacher should be able to:

- recognize the socio-economic issues in the community and identify initiatives that could help solve problems faced by the community,
- demonstrate an awareness of the functions of the community, and the measures required for enlisting community participation in school-related activities,
- undertake initiatives that are required to make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, illiteracy among youth and adults in the community etc.,

- suggest actions in collaboration with community members to address the social, cultural and educational problems in the community,
- organize activities such as *street plays*, *advocacy activities, door-to-door campaigns, and prabhat-pheris* etc. to mobilize community participation in development initiatives,
- demonstrate social leadership quality through community services,
- organize interactions between schools and local communities for generating solutions to problems such as dropout and learning deficits,
- facilitate partnerships between local communities to enhance participation of the community in school-related activities such as PTA meetings,
- recognize the fault lines of the society, such as casteism, social taboos and superstitions etc. and work towards bridging them to establish harmony in the society,
- demonstrate positive feelings towards the local community and appreciate traditional knowledge and practices,
- Recognize the values of public service and active citizenship.

7.3 Approach to curriculum transaction

The student teachers will be provided opportunities to have exposure to community life for ten days in total, two days in Preparation for Community Engagement & Service in the institution, seven days working with the community, and the last day in the institution for sharing their experiences and reflections. The activities may be conducted in groups or individually as appropriate.

Days 1-2: Preparation for community services (In the institution)

- Orientation of student teachers on Community Engagement & Services through discussion and group activities.
- Workshop for developing tools for different activities during the programme.

Days 3-9: Engagement with the community (Mandatory onsite stay with the community)
Students will be divided into smaller groups; They would participate in the planned activities with defined roles for seven days on a rotation basis. These activities include:

- participation of student teachers in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc.
- Survey of community resources for supporting school activities.
- Study of the situation regarding school dropout and the reason thereof (Stage wise).
- Survey of specific settlement to assess the situation about non-literates in the settlement, including identification of 4-5 non-literate youth and adults who will be supported by student teachers to become literate,
- Training of local youth in First Aid and other relevant interventions,
- Assessment of the situation about Health and wellness of children in a locality,
- Creating awareness of the importance of sustainable development, and making the community members aware of the need to support initiatives to ensure environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.)
- Visit and interact with local artisans and craftsperson.

The above activities typically will include working with the community, collecting data, playing local games, community awareness programmes like nukkad natak, rallies, organizing and participating in the cultural programmes with the community members etc.

The student teachers shall conduct different pre-scheduled activities throughout the day. Morning sessions will be used for activities with the community and data collection. The afternoon session will be devoted to data analysis and preparation of the report, and participation in games & sports activities. Evening session will involve cultural activities with community members.

Day 10: Feedback session and Reflection **(:** In the Institution)

- Sharing experiences and discussion on activities carried out.
- Presentation and submission of report on the activities carried out.
- Evaluation of the activities by collecting feedback on the effectiveness of the campaign from the mentor and the students.
- Reflection of experience (individual/group) of organizing community service

7.4 Assessment components and weightage

- Involvement and active participation in activities relating to Community Engagement and Service: (Assessment method: Observation by teacher educator, teacher and community members); Weightage: 75%; Assessed by the teacher educator, teacher and community members),
- Group Report & Reflections: Method of assessment: Presentation by student teachers); Weightage: 25% (Assessed by Teacher Educator)

7.5 Suggestive Links

- Ministry of Education (2021).Vidyanjali: Guidelines for Promoting Community and Voluntary Participation for Enhancing Quality School Education, Government of India. https://vidyanjali.education.gov.in/assets/pdf/Final_Guidelines_Vidyanjali_%20December.pdf
- RIE Bhubaneswar (2020). Handbook on Field Engagement in Pre-service Teacher Education, Bhubaneswar, Regional Institute of Education.



Institute of Teachers Education

Pt. Ravishankar Shukla University, Raipur- C.G.

Curriculum Structure of B.Com. B.Ed. ITEP (4 Year Integrated Teacher Education Program B.Com. B.Ed.)

S. No.	Curricular Components	Courses	Credits per semester								Total Credits	Total Credits
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8		
1	1.Student induction Programme	Two Week Induction Programme		-	-	-	-	-	-	-	-	
2.1	2.Foundations of Education	Evolution of Indian Education	4	-	-	-	-	-	-	-	4	30
2.2		Child Development & Educational Psychology	-	-	4	-	-	-	-	-	4	
2.3		Philosophical & Sociological Perspectives of Education–I	-	-	-	4	-	-	-	-	4	
2.4		Assessment & Evaluation	-	-	-	-	-	2	-	-	2	
2.5		Inclusive Education	-	-	-	-	-	2	-	-	2	
2.6		Perspectives on School Leadership and Management	-	-	-	-	-	-	2	-	2	
2.7		Curriculum Planning & Development (textbooks, material development, etc.) -(Secondary Stage)	-	-	-	-	-	-	2	-	2	
2.8		Philosophical & Sociological Perspectives of Education–II	-	-	-	-	-	-	-	4	4	
2.9		Education Policy Analysis	-	-	-	-	-	-	-	2	2	
2.10		One Elective from the offered i. Emerging Technologies in Education ii. Guidance and Counseling iv. Education for Sustainable Development iii. Economics of Education	-	-	-	-	-	-	-	4	4	
3	3. Disciplinary Courses*	Commerce	12	12	12	12	12	12	-	-	72	72

26/9/24

R.Jain 26/9/2024

26/9/24

4	4.Pedagogy Courses	Stage specific (Secondary Stage)content cum Pedagogy courses	-	-	4	4	4	4	-	-	16	16	
5.1	5. Ability Enhancement & Value-added courses	Language I– English	4	-	-	-	-	-	-	-	4	28	
5.2		Language 2-Hindi	-	4	-	-	-	-	-	-	4		
5.3		Art Education (Performing and Visual)	2	-	-	-	-	-	2	-	4		
5.4		Understanding India/Indian Ethos and Knowledge system (IKS)	2	2	-	-		-	-	-	4		
5.5		Teacher and Society	-	2	-	-	-	-	-	-	2		
5.6		ICT in Education	-	-	-	-	2	-	-	-	2		
5.7		Mathematical & Quantitative Reasoning	-	-	-	2	-	-	-	-	2		
5.8		Sports, Nutrition and Fitness (Health and Well being)	-	-	-	-	-	-	2	-	2		
5.9		Yoga and Understanding self	-	-	-	-	-	-	-	2	2		
5.10		Citizenship Education, Sustainability and Environment Education	-	-	-	-	-	-	-	2	2		
6.1	6.School Experience	Pre-internship Practice (Demo lessons, Peer teaching)	-	-	-	-	2	-	-	-	2	20	
6.2		School Observation (Field Practice)	-	-	-	-	-	2	-	-	2		
6.3		School based research project	-	-	-	-	-	-	2	-	2		
6.4		Internship in Teaching	-	-	-	-	-	-	10	-	10		
6.5		Post Internship (Review and Analysis)	-	-	-	-	-	-	-	2	2		
6.6		Creating Teaching Learning Material/Work Experience (Educational Toy Making Local/traditional vocations, etc.)	-	-	-	-	-	-	-	2	2		
7	Community Engagement	Community Engagement and Service (Adult Education/New India Literacy Programme etc.)	-	-	-	-	-	-	-	2	2	2	
		Total	24	20	20	22	20	22	20	20	168	168	

Total Credits= 168

26/9/24

R. Zinn 26/9/2024

26/9/24

STRUCTUE OF FOUR YEAR UNDERGRADUATE PROGRAM-(NEP-2020)
PROGRAM: BACHELOR OF COMMERCE(2024-2028)
DISCIPLINE: FACULTY OF COMMERCE
SESSION: 2024-25

DISCIPLINE SPECIFIC CORE COURSE (COSC)		GENERIC ELECTIVE (COGE)	
Category & Paper Code	Subject/Paper Title	Category & Paper Code	Subject/Paper Title
COSC-01	Fundamental of Accounting लेखाकंन के मूल तत्व	COGE-01	Fundamental of Accounting लेखाकंन के मूल तत्व
COSC-02	Business Law व्यापारिक सन्नियम	COGE-02	Business Law व्यापारिक सन्नियम
COSC-03	Business Economics व्यावसायिक अर्थशास्त्र	COGE-03	Business Economics व्यावसायिक अर्थशास्त्र
COSC-04	Business Accounting व्यावसायिक लेखाकंन	COGE-04	Business Accounting व्यावसायिक लेखाकंन
COSC-05	Business Mathematics व्यावसायिक गणित	COGE-05	Business Mathematics व्यावसायिक गणित
COSC-06	Business Environment व्यावसायिक पर्यावरण	COGE-06	Business Environment व्यावसायिक पर्यावरण
COSC-07	Corporate Accounting निगमीय लेखाकंन	COGE-07	Corporate Accounting निगमीय लेखाकंन
COSC-08	Company Law कम्पनी अधिनियम	COGE-08	Company Law कम्पनी अधिनियम
COSC-09	Principles of Management प्रबंध के सिद्धान्त	COGE-09	Principles of Management प्रबंध के सिद्धान्त
COSC-10	Business Statistics व्यावसायिक सांख्यिकी	COGE-10	Business Statistics व्यावसायिक सांख्यिकी
COSC-11	Cost Accounting लागत लेखाकंन	COGE-11	Cost Accounting लागत लेखाकंन
COSC-12	Fundamentals of Entrepreneurship उद्यमिता के मूल तत्व	COGE-12	Fundamentals of Entrepreneurship उद्यमिता के मूल तत्व
COSC-13	Income Tax Law & Accounts आयकर विधान एवं लेखे	COGE-13	Income Tax Law & Accounts आयकर विधान एवं लेखे
COSC-14	Auditing अंकेक्षण	COGE-14	Auditing अंकेक्षण
COSC-15	Management Accounting प्रबंधकीय लेखाकंन	COGE-15	Management Accounting प्रबंधकीय लेखाकंन
COSC-16	Indirect Tax with GST अप्रत्यक्ष कर जी.एस.टी सहित	COGE-16	Indirect Tax with GST अप्रत्यक्ष कर जी.एस.टी सहित
COSC-17	Managerial Economics प्रबंधकीय अर्थशास्त्र	COGE-17	Managerial Economics प्रबंधकीय अर्थशास्त्र
COSC-18	Principle & Practice of Insurance बीमा के सिद्धान्त एवं व्यवहार	COGE-18	Principle & Practice of Insurance बीमा के सिद्धान्त एवं व्यवहार
COSC-19	Advanced Accounting उच्चतर लेखाकंन		
COSC-20	Statistical Analysis सांख्यिकीय विश्लेषण		

DISCIPLINE SPECIFIC ELECTIVE (COSE)		HONORS FOR OWN FACULTY VII SEMESTER	
Category & Paper Code	Subject/Paper Title	Category & Paper Code	Subject/Paper Title
COSE-01	Gr.-I-Management (समूह–1–प्रबंध) – Human Resource Management मानव संसाधन प्रबंध	**Gr.-I Management**–(समूह–1–प्रबंध)	
COSE-01	Gr.-II-Finance –(समूह–2–वित्त) – Financial Management वित्तीय प्रबंध	COSE-05	Organisational Behaviour संगठनात्मक व्यवहार

10/6/24 10/6/24 10.06.24 10/6/24 10/6/24 10/6/24 10/6/24 10/6/24 10/6/24 10/6/24

COSE-01	Gr.-III-Marketing-(समूह–3–विपणन) – Marketing Management विपणन प्रबंध	COSE-06	Human Resource Development मानव संसाधन विकास
COSE-02	Gr.-I-Management -(समूह–1–प्रबंध) – Business Organisation व्यावसायिक संगठन	COSE-07	Retail Management खुदरा प्रबंध
COSE-02	Gr.-II-Finance -(समूह–2–वित्त) – Financial Market Operations वित्तीय बाजार परिचालन	COSE-08	Operational Management परिचालन प्रबंध
COSE-02	Gr.-III-Marketing-(समूह–3–विपणन) – International Marketing अन्तर्राष्ट्रीय बाजार	**Gr.-II Finance**-(समूह–2–वित्त)	
COSE-03	Gr.-I-Management -(समूह–1–प्रबंध) – Production Management उत्पादन प्रबंध	COSE-05	Financial Analysis वित्तीय विश्लेषण
COSE-03	Gr.-II-Finance-(समूह–2–वित्त) – Financial Institution & Market वित्तीय संस्थाएँ एवं बाजार	COSE-06	Indian Financial System भारतीय वित्तीय पद्धति
COSE-03	Gr.-III-Marketing-(समूह–3–विपणन) – Sales Management विक्रय प्रबंध	COSE-07	Security Analysis & Portfolio Management प्रतिभूति विश्लेषण एवं पोर्टफोलियो प्रबंध
COSE-04	Gr.-I-Management -(समूह–1–प्रबंध) – Strategic Management व्यूहरचना प्रबंध	COSE-08	Cost & Management Audit लागत एवं प्रबंध अंकेक्षण
COSE-04	Gr.-II-Finance-(समूह–2–वित्त) – Financial Services वित्तीय सेवाएँ	**Gr.-III Marketing**-(समूह–3–विपणन)	
COSE-04	Gr.-III-Marketing-(समूह–3–विपणन) – Advertising & Sales Promotion विज्ञापन एवं विक्रय संवर्द्धन	COSE-05	Service Marketing सेवा विपणन
B.Com. Honors with Research VII SEMESTER (For own Faculty)		COSE-06	Rural & Agriculture Marketing ग्रामीण एवं कृषि विपणन
Gr.-I Management-(समूह–1–प्रबंध)		COSE-07	Consumer Behaviour उपभोक्ता व्यवहार
COSE-05	Organisational Behaviour संगठनात्मक व्यवहार	COSE-08	Digital Marketing डिजिटल विपणन
COSE-06	Human Resource Development मानव संसाधन विकास	**HONORS FOR OWN FACULTY VIII SEMESTER**	
COSE-07	Retail Management खुदरा प्रबंध	**Gr.-I Management**-(समूह–1–प्रबंध)	
Gr.-II Finance-(समूह–2–वित्त)		COSE-09	Business Research Method व्यावसायिक शोध पद्धति
COSE-05	Financial Analysis वित्तीय विश्लेषण	COSE-10	Management of Public Enterprises सार्वजनिक उपक्रमों का प्रबंध
COSE-06	Indian Financial System भारतीय वित्तीय पद्धति	COSE-11	Material Management सामग्री प्रबंध
COSE-07	Security Analysis & Portfolio Management प्रतिभूति विश्लेषण एवं पोर्टफोलियो प्रबंध	COSE-12	Industrial Relation औद्योगिक सबंध
Gr.-III Marketing-(समूह–3–विपणन)		**Gr.-II Finance**-(समूह–2–वित्त)	
COSE-05	Service Marketing सेवा विपणंन	COSE-09	Investment Management विनियोग प्रबंध Financial Relations & Techniques
COSE-06	Rural & Agriculture Marketing ग्रामीण एवं कृषि विपणन	COSE-10	Business Finance व्यावसायिक वित्त
COSE-07	Consumer Behaviour उपभोक्ता व्यवहार	COSE-11	Project Planning & Analysis परियोजना नियोजन एवं विश्लेषण
B.Com. Honors with Research VIII SEMESTER (For own Faculty)		COSE-12	Corporate Legal Framework निगमीय विधि संरचना
Gr.-I Management-(समूह–1–प्रबंध)		**Gr.-III Marketing**-(समूह–3–विपणन)	
COSE-08	Business Research Method व्यावसायिक शोध पद्धति	COSE-09	Marketing Research विपणन शोध

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COSE-09	Management of Public Enterprises सार्वजनिक उपक्रमों का प्रबंध	COSE-10	International Business अन्तर्राष्ट्रीय व्यवसाय
COSE-10	Material Management सामग्री प्रबंध	COSE-11	Product and Brand Management उत्पाद एवं ब्रांड प्रबंध
Gr.-II- Finance–(समूह–2–वित्त)		COSE-12	E-Commerce ई–वाणिज्य
COSE-08	Investment Management विनियोग प्रबंध		
COSE-09	Business Finance व्यावसायिक वित्त		
COSE-10	Project Planning & Analysis परियोजना नियोजन एवं विश्लेषण		
Gr.-III Marketing–(समूह–3–विपणन)			
COSE-08	Marketing Research विपणन शोध		
COSE-09	International Business अन्तर्राष्ट्रीय व्यवसाय		
COSE-10	Product and Brand Management उत्पाद एवं ब्रांड प्रबंध		
VALUE ADDED COURSE (COVAC)		**SKILL ENANCHEMENT COURSE (COSEC)**	
COVAC-01	Concept of Business व्यवसाय की अवधारणा	COSEC-01	Accounting for Every One प्रत्येक के लिए लेखाकंन
COVAC-02	Fundamental of Stock Market स्कंध विपणि के मूल तत्व	COSEC-02	Banking Operations बैंकिंग परिचालन
COVAC-03	Investing in Stock Market स्कंध विपणि में विनियोग	COSEC-03	Communication & Documentation in Business संचार एवं व्यवसाय में प्रलेखीकरण **OR** E-filling of Returns ई–रिटर्न एवं फाइलिंग
		COSEC-04	Logistics Management संभार(लॉजिस्टिक्स) प्रबंध **OR** Computerized Accounting कम्प्यूटराइज्ड लेखाकंन

Name and Signature of Convener & Members (CBoS) :

NATIONAL EDUCATION POLICY-2020

DEPARTMENT OF C.G.HIGHER EDUCATION

FOUR YEAR UNDERGRADUATE PROGRAM

2024-28

CURRICULUM

GENERIC ELECTIVE (COGE)

FACULTY OF COMMERCE

FOUR YEAR UNDERGRADUATE PROGRAM- 2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Certificate/Diploma/Degree /Honors)		**Semester- I**	**Session : 2024-25**
1	**Course Code**	COGE-01	
2	**Course Title**	Fundamental of Accounting	
3	**Course Type**	Generic Elective Course (COGE)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Explain the process and methods of financial decision making. • Identify appropriate financial theory and techniques to solve various corporate financial problems. • Identify fundamental concepts of generally accepted accounting principles and can also Identify challenges of accounting • Classify capital and revenue concept, understand basic principles, concepts and conventions of financial accounting • Construct final accounts of firm and apply various aspects of computerised accounting system.	
6	**Credit Value**	**4 Credits**	Credit= 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks :100**	**Minimum Passing Marks :40**

PART - B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60 periods (60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Accounting: An introduction:** Development, Definition, Needs, Objectives, Branches of Accounting, Basic Accounting Principles Concept and Conventions. Accounting standard: National & International. Brief History & Contribution of Father of the accountancy profession in India : Shree K.S. Aiyear (1859-1940)	15
II	**Accounting Transaction:** Concept of Single and Double entry system, Books of original Records, journal, ledger, Sub division of Journal cash book (including GST Transaction) and Trial balance. Depreciation accounting; methods of recording depreciation. Depreciation of different assets.	15
III	**Final Accounts:** Manufacturing Accounts, Trading Accounts, Profit Loss Account, Balance Sheet, Adjustment Entries with various provision and reserves. Rectifications of Errors: Classification of errors, location of errors, Suspense account, Effect on profit.	15
IV	**Computerized Accounting System**-Theoretical application, Practical Application (using any popular accounting software); Creation of Vouchers; recording transactions; preparing reports, cash book, bank book, ledger accounts, Trial balance, Profit and loss account, Balance Sheet. Selecting and shutting a Company, Backup and Restore data of a Company.	15
Key Words	Accounting, National, International, Contribution, Double Entry System, Journal, Depreciation, Final Accounts, Rectification, Suspense Account, Computerized Accounting.	

Signature of Convener & Members (CBoS):

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PART-C:Learning Resource

Text Books, Reference Books and Others

Text Books Recommended:-

1. Shukla S.M.; Financial Accounting ; Sahitya Bhawan Publication ; Agra. .(Hindi & English Medium)
2. Karim & Khanuja; Financial Accounting; SBPD Publishing House; Agra.(Hindi & English Medium)
3. Agrawal & Mangal; Financial Accounting Universal Publication (Hindi Medium)

Note: Learners are advised to use latest edition of text books.

Reference Books:

1. Gupta, R.L. and Radhaswamy. M; Financial Accounting Sultan Chand and Sons , New Delhi.
2. Monga J.R. Ahuja Girish and Sehgal Ashok: Financial Accounting ; Mayur Paper Back, Noida.
3. Shukla M.C. Grewal T.S. and Gupta , S.C. : Advanced Accounts; S. Chand & Co. New Delhi.
4. Singh B.K. Financial Accounting ; Wisdom Publishing House, Varanasi.

On line Resources : * e-Resources/e-books and e-learning portals:

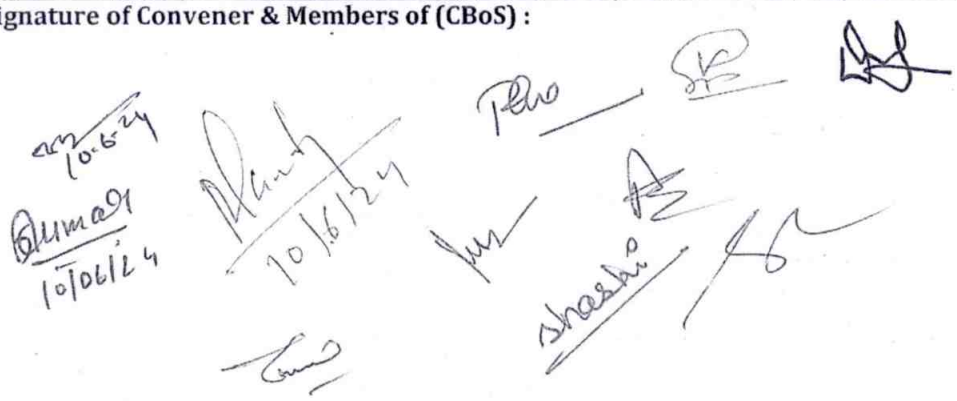
https://indianaccounting.org/econtent_book_finance.
https://onlinecourses.swayam2.ac.in/nou24_cm02/
https://youtu.be/v-djL7SPw4c?si=qRK_dBVZ2lob99EV
https://onlinecourses.swayam2.ac.in/aic20_sp60/preview
https://youtu.be/v-djL7SPw4c?si=qRK_dBVZ2lob99

PART -D : Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum Marks:100 Marks
Continuous Internal Assessment (CIA) : 30 Marks
End Semester Exam. (ESE) : 70 Marks

Continuous Internal Assessment(CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 (Assignment/Seminar): 10 Total Marks - 30	Highest Marks out of the Two Test/Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **SectionA**:Q.1-Objective-**10x1=10Marks**;Q.2-ShortAnswertype-**5x4= 20 Marks** **Section B :** Descriptive answer type qts. 1 out of 2 from each unit-**4x10=40 Marks**	

Name and Signature of Convener & Members of (CBoS) :



FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Certificate/Diploma/Degree /Honors		**Semester- I**	**Session : 2024-25**
1	**Course Code**	COGE-02	
2	**Course Title**	Business Law	
3	**Course Type**	Generic Elective Course (COGE)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Demonstrate the basic concepts terms & provisions of business law. • Classify various types of contract and illustrate the related case studies. • Interpret the regulation governing the Contract of Sale of Goods. • Discuss the laws governing partnership and legal consequences of the transactions and other actions in relation with the partnership, and examine contractual obligations and provisions governing limited liability partnership. • Explain the significant provisions of the Negotiable Instrument Act and provisions of the Consumer Protection Act to protect the interest of the consumers.	
6	**Credit Value**	**4 Credits**	Credit= 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART- B: Content of the Course

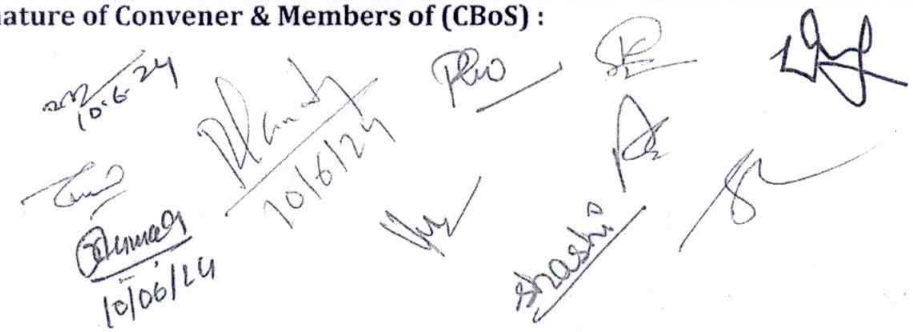
Total No. of Teaching-learning Periods (01 Hr. per period)-60 Periods(60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Law of contract (1872):** Nature of contract classification; offer and acceptance, Capacity of parties to contract, free consent, considerations, Agreement declared void, Performance of Contract, and Discharge of Contract, Remedy for Breach of Contract.	15
II	**Special contracts**: Indemnity &; Guarantee, Bailment and pledge; Law of Agency- Meaning, Modes of creating Agency, Types of Agents, Personal Liability of an Agent and Termination of Agency.	15
III	**Sale of Goods Act (1930):** Definition, Sale &; Agreement to sale, Types of Goods, Conditions & Warranties, Sale by Non-owners, Unpaid Seller, CIF, FOB and Ex-Ship Contracts. **The Consumer Protection Act 2019**	15
IV	**Negotiable Instrument Act 1881:**Negotiable Instrument Act (1881) Definition of Negotiable instrument; Feature; promissory note; Bill of exchange cheque; Holder and holder in the due course; crossing of a cheque, types of crossing; Negotiation; dishonor and discharge of negotiable instrument, **Limited Liabilities Partnership Act 2008.**	15
Key Words	Law of Contract, Special Contract, Sale of Goods Act, Consumer Protection Act, Negotiable Instrument Act, Limited Liabilities Partnership Act.	

Signature of Convener & Members (CBoS):

PART-C:Learning Resources		
Text Books,Reference Books and Others		
Text Books Recommended:- 1.Shukla & Sahaya, Sahitya Bhawan Publication, Agra(Hindi Medium) 2.Prof.R.C.Agrawal,SBPD Publication, Agra (HindiMedium) 3.Dr.O.P.Gupta,SBPD Publication,Agra (English Medium) 4. Dr. G.K. Varshney: Business Law; Sahitya Bhawan Publication Agra (English Medium) 5.Dr.B.K.Singh & Dr.A.Tiwari, Business Regulatory Framework, SBPD Publications (Hindi Medium) 6.R.L.Naulakha,Business Law, Ramesh Book Depo,Jaipur (Hindi Medium) 7.Dr.Arun Kumar Gangele, Business Regulartory Framework, Ramprasad & Sons,(Hindi Medium) **Note: Learners are advised to use latest edition of text books.**		
Reference Books: 1.Kuchal M.C. Business Law: Vikas publishing house, Delhi. (Hindi & English Medium) 2. Kapoor N.D.: Business Law; Sultanchand & Sons, New Delhi. (English Medium) 3. Chandha P.R.: Business Law; Galgotia New Delhi. (English Medium)		
On line Resources : * e-Resources/e-books and e-learning portals: https://onlinecourses.swayam2.ac.in/nou24_cm11/preview https://www.toppr.com/guides/business-law/ https://www.youtube.com/watch?v=BZshaldOlUo https://www.youtube.com/watch?v=HrF9D2V8Ixk https://www.youtube.com/watch?v=ol2BXgF-P48		
PART-D:Assessment and Evaluation		
Suggested Continuous Evaluation Methods: Maximum Marks		**100 Marks**
Continuous Internal Assessment (CIA) :		**30 Marks**
End Semester Exam. (ESE) :		**70 Marks**
Continuous Internal Assessment(CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 (Assignment/Seminar)- 10 Total Marks - 30	Better Marks out of the Two Test/Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **Section A:** Q.1.Objective**10x1=10 Marks**;Q.2.Short Answer type-**5x4=20 Marks** **Section B :** Descriptive answer type qts., 1 out of 2 from each unit-**4x10=40 Marks**	

Name and Signature of Convener & Members of (CBoS) :



FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Certificate/Diploma/Degree /Honors)		Semester- I	Session : 2024-25
1	**Course Code**	COGE-03	
2	**Course Title**	Business Economics	
3	**Course Type**	Generic Elective Course (COGE)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Demonstrate how different economic systems function and evaluate implications of various economic decisions. • Understand how consumers try to maximize their satisfaction by spending on different goods. • Analyze the relationship between inputs used in production and the resulting outputs and costs. • Analyze and interpret market mechanism and behaviour of firms and response of firms to different market situations. • Discover various facets of pricing under different market situations.	
6	**Credit Value**	**4 Credits**	Credit= 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks :100**	**Minimum Passing Marks : 40**

PART –B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60 Periods (60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Brief history and Contribution of Indian Economists:** Kautilya, Dada Bhai Naurogi, Gopal Krishna Gokhle, Dr. Gadgil, V K R V Rao, Amartya Sen. **Business Economics:** Meaning, Definition, objective and nature &Scope, Role and Responsibilities of a business Economist. **Market Demand Analysis:** Meaning of Demand and Determinants of Demand, Changes in Demand, Demand Function Law of Demand, Types of Demand and Exceptions of Law of Demand	15
II	**Consumer Behaviour and Elasticity of Demand:** Utility Analysis of Demand, Law of Diminishing marginal utility & Consumer Surplus, Indifference Curve technique, Price Line or Budget Line , Concept of Elasticity of Demand, Importance, Types, Calculations of different concepts of Elasticity, Methods of measurement of Price Elasticity of demand	15
III	**Production Analysis:** Meaning of Supply and Supply function, Concepts of Stock and Flow, Determinants of Supply, Law of Supply, Changes in Supply, Production Function: a) Law of Variable Proportions b) Law of Returns to Scale, Economies and Diseconomies of Scale	15
IV	**Market Morphology and Equilibrium of the Firm and Industry:** Meaning, Classification and Types of Market, Market structure formed on the basis of perfect and imperfect competition, Price and output determination under Perfect Competition, monopoly, Discrimination Monopoly, Monopolistic Competition, Oligopoly	15
Key Words	Business Economics, Demand, Elasticity, Consumer Behaviour, Production Analysis, Market Structure, Equilibrium of Firm & Industry.	

Signature of Convener & Members (CBoS):

PART- C: Learning Resources		
Text Books, Reference Books and Others		
Text Books Recommended:- 1. Dr. V.C. Sinha; SBPD Publishing House, Agra. (Hindi English and Hindi Medium) 2.Dr. Jai Prakash Mishra, Sahitya Bhawan Publication, Agra. (Hindi and English Medium) 3. M. L. Jhingan, Vrinda publication, Delhi. (English and Hindi medium) 4.Dr. J. K. Jain, Madhya Pradesh Hindi Granth Academy: Bhopal. (Hindi medium) **Note: Learners are advised to use latest edition of text books.**		
Reference Books: 1.Ahuja, H. L New Delhi: Sultan Chand Publishing House,Delhi 2. Koutsoyannis, A. London: Palgrave Macmillan. 3. Chaturvedi, D. D., & Gupta, S. LInternational Book House Pvt. Ltd. . New Delhi: 4. Kennedy, M. J., Himalaya Publishing House. Mumbai:		
On line Resources : * e-Resources/e-books and e-learning portals: https://onlinecourses.swayam2.ac.in/imb24_mg06/preview https://www.businesseconomics.in/ https://www.wallstreetmojo.com/business-economics/ https://www.youtube.com/playlist?list=PLgC10_Xv-BGirAqOr-hU8e-N_Nz0UpgJ- https://www.youtube.com/watch?v=9kai9P-KeNo study material of ICAI: www.icai.org. https://www.icsi.edu/media/website/Business%20Economic https://www.businesseconomics.com/		
PART-D:Assessment and Evaluation		
Suggested Continuous Evaluation Methods: Maximum Marks- 100 Marks **Continuous Internal Assessment (CIA) : 30 Marks** **End Semester Exam. (ESE) : 70 Marks**		
Continuous Internal Assessment(CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Assignment/Seminar: 10 Total Marks- 30	Better Marks out of the Two Test/Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **Section A:**Q.1-Objective **10x1=10Marks**;Q.2.Short answer type-**5x4=20Marks** **Section B:** Descriptive answer type qts., 1 out of 2 from each unit-**4x10=40 Marks**	

Name and Signature of Convener & Members of (CBoS) :

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FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Certificate/Diploma/Degree /Honors		**Semester- II**	**Session : 2024-25**
1	**Course Code**	COGE-04	
2	**Course Title**	Business Accounting	
3	**Course Type**	Generic Elective Course (COGE)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Understand concept of partnership and can prepare financial statements of partnership firm. • Explain the accounting technique related to disposal of assets and payment of liabilities. • Utilize various methods of accounting for hire purchase transactions. • Identify main sources of Income and learn the technique of preparing Income and Expenditure account from Receipts and Payments account and also able to prepare Balance Sheet. • Understand concept of branch accounting and prepare the accounts on the basis of different methods.	
6	**Credit Value**	**4 Credits**	Credit- 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART –B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period) 60 Period (60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	Accounting for Partnership Firm : Fundamental of Partnership Firm ,Partnership Deed, Final Accounts of a Firm, Admission of new partner, Retirement and Death of a partner,	15
II	**Dissolution of a partnership firm**, Amalgamation of partnership Firms, Conversion of partnership firm into limited liability Company.	15
III	**Accounting for Hire-Purchase Transaction**, Journal entries and ledger account in the books of Hire Venders and Hire purchase for large value items including Default and repossession. **Accounting for Installment Purchase System.**	15
IV	**Accounting for Non Trading Institutions: Accounting** for Inland Branches: Concept of dependent and Independent branches, accounting aspects, debtor's system, stock and debtor's system, branch final accounts system and wholesale basis system. Preparation of consolidated profit and loss accounts and balance sheet with adjustments. **Departmental Accounts.**	15
Key Words	Partnership, Firm, Deed, Amalgamation, Limited Liability, Hire-Purchase, Installment Purchase, Non Trading Institutions, Departmental Accounts	

Signature of Convener & Members (CBoS):

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PART- C:Learning Resources

Text Books,Reference Books and Others

Text Books Recommended:-

1.Shukla S.M., Sahitya Bhawan Publication ; Agra. .(Hindi & English Medium)
2.Gupta, R.L. and Radhaswamy. M; Sultan Chand and Sons , New Delhi.
3.Karim & Khanuja; SBPD Publishing House; Agra.(Hindi & English Medium)
4.Agrawal & Mangal; Universal Publication (Hindi Medium)
Note: Learners are advised to use latest edition of text books.

Reference Books:

1.Monga J.R. Ahuja Girish and Sehgal Ashok: Mayur Paper Back, Noida.
2.Shukla M.C. Grewal T.S. and Gupta , S.C. : S. Chand & Co. New Delhi.(English Medium)
3.Singh B.K. ,Wisdom Publishing House, Varanasi.

On line Resources : * e-Resources/e-books and e-learning portals:

https://indianaccounting.org/econtent_book_finance.
https://onlinecourses.swayam2.ac.in/nou24_cm02/
https://youtu.be/v-djL7SPw4c?si=qRK_dBVZ2lob99EV
https://onlinecourses.swayam2.ac.in/aic20_sp60/preview
https://youtu.be/v-djL7SPw4c?si=qRK_dBVZ2lob99

PART-D:Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum Marks 100 Marks
Continuous Internal Assessment (CIA) : 30 Marks
End Semester Exam. (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz -(2): 20 & 20 Assignment/Seminar- 10 Total Marks- 30	Better marks out of the two Test/Quiz+obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam. (ESE):	Two Section :- A & B **SectionA:**Q.1-Objective-**10x1=10Marks**; **Q.2**-ShortAnswertype-**5x4= 20 Marks** **Section B** :Descriptive answer type qts.,01 out of 02 from each unit-**4x10=40Marks**	

Name and Signature of Convener & Members of (CBoS) :

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FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Certificate/Diploma/Degree /Honors		Semester-II	Session : 2024-25
1	Course Code	COGE-05	
2	Course Title	Business Mathematics	
3	Course Type	Generic Elective Course (COGE)	
4	Pre-requisite (if any)	As per program	
5	Course Learning Outcomes (CLO)	• Explore the application of business mathematical techniques to solve problems. • Solve the ratio, proportion, variation and percentage and determine its application in different fields. • Evaluate the profit or loss arising out of business transactions. • Describe the practical application related to commission, brokerage, profit and loss, simple interest and compound interest. • Solve numerical computations quickly and faster with the help of Vedic mathematics sutras.	
6	Credit Value	4 Credits	Credit= 15 Hours-learning & Observation
7	Total Marks	Max. Marks : 100	Minimum Passing Marks : 40

PART –B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60 Periods(60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Vedic mathematics:**-Brief history of Vedic mathematics in Indian knowledge tradition, methods and practice of quick calculation of addition, multiplication, division, square and square root of numbers through Vedic mathematics, method of quick verification of answers from Digit Sum. **Simultaneous Equation**:-Meaning, Characteristics, Methods of Solving Equation in Two Variables-Graphical, Substitution, Elimination and Cross Multiplication.	15
II	**Basic Financial Arithmetic:** Simple and Compound interest- Principal, amount, concept of real and nominal rate of interest, difference between simple interest and compound interest, practical problems related to interest, time, rate, principal and amount. **Logarithm and Antilogarithm**-Practical use of logarithm and antilogarithm table.	15
III	**Commercial Arithmetic-I**-Ratio & Proportion, Arithmetic Average, Percentage.	15
IV	**Commercial Arithmetic-II**-Commission, Brokerage, Discount, Profit and Loss.	15
Key Words	Vedic Maths, Simultaneous Equation, Simple & Compound Interest, Logarithm and Antilogarithm, Ratio, Proportion, Average, Percentage, Commission, Brokerage, Discount. Profit & Loss.	

Signature of Convener & Members (CBoS):

PART- C:Learning Resources

Text Books, Reference Books and Others

Text Books Recommended:-

1. Dr.S.M.Shukla,&Dr.S.K.Jain,Sahitya Bhawan Publication,Agra (Hindi & English Medium)
2. Dr. Karim & Agrawal, Business Mathematics SBPD Publishing house, Agra(Hindi & English Medium)
3. Agrawal Dr. Mahesh, Business Mathematics Ramprasad and sons Bhopal

Note: Learners are advised to use latest edition of text books.

Reference Books:

1. Magar Dr. Abhilasha, Business Mathematics Himalaya publication Mumbai
2. Sancheti & Kapoor, Business Mathematics Sultan chand and sons New Delhi
3. Sharma J.K., Business Mathematics IK International pvt. Ltd. New Delhi
4. Kumar Mrityunjay, Business Mathematics S. Chand Publishing New Delhi

On line Resources : * e-Resources/e-books and e-learning portals:

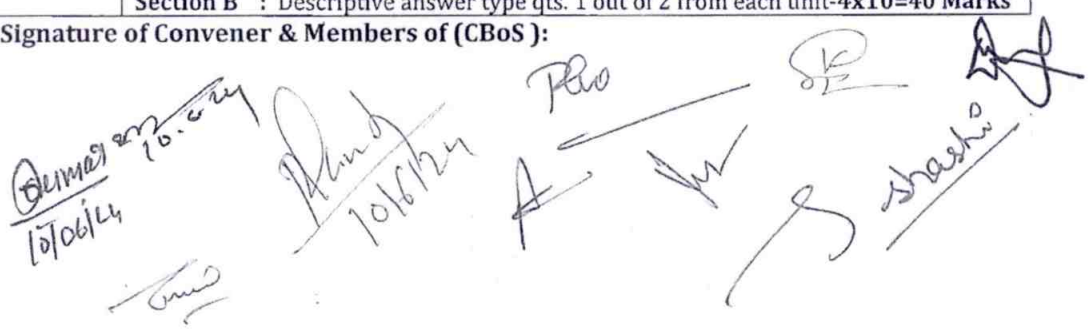
https://onlinecourses.swayam2.ac.in/nou24_cm08/preview
https://www.geektonight.com/business-mathematics-notes/
https://open.umn.edu/opentextbooks/textbooks/642
https://byjus.com/maths/business-mathematics/
https://www.youtube.com/watch?v=FWj2joeVKEU

PART-D:Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum Marks — **100 Marks**
Continuous Internal Assessment (CIA) : — **30 Marks**
End Semester Exam. (ESE) : — **70 Marks**

Continuous Internal Assessment : (CIA)- (By Course Teacher)	Internal Test/Quiz : (Assignment/Seminar): Total Marks -	20 & 20 10 30	Better marks out of the two test/quiz+ obtained marks in Assessment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **Section A** : Q.1-Objective -**10x1=10Marks**; Q.2-Short Answer type-**5x4=20Marks** **Section B** : Descriptive answer type qts. 1 out of 2 from each unit-**4x10=40 Marks**		

Name and Signature of Convener & Members of (CBoS):



FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Certificate/Diploma/Degree /Honors		**Semester-II**	**Session : 2024-25**
1	**Course Code**	COGE-06	
2	**Course Title**	Business Environment	
3	**Course Type**	Generic Elective Course (COGE)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Understand relationship between environment and business. • Demonstrate and develop conceptual frame work of business environment and generate interest in international business. • Indentify the nature of local business environment and its component. • Demonstrate govt. policies and different roles for the emergence, upliftment and smooth functioning of business organization. • Extend knowledge of Industrial Policy and NITI AYOG	
6	**Credit Value**	**4 Credits**	Credit= 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART –B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60 Periods (60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	Business Environment: Type of Environment-internal, external, micro and macro environment. Competitive structure of industry, environmental analysis and strategic management. Managing diversity. Scope of business, characteristics of business. Objectives and the uses of study. Process and limitations of environmental analysis.	15
II	Economic Problem of Growth: Inflation, Parallel Economy, Industrial Sickness. Economic Factors of Growth: Foreign Direct Investment (FDI), Foreign Portfolio Investment (FPI), Micro, Small and Medium Enterprises (MSMEs)	15
III	Govt. Policies: Export-Import Policy, Monetary & Fiscal Policy, Privatization, Liberalization, Globalization, Demonetization, Disinvestment. A brief Introduction of Indian Economic Planning : NITI AAYOG. Industrial Policy of Chhattisgarh.	15
IV	International Environment: Trends in World Trade & The Problems of Developing Countries, Foreign Trade & Economic Growth, International Economic Groups: GATT, WTO, UNCTAD, World Bank, IMF, TRIPS, TRIMS Regional Trade Agreements: European Union (EU), ASEAN, SAARC,NAFTA	15
Key Words	Business Environment, Economic Problem of Growth, Economic Factor of Growth, Govt. Policies, Economic Planning, Industrial Policy, International Environment, International Economic Group, Agreement of Regional Trade	

Signature of Convener & Members (CBoS):

PART-C:Learning Resources

Text Books, Reference Books and Others

Text Books Recommended:-

1.Sinha V.C., Business Environment, SBPD Publications Agra, (Hindi & English)
2.Dr.J.P.Mishra,Shahitya Bhawan Publication,Agra(Hindi Medium)
3. Singh Ranjeet ,Business Environment, Kalyani Publishers New Delhi.
4. Upadhyay Sharma Dayal, Business Environment (Hindi), Ramesh Book Depot Jaipur
5. Singh, Dr. S.K., Business Environment (Hindi), Sahitya Bhawan Publication Agra.
6. Jain Dr. S.C., Business Environment (Hindi), Kailash Pustak Sadan, Bhopal
7. Joshi Rosy, Kapoor Sangam, Business Environment (Hindi), Kalyani Publishers New Delhi.

Note: Learners are advised to use latest edition of text books.

Reference Books:

1.Sheikh Saleem, Business Environment, Pearson.
2. Francis, Cherunilan, Business Environment, Himalaya Publishing House.
3. Gupta C.B., Business Environment Sultan Chand & Sons.
4. Paliwar Veena Keshav, Business Environment, PHI Learning Private Limited, Delhi.

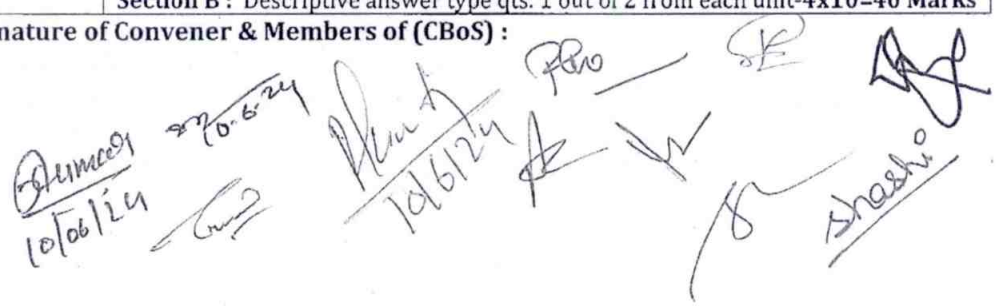
On line Resources : * e-Resources/e-books and e-learning portals:

https://onlinecourses.swayam2.ac.in/imb24_mg33/preview
https://egyankosh.ac.in/handle/123456789/3142
https://www.youtube.com/watch?v=Q1yw7Tchsc8
https://www.youtube.com/watch?v=9jUHXPGEBEM
https://www.youtube.com/playlist?list=PLJtJv03aaWe2oQxrJov7CfDFDC3aebxi1

PART-D:Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum Marks		**100 Marks**
Continuous Internal Assessment (CIA) :		**30 Marks**
End Semester Exam. (ESE) :		**70 Marks**
Continuous Internal Assessment : (CIA)- (By Course Teacher)	Internal Test/Quiz : 20 & 20 (Assignment/Seminar): 10 Total Marks- 30	Better marks out of the two test/quiz+ obtained marks in Assessment shall be considered against 30 Marks
End Semester Exam.(ESE):	**Two Section :- A & B** **Section A:** Q.1-Objective -**10x1=10** Marks; Q.2-Short Answer type-**5x4=20Marks** **Section B :** Descriptive answer type qts. 1 out of 2 from each unit-**4x10=40 Marks**	

Name and Signature of Convener & Members of (CBoS) :



FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors		**Semester-III**	**Session : 2024-25**
1	**Course Code**	COGE-07	
2	**Course Title**	Corporate Accounting	
3	**Course Type**	Generic Elective Course (COGE)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Utilize conceptual knowledge of corporate accounting system and learn the techniques of preparing the financial statements of companies within the frame work of Indian AS • Understand the process for issue & redemption of shares & debentures. • Analyze the financial statement of Joint stock company ltd.. • Interpret the procedure involved in Amalgamation and absorption of companies. • Apply the process of Valuation of Goodwill and Shares.	
6	**Credit Value**	**4 Credits**	Credit= 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART : B Content of the Course

Total No. of Teaching-learning Periods (01 Hr. Per Period)-60 Periods (60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Shares & Debentures:** Issue, forfeiture and reissue of shares, Issue of bonus share, under writing of share, redemption of preference shares, Issue and redemption of debentures.	15.
II	Financial Statements and Final Accounts of Companies, Liquidation of company.	15
III	Accounting for Amalgamation Internal reconstruction of companies.	15
IV	. Valuation of Goodwill and Shares Consolidated Balance Sheet of holding companies with one subsidiary only	15
Key Words	Share & Debenture, Final Accounts of Companies. Liquidation of Company, Amalgamation & Reconstruction of Companies, Valuation of Goodwill & Share, Consolidated Balance Sheet of Holding Company.	

Signature of Convener & Members (CBoS):

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PART C:Learning Resources

Text Books, Reference Books and Others

Text Books Recommended:-

1.Dr. S. M. Shukla & Dr. K.L.Gupta,Sahitya Bhavan Publications Agra, (Hindi & English Medium)
2.Dr Mangal Mehta and Agrawal published Indore,
3.Dr Karim & Khanuja, SBPD,Publications, Agra, (Hindi & English Medium)
4.Gupta R. L., Radhaswamy M; Company Accounts; Sultan Chand and Sons, New Delhi.
5.J.R. Monga, Fudamentals of Corporate Accounting. Mayur Paper Backs, New Delhi.

Note: Learners are advised to use latest edition of text books.

Reference Books:-

1.M.C. Shukla, T.S. Grewal, and S.C. Gupta. Advanced Accounts. Vol.-II. S. Chand & Co., New Delhi.
2. S.N. Maheshwari, and S. K. Maheshwari. Corporate Accounting. Vikas Publishing House, New Delhi.
3. Ashok Sehgal, Fundamentals of Corporate Accounting. Taxman Publication, New Delhi.
4. V.K. Goyal and Ruchi Goyal,. Corporate Accounting. PHI Learning.
5. Jain, S.P. and K.L. Narang. Corporate Accounting. Kalyani Publishers, New Delhi.
6.Bhushan Kumar Goyal, Fundamentals of Corporate Accounting, International Book House.
7. P. C. Tulsian and Bharat Tulsian, Corporate Accounting, S.Chand.
8.Amitabha Mukherjee, Mohammed Hanif, Corporate Accounting, McGraw Hill Education.

On line Resources : * e-Resources/e-books and e-learning portals:

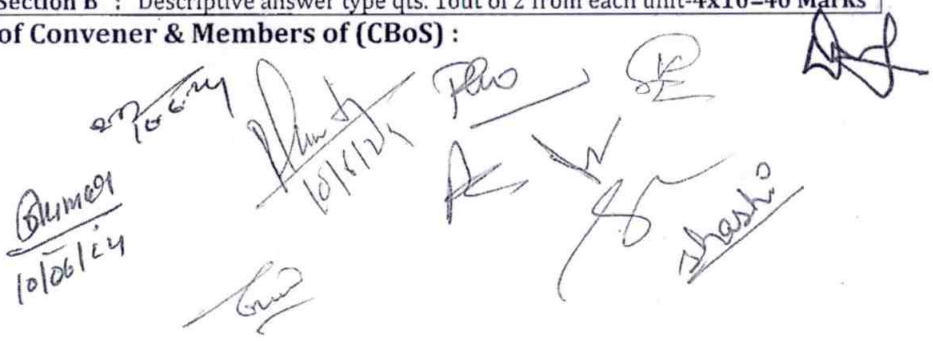
https://www.geektonight.com/corporate-accounting-notes/
https://commercemates.com/corporate-accounting/
https://academy.tax4wealth.com/blog/corporate-accounting
https://www.youtube.com/watch?v=p0rxpzkSDLU
https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/19

PART : D :- Assessment and Evaluation :

Suggested Continuous Evaluation Methods: Maximum Marks 100 Marks
Continuous Internal Assessment (CIA) : 30 Marks
End Semester Exam. (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz : 20 & 20 Assignment/ Seminar: 10 Total Marks: 30		Highest marks out of the Two Test/Quiz+obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **Section A** : Q.1-Objective **–10x1=10 Marks**; Q.2-Short answer type-**5x4=20Marks** **Section B** : Descriptive answer type qts. 1out of 2 from each unit-**4x10=40 Marks**		

Name and Signature of Convener & Members of (CBoS) :



FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		Semester- III	Session : 2024-25
1	**Course Code**	COGE-08	
2	**Course Title**	Company Law	
3	**Course Type**	Generic Elective Course (COGE)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Understand and evaluate the legal framework of company environment in India and gain elementary knowledge of Indian Company Law. • Outlines company's objective, boundaries of operation and other essential details. • Understand the role of Company Secretary which helps students in building their career. • Elaborate different clauses of Company Law which a business manager must know for better decision making and also understand the process of Winding up of the companies. • Develop ability of legal analysis by reasoning and problem-solving skills to arrive at solutions to legal problems.	
6	**Credit Value**	**4 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART –B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60 Periods(60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Introduction ; Promotion and Incorporation of Companies:** Introduction: Definition of Company, Characteristics and Limitations. Lifting of the Corporate Veil, Kinds of Company. Social Responsibility of company. Promotion and Incorporation of a Company Preliminary Contracts: Memorandum of Association, Articles of Association, Doctrine of Constructive Notice, Doctrine of Indoor Management and its exceptions.	15
II	**Capital Management and Membership:** Prospectus, Issue of Share Capital, Transfer and Transmission of shares. Borrowing powers, mortgages and charges, debentures. Membership in company.	15
III	**Corporate Personalities**:-Directors - Meaning, Appointment, Remuneration and duties. Managing Director, Women Director, and whole time director. Company Secretary-Appointment, Legal position and qualifications, Rights, Duties and liabilities, Professional misconduct.	15
IV	**Company Meetings and Winding up of company:** Company meetings - kinds, Notice, quorum, agenda, voting rights, proxy, resolutions, minutes. Role of Company Secretary in company meetings-Drafting of notice, agenda, minutes and resolutions. Winding up of companies, Modes of winding up. Liquidator - appointment, duties and rights, remuneration.	15

Key Words	Promotion, Incorporation, Issue of Capital, Prospectus, Corporate Personalities, Company Meeting ,Company Secretary.

Signature of Convener & Members (CBoS):

PART-C:Learning Resources		
Text Books, Reference Books and Others		
Text Books Recommended:- 1.Dr.S.M. Shukla, & Dr. I.M.Shaya,Sahitya Bhawan Publications, Agra,(Hindi Medium) 2.Dr.S.M.Shukla, & Dr. K.Jain. Sahitya Bhawan Publications Agra,(English Medium) 3.Dr. G. K. Varshney, Sahitya Bhavan Publication, Agra (English Medium) 4.Prof.Agrawal & Kothari, SBPD, Publications, Agra (Hindi Medium) 5.Dr.O.P.Gupta,SBPD,Publications,Agra(Hindi & English Medium)		
Reference Books: 1. Singh Avatar; Company Law; Eastern Book Company Lucknow, **Note: Learners are advised to use latest edition of text books.**		
On line Resources : * e-Resources/e-books and e-learning portals: https://onlinecourses.swayam2.ac.in/cec20_hs23/preview https://www.mca.gov.in/content/mca/global/en/acts-rules/companies-act/companies-act-2013.html https://www.nls.ac.in/course/corporate-law/ https://www.claonline.in/icsi/ https://www.youtube.com/c/CorporateLawLectures		
PART-D : Assessment and Evaluation :		
Suggested Continuous Evaluation Methods: Maximum Marks		**100 Marks**
Continuous Internal Assessment (CIA) :		**30 Marks**
End Semester Exam. (ESE) :		**70 Marks**
Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz (2): 20 & 20 Assignment/Seminar: 10 Total Marks: 30	Highest marks out of the Two Test/Quiz+ obtained marks in best two and Assignment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **Section A:**Q.1-Objective -10x1=**10Marks**;Q.2-Short answer type-**5x4=20 Marks** **Section B :** Descriptive answer type qts.,1 out 2 from each unit-**4x10=40 Marks**	

Name and Signature of Convener & Members of (CBoS) :

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FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		Semester- III	Session : 2024-25
1	Course Code	COGE-09	
2	Course Title	Principles of Management	
3	Course Type	Generic Elective Course (COGE)	
4	Pre-requisite (if any)	As per program	
5	Course Learning Outcomes (CLO)	• Understand the concept of Principle of management along with the basic principles and norms. • Understand the terminologies associated with the field of business management and control along with their relevance. • Identity the appropriate method and technique of Principle of Management for solving different problems. • Apply basic business Management principles to solve business and industry related problems. • Understand the concept of Planning, Organizing, Direction, Motivation and Control etc.	
6	Credit Value	4 Credits	Credit = 15 Hours-learning & Observation
7	Total Marks	Max. Marks : 100	Minimum Passing Marks : 40

PART- B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. Per Period)-60 Period (60Hours)

Unit	Topics (Course Contents)	No. of Hrs
I	**Management Introduction**: Concept, Characteristics, Nature, Process and Significance of Management; Managerial Role (Mintzberg); An Overview of functional areas of Management; Development of Management Thought; Classical and Neo Classical System; Contingency Approach, System Approach.	15
II	**Planning:** Concept, Characteristics, Process, Importance and Type, Criteria of effective planning. Decision Making: Concept, Process, Types and Importance Management by Objective(MBO) **Organization:** Concept, Nature, Process and Significance, Authority and Responsibility Relationships, Centralization and Decentralization, Departmentation, Organizational Structure- Forms.	15
III	**Direction:**Meaning Characteristics, Concept and Techniques, Principle,Importance,**Coordination:**Meaning,Nature,Characteristics, Principle, Importance, advantages and Limitation. **Communication**: Nature, Process, Importance, Types, Networks and Barriers, Effective Communication, Feed-back, **Staffing:** Concept of Staffing- Recruitment and Selection; Orientation; Training and Development; Carrier Development; Performance Appraisal	15
IV	**Motivation**- Concept, Types, Importance, Theories- Maslow. Herzberg, McGregor, Ouchi, Financial and Non-Financial Incentives, **Leadership**: Meaning, Concept, Functions and Leadership Styles, Types, Qualities, Barrier, Likert's Four System of Leadership, Theories Importance with case study. **Control:** Meaning, Characteristics Importance and Process, Effective Control System, Techniques of Control.	15

Key Words	Management, Planning, Decision Making. Organization, Direction, Coordination, Communication, Staffing, Motivation, Leadership, Control.

Signature of Convener & Members (CBoS):

PART- C:Learning Resources			
Text Books, Reference Books and Others			
Text Books Recommended:- 1.Dr. S.C. Saxena Sahitya Bhawan Publications,Agra(English Medium) 2.Dr.R.C.Gupta,Sahitya Bhawan Publications,Agra (Hindi Medium) 3.Prof. R.C.Agrawal, SBPD, Publications, Agra. (Hindi Medium) 4.Dr. Mishra & Gupta,SBPD,Publications,Agra (English Medium) 5.Yadav, Pankaj, Neel Kamal Prakashan, Delhi. 6.Jagdish Prakash, Kitab Mahal Publishers.			
Reference Books: 1.Weihrich and Koontz - Tata McGraw Hill, New Delhi. 2.Stephen P. Robbins, Management, Pearson 3.Koontz and O"Donnell, Management, McGraw Hill. 4.L M Prasad, Principles of management, Sultan Chand and Sons 5.V.S.P Rao/Bajaj, Management process and organization, Excel Books.GH25 6.T. Ramaswamy : Principles of Management, HPH **Note: Learners are advised to use latest edition of text books.**			
On line Resources : * e-Resources/e-books and e-learning portals: https://www.youtube.com/watch?v=6job0Jy96jM https://onlinecourses.swayam2.ac.in/nou21_cm01/preview https://open.umn.edu/opentextbooks/textbooks/50 https://openstax.org/books/principles-marketing/pages/1-unit-introduction			
PART -D : Assessment and Evaluation :			
Suggested Continuous Evaluation Methods: Maximum Marks			**100 Marks**
Continuous Internal Assessment (CIA) :			**30 Marks**
End Semester Exam. (ESE) :			**70 Marks**
Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz(2) : Assignment/Seminar: Total Marks:	20 & 20 10 30	Better marks out of the two Test/Quiz +obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam. (ESE):	Two Section :- A & B **SectionA** : Q.1-Objective -**10x1=10Marks**;Q.2-Short answer type-**5x4=20** **Section B :** Descriptive answer type qts. 1 out 2 from each unit-**4x10=40Marks**		

Name and Signature of Convener & Members of (CBoS) :

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FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		**Semester- IV**	**Session : 2024-25**
1	**Course Code**	COGE-10	
2	**Course Title**	Business Statistics	
3	**Course Type**	Generic Elective Course (COGE)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Understand the basic knowledge of data collection and various statistical elementary tools. • Develop the ability to analyse and interpret data to provide meaningful information to assist in management decision. • Apply appropriate graphical and numerical descriptive statistics for different types of data. • Analyse statistical data graphically using frequency distributions and cumulative frequency distributions, measures of central tendency, dispersion and location. • Find the inter-relation between two or more phenomena with the help of curve fitting and correlation-regression analysis.	
6	**Credit Value**	**4 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART –B: **Content of the Course**

Total No. of Teaching-learning Periods (01 Hr. per period)-60 Periods (60 Hours)

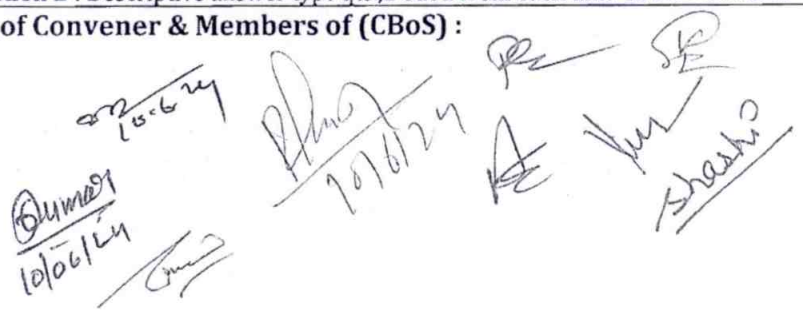
Unit	Topics (Course Contents)	No. of Period
I	**Introduction to Statistics:** Meaning, Scope, Importance and Limitation, Collection of Data: Primary and Secondary Data, Editing of Data, Classification of Data, Frequency Distribution and Statistical Series, Tabulation of Data, Diagrammatical and Graphical Presentation of Data	15
II	**Measures of Central tendency**: Mean, Median, Mode, Geometric and Harmonic Mean; Dispersion: Range, Quartile, Percentile, Quartile Deviation, Standard Deviation and its Co-efficient, Co-efficient of Variations and Variance, Test of Skewness and Dispersion, Its Importance, Co-efficient of Skewness. Partition values.	15
III	**Correlation:** Meaning, Application, Types and Degree of Correlation, Methods-Scatter Diagram, Karl Pearson's Coefficient of Correlation, Spearman's Rank Coefficient of Correlation. **Regression Analysis:** Meaning and Definition, Uses and Utility of Regression Analysis, Constructions of Regression Lines, Regression Coefficient, Determination of Coefficient of Correlation by Regression Coefficients, Properties of Regression Coefficient, Comparison of Correlation and Regression Analysis.	15
IV	**Index Number:** Meaning, Types and Uses, Method of Constructing Price Index Number, Fixed: Based Method, Chain-Base Method, Base conversion, Base Shifting Deflating and Splicing. Consumer Price Index Number, Fisher's Ideal Index Number, Reversibility Test Time and Factor; **Analysis of Time Series**: Meaning, Importance and Components of a Time Series. Decomposition of Time Series: Measurement of Square Trend.	15
Key Words	Statistics, Collection of Data Frequency Distribution, Measures of Central Tendency, Dispersion, Skewness, Correlation, Regression, Index Numbers,	

	Analysis of Time Series.

Signature of Convener & Members (CBoS):

PART- C: Learning Resources		
Text Books,Reference Books and Others		
Text Books Recommended:- 1. Dr.S.M.Shukla & Dr. S.P.Sahaya,Sahitya Bhawan Publication, Agra(Hindi & English Medium) 2.Gupta, S.C. Fundamental of Statistics, Himalaya Publication. 3. Gupta S.P. & Gupta Archana, Elementary Statistics, (English and Hindi) Sultan Chand & Sons,New Delhi. 4.Dr.Gupta,Sharma,Dandekar,SBPD,Publishing House,Agra(Hindi & English Medium) **Note: Learners are advised to use latest edition of text books.**		
Reference Books: 1.Heinz, Kohler: Statistics for Business & Economics, HarperCollins; 2.Sharma J.K., Business Statistics, Person Education.		
On line Resources : * e-Resources/e-books and e-learning portals: https://www.youtube.com/watch?v=UjPTKJ2API8 https://www.youtube.com/playlist?list=PLCyCyhRyXPpb6l5Aru-fMvXHMVjBWlL9l https://www.youtube.com/playlist?list=PL9Cd7H8NFRQzA0_e8epz4l5rBCP2-mBWT https://onlinecourses.swayam2.ac.in/cec20_mg13/preview https://www.classcentral.com/course/swayam-bcoc-134-business-mathamatics-and-statistics-59093		
PART - D : Assessment and Evaluation :		
Suggested Continuous Evaluation Methods: Maximum Marks-		**100 Marks**
Continuous Internal Assessment (CIA) :		**30 Marks**
End Semester Exam. (ESE) :		**70 Marks**
Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz(2): 20 & 20 Assignment/Seminar: 10 Total Marks: 30	Highest marks out of the Two Test/Quiz+obtained marks in Assignment shall be considered against -30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **SectionA** :Q.1-Objective-**10x1=10Marks**;Q.2-Short answer type-**5x4=20 Marks** **Section B** : Descriptive answer type qts.,1 out 2 from each unit-**4x10=40Marks**	

Name and Signature of Convener & Members of (CBoS) :



FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction				
Program : Bachelor in Commerce (Diploma/Degree/Honors)		Semester- IV	Session : 2024-25	
1	Course Code	COGE-11		
2	Course Title	Cost Accounting		
3	Course Type	Generic Elective Course (COGE)		
4	Pre-requisite (if any)	As per program		
5	Course Learning Outcomes (CLO)	• Acquire conceptual knowledge of cost accounting and able to solve various decision-making problems that takes place in business. • Evaluate the costs and benefits of different conventional and contemporary costing systems • Understand different elements of cost and calculate material and labour cost. • Able to prepare cost sheet to know the cost of a product. • Determine contract cost, job-cost, batch cost, & process cost.		
6	Credit Value	4 Credits	Credit= 15 Hours-learning & Observation	
7	Total Marks	Max. Marks : 100		Minimum Passing Marks : 40

PART : B Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)- 60Periods (60Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Concept and Nature of Cost Accounting:** Meaning of cost and costing , Importance and features of costing , Cost classification , Concept of cost unit, Cost center, Establishment of an Idle cost accounting system. **Accounting for Material:** Direct and indirect material, Valuation of material, Principal of valuation of material, Material control, Purchases, Objective and functions of purchase department, **Inventory control-** Meaning and techniques of inventory control.	15.
II	**Employee Cost**: Meaning and classification of employee cost, Requisite of a good wage and incentive system, Time and piece rate plans, Profit sharing, Employee productivity and cost. **Labour cost control-**techniques, Employee turnover, Remuneration and Incentive schemes (Rowan and Halsey Plan only) **Overheads** – Definition and classification, Production overheads -allocation and apportionment of cost, Meaning and Methods of cost absorption, Treatment of over-absorption & under-absorption of overheads, Administration and selling & distribution overheads.	15
III	**Unit Output Costing** -Concept and Need for Unit Output Costing, Preparation of Cost Sheet & Cost Statement and Tender Price, **Reconciliation of Cost and Financial accounts.**	15
IV	**Contract Costing-** Methods of cost determination in contract costing, Escalation clause and cost- plus contract, **Job Costing-** Meaning of Job Cost, Preparation of Job Cost Sheet , Batch Costing- Meaning of Batch Cost and its application in today's Industry.**Process Costing** -Meaning and application of process costing, Methods of determination of cost in process costing, Normal and abnormal loss and gain, Costing of Joint-product and by-product	15
Key Words	Cost Accounting, Accounting for Material, Inventory Control,Employee Cost, Overheads, Unit Out-Put Cost, Reconciliation, Contract Costing, Process Costing	

Signature of Convener & Members (CBoS):

PART- C:Learning Resources			
Text Books, Reference Books and Others			
Text Books Recommended:- 1. Jain S.P. and Narang K.L.: Cost Accounting ; Kalyani New Delhi 2. Arora M.N.; Cost Accounting -Principles and Practice , Vikas ,New Delhi 3. Jawahar Lal ; Cost Accounting : McGraw Hill Education 4. M.L. Agrawal & K.L.Gupta Sahitya Bhawan Agra,(Hindi & English Medium) 5. Dr.B.K. Mehata,SBPD,Publishing House,Agra,(Hindi & English Medium) **Note: Learners are advised to use latest edition of text books.**			
Reference Books: 1. Banarjee, B. Cost Accounting – Theory and Practice New Delhi 2. Taxman's Cost Accounting ,New Delhi 3. Iyengar, S.P. Cost Accounting. Sultan Chand & Sons 4. Maheshwari S.N.: Advanced Problems and Solutions in Cost Accounting ; Sultan Chand, New Delhi			
On line Resources : * e-Resources/e-books and e-learning portals: https://onlinecourses.nptel.ac.in/noc23_mg81/preview https://sultan-chand.com/books/view/604 https://www.youtube.com/playlist?list=PLaAhQ2ofZZRBTKhB-Moy11opzd18YAstV https://www.youtube.com/watch?v=-d3bMxsxzQY https://www.youtube.com/playlist?list=PLJ_81_DlRlyecX0A3ajkTVmpIeeU_uzHg			
PART : D :- Assessment and Evaluation :			
Suggested Continuous Evaluation Methods: Maximum Marks			**100 Marks**
Continuous Internal Assessment (CIA) :			**30 Marks**
End Semester Exam. (ESE) :			**70 Marks**
Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz (2): Assignment/Seminar: Total Marks:	20 & 20 10 30	Highest marks out of the Two Test/Quiz+obtained marks in best two and Assignment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **SectionA** :Q.1-Objective-**10x1=10Marks**;Q.2-Short answer type-**5x4=20 Marks** **Section B :** Descriptive answer type qts.,1 out 2 from each unit-**4x10=40Marks**		

Name and Signature of Convener & Members of (CBoS) :

10-6-24

10/06/24

10/6/24

FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		Semester- IV	Session : 2024-25
1	**Course Code**	COGE-12	
2	**Course Title**	Fundamental of Entrepreneurship	
3	**Course Type**	Generic Elective Course (COGE)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Explore entrepreneurial culture and industrial growth so as to preparing them to set up and manage their own small units. • Choose entrepreneurship as career and can take part in startups. • Explore government support available to entrepreneurship activities. • Explain the entrepreneur concepts, gain knowledge in the financial institution, project report incentives and subsidies. • Understand the stages of the entrepreneur process, personal creativity and entrepreneurial initiative.	
6	**Credit Value**	**4 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART – B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60Periods (60Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Entrepreneurship:** Meaning, Definition, Origin and Development, Concepts, Characteristics, Importance, Theories of Entrepreneurship, Role of socio-economic environment, Emergence of Entrepreneurial Class, Intra-preneurship, Techno-preneurship, Netr-preneurship, Eco-preneurship. **Entrepreneur:** Meaning, Definition, Characteristics, Importance, Functions and Qualities. **Women Entrepreneur:** Motivational Factors, Opportunities, Problems and Challenges, Incentives for Women Entrepreneurs.	15
II	**Promotion of a Venture:** Concepts of Business Venture, Stages for promotion of a Venture, External Environmental Analysis: Meaning, Factors & Techniques, Evaluation of Start-up Problem, **Legal Requirements for Establishment of a New Unit, Raising of Funds:** Fund Requirement, Types of Fund Requirement, Sources of Raising Funds, Venture Capital: Meaning, Sources and Documentation Required.	15.
III	**Entrepreneurial Behaviour:** Meaning, Features, Emergence of Entrepreneurial Behaviours.Tendencies of Entrepreneurial Behaviours. **Innovation and Entrepreneur:**Meaning, Characteristics, Types, Barriers, Stages and Process of Innovation,Strategiesof Innovation.**Entrepreneur and Risk-Taking Capacity:** Meaning, Characteristics, Classification, Stages of Risk, Risk Management Process. **Entrepreneurial Skills:** Meaning & Basic Elements, Project Development or Technical Skills, Enterprise Management Skills, Enterprise Building Skills. Social Responsibility of Entrepreneurship	15 .
IV	**Entrepreneurial Development Programs (EDP):** Meaning, Objectives, Their Role, Relevance and Achievements, EDP in India, Role of Govt. in Organizing EDP,Critical Evaluation, Suggestion. **Initiatives of Government of India to Promote Entrepreneurship:** Start up India, Stand up India. Make in India, Digital India, Atal Innovation Mission, Pradhan Mantri Kaushal VikasYojna, National Skill Development Mission, Pradhan Mantri Mudra Yojna etc.	15
Key Words	Entrepreneurship, Entrepreneur, Women Entrepreneur, Promotion of a Venture, Entrepreneurial Behaviour Innovation, Risk, Skill, Social Responsibility, Entrepreneurial Development	

Signature of Convener & Members (CBoS):

10/06/24 10.6.24 10/6/24

PART-C :Learning Resources

Text Books, Reference Books and Others:

Text Books Recommended:-

1.Prof.R.C.Agrawal,SBPD Publishing House, Agra (Hindi Medium)
2.Gupta Dr. O.P., Entrepreneurship SBPD Publishing House, Agra(English Medium)
3.Dr.Amist Kumar & Dr. Amita Dubey,Sahitya Bhawan Publications,Agra (English Medium)
4.Dr.A.K.Mishra &Dr.P.K.Agrawal,Sahitya Bhawan Publications, Agra (Hindi Medium)
5.Kothari, Mishra, Sahu, Entrepreneurship Development, Ramesh Book Depot, Jaipur
6.Arora Renu, Sood S.K., Udhyami karan ke Mool Siddhant, Kalyani Publishers New Delhi
7.Entrepreneurial Development, S. Chand & Company, Delhi,

Note: Learners are advised to use latest edition of text books.

Reference Books:

1.Hifrich, Manimala, Peters & Shephered, Entrepreneurship, McGraw Hill
2.Desai,Vasant,Dynamics of Entrepreneurial Development and Management, Himalaya Publishing House, New Delhi
3.Prasanna Chandra, Project Preparation, Appraisal & Implementation Tata McGraw Hill, New Delhi
4. Khankha, S.S., Entrepreneurial Development, S. Chand & Company, Delhi,

On line Resources : * e-Resources/e-books and e-learning portals:

https://onlinecourses.swayam2.ac.in/cec20_mg19/preview
https://onlinecourses.nptel.ac.in/noc23_mg126/preview
https://onlinecourses.nptel.ac.in/noc24_mg67/preview
https://www.youtube.com/watch?v=UEngvxZ11sw
https://www.youtube.com/playlist?list=PLXPpRtAbi0JxktoB8gwkqHt1jDCm0oqsS

PART -D : Assessment and Evaluation :

Suggested Continuous Evaluation Methods: Maximum Marks 100 Marks
Continuous Internal Assessment (CIA) : 30 Marks
End Semester Exam. (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz (2):	20 & 20	Highest marks out of the Two Test/Quiz+obtained marks in best two and Assignment shall be considered against -30 Marks
	Assignment/Seminar:	10	
	Total Marks:	30	
End Semester Exam.(ESE):	Two Section :- A & B **SectionA** :Q.1-Objective -**10x1=10Marks**;Q.2-Short answer type-**5x4=20 Marks** **Section B :** Descriptive answer type qts.,1 out 2 from each unit-**4x10=40 Marks**		

Name and Signature of Convener & Members of (CBoS) :

10.6.24
10/06/24
10/6/24

NATIONAL EDUCATION POLICY-2020

DEPARTMENT OF C.G.HIGHER EDUCATION

FOUR YEAR UNDERGRADUATE PROGRAM

2024-28

कोर्स–कॅरिकुलम

(जेनेरिक इलेक्टिव कोर्स)

(अन्य संकाय के लिए)

FACULTY OF COMMERCE

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–प्रथम	सत्र 2024–25
1	कोर्स कोड	सीओजीई–01		
2	कोर्स शीर्षक	लेखाकंन के मूल तत्व		
3	कोर्स प्रकार	जेनेरिक इलेक्टिव कोर्स (सीओजीई)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• वित्तीय निर्णय लेने की प्रक्रिया और तरीकों की व्याख्या करें। • विभिन्न कॉर्पोरेट वित्तीय समस्याओं को हल करने के लिए उपयुक्त वित्तीय सिद्धांत और तकनीकों की पहचान करें। • आम तौर पर स्वीकृत लेखांकन सिद्धांतों की मूलभूत अवधारणाओं को पहचानें और लेखांकन की चुनौतियों को भी पहचान सकते हैं। • पूंजी और राजस्व अवधारणा को वर्गीकृत करें, वित्तीय लेखांकन के बुनियादी सिद्धांतों, अवधारणाओं और परंपराओं को समझें। • फर्म के अंतिम खातों का निर्माण करना और कम्प्यूटरीकृत लेखा प्रणाली के विभिन्न पहलुओं को लागू करना।		
6	केडिट मूल्य	4 केडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**लेखाकंनःएक परिचयः**विकास,परिभाषा, आवश्यकताएँ, उद्देश्य,लेखाकंन की शाखएँ, बुनियादी लेखाकंन सिद्धांत, अवधारणा और पंरपराएँ, लेखाकंन मानकःराष्ट्रीय एवं अंतर्राष्ट्रीय,भारत में लेखाकंन पेशे के जनक का संक्षिप्त इतिहास और योगदान : श्री के.एस.अयय्र (1859–1940)	15
2	**लेखाकंन लेनदेनः**एकल और दोहरा लेखा प्रविष्टि प्रणाली की अवधारणा,मूल अभिलेखों की पुस्तके जर्नल,खाता बही,जर्नल रोकंड़ पुस्तक का उपविभाजन (जी.एस.टी. लेनदेन सहित) और परीक्षा सूची,**मूल्य ह्रास लेखाकंनः**मूल्यह्रास ज्ञात करने की विभिन्न विधियॉ.,विभिन्न संपत्तियों का मूल्यह्रास.	15
3	**अंतिम लेखाः**विनिर्माण खाता,व्यापर खाता,लाभ–हानि खाता,स्थिति विवरण विभन्न प्रावधानों और संचय के साथ समायोजन प्रविष्टियॉ,त्रुटियों का सुधारःत्रुटियों का वर्गीकरण,त्रुटियों की पहचान,उचंत खाता, लाभ पर प्रभाव सहित.	15
4	**कम्प्यूटरीकृत लेखा प्रणालीः**सैद्धातिंक अनुपयोग एवं व्यावहारिक अनुप्रयोग (किसी भी लोकप्रिय लेखाकंन सॉफ्टवेयर का उपयोग करके),व्हाऊचर का निर्माण, लेन–देन की रिकॉर्डिग,रिपोर्ट तैयार करना,रोकड़ बही,बैंक बही, बहीखाता,परीक्षा सूची(ट्रायल बैलेंस),लाभ–हानि खाता,स्थिति विवरण(बैलेंस सीट) चुनना और किसी कंपनी के खाते को बंद करना,किसी कंपनी के डेटा का बैकअप लेना और पुनर्स्थापित करना.	15
प्रमुख शब्द	**लेखांकन, राष्ट्रीय, अंतर्राष्ट्रीय, योगदान,दोहरी प्रविष्टि प्रणाली, जर्नल, मूल्यह्रास, अंतिम खाते, सुधार, सस्पेंस खाता, कम्प्यूटरीकृत लेखांकन.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्यपुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. शुक्ला एस.एम.; वित्तीय लेखांकन ; साहित्य भवन प्रकाशन; आगरा।(हिन्दी एवं अंग्रेजी माध्यम) 2. करीम और खनूजा; वित्तीय लेखांकन; एसबीपीडी पब्लिशिंग हाउस; आगरा।(हिन्दी एवं अंग्रेजी माध्यम) 3. अग्रवाल और मंगल; वित्तीय लेखांकन यूनिवर्सल प्रकाशन।(हिन्दी माध्यम) नोटः शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1. मोंगा जे.आर. आहूजा गिरीश और सहगल अशोकः वित्तीय लेखांकन; मयूर पेपर बैक, नोएडा। 2. शुक्ला एम.सी. ग्रेवाल टी.एस. और गुप्ता, एस.सी.: उन्नत खाते; एस चंद एंड कंपनी, नई दिल्ली। 3. सिंह बी.के. वित्तीय लेखांकन ; विज्डम पब्लिशिंग हाउस, वाराणसी। 4. गुप्ता, आर.एल. और राधास्वामी। एम; वित्तीय लेखांकन सुल्तान चंद एंड संस, नई दिल्ली।		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://indianaccounting.org/econtent_book_finance. https://onlinecourses.swayam2.ac.in/nou24_cm02/ https://youtu.be/v-djL7SPw4c?si=qRK_dBVZ2lob99EV https://onlinecourses.swayam2.ac.in/aic20_sp60/preview https://youtu.be/v-djL7SPw4c?si=qRK_dBVZ2lob99		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूर्णांक –100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षा (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न–2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/01/24

20.01.24

Shashi

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–प्रथम	सत्र 2024–25
1	कोर्स कोड	सीओजीई–02		
2	कोर्स शीर्षक	व्यावसायिक सन्नियम		
3	कोर्स प्रकार	जेनेरिक इलेक्टिव कोर्स (सीओजीई)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम(**CLO**)	• व्यापार कानून की बुनियादी अवधारणाओं, नियमों और प्रावधानों का प्रदर्शन करें। • विभिन्न प्रकार के अनुबंधों को वर्गीकृत करें और संबंधित केस अध्ययनों का वर्णन करें। • माल की बिक्री के अनुबंध को नियंत्रित करने वाले विनियमन की व्याख्या करें। • साझेदारी को नियंत्रित करने वाले कानूनों और लेनदेन के कानूनी परिणामों और साझेदारी के संबंध में अन्य कार्यों पर चर्चा करें, और सीमित देयता साझेदारी को नियंत्रित करने वाले संविदात्मक दायित्वों और प्रावधानों की जांच करें। • उपभोक्ताओं के हितों की रक्षा के लिए परक्राम्य लिखत अधिनियम के महत्वपूर्ण प्रावधानों और उपभोक्ता संरक्षण अधिनियम के प्रावधानों की व्याख्या करें।		
6	केडिट महत्व	4 केडिट	1केडिट=15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	अनुबन्ध अधिनियम(1872) : अनुबन्ध के प्रकार एवं वर्गीकरण, प्रस्ताव और स्वीकृति, पक्षकारों की अनुबन्ध करने की क्षमता, स्वतन्त्र सहमति, प्रतिफल, उद्देश्य की वैधता, व्यर्थ घोषित ठहराव,अनुबंधों का निष्पादन,अनुबंधों का खंडन,अनुबंध खंडन के लिए उपचार.	15
2	विशिष्ट अनुबन्ध : हानि रक्षा (क्षतिपूर्ति) तथाप्रत्याभूति, निक्षेप तथा गिरवी, एजेन्सी (अभिकरण)के अनुबन्ध–अर्थ, एजेन्सी निर्माण के प्रकार, एजेन्ट के प्रकार, एक एजेन्ट का व्यक्तिगत दायित्व एवं एजेन्सी का समापन।	15
3	वस्तुविक्रय अधिनियम (1930) :परिभाषा, विक्रय एवं विक्रय के लिये ठहराव, वस्तुओं के प्रकार, शर्त और वारंटी, गैर–मालिकों द्वारा बिक्री, अदत्त विक्रेता, CIF,FOB और Ex-Ship अनुबन्ध। **उपभोक्ता संरक्षण अधिनियम–2019**	15
4	विनिमय साध्य विलेख अधिनियम (1881):विनिमय साध्य विलेख की परिभाषाएं, विशेषताएं,प्रतिज्ञा पत्र, विनिमय विपत्र, धनादेश (चेक), धारक एवं यथाविधिधारी, चेक का रेखांकन, रेखांकन के प्रकार, पराक्रमण, विनिमय साध्य विलेख का अनादरण व मुक्ति, सीमित दायित्व साझेदारी अधिनियम–2008	15
प्रमुख शब्द	**अनुबंध का कानून, विशेष अनुबंध, माल की बिक्री अधिनियम, उपभोक्ता संरक्षण अधिनियम, परक्राम्य लिखत अधिनियम, सीमित देयता भागीदारी अधिनियम।**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

10/06/24

Shashi

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्यपुस्तक,संदर्भ ग्रंथ एवं अन्यः		
अनुशंतित ग्रंथः– **1.शुक्ल एवं सहाय, साहित्य भवन प्रकाशन, आगरा (हिन्दी माध्यम)** **2.प्रो.आर.सी.अग्रवाल,एसबीपीडी प्रकाशन,आगरा (हिन्दी मीडियम)** **3.डॉ.ओ.पी.गुप्ता,एसबीपीडी प्रकाशन,आगरा (अंग्रेजी माध्यम)** **4.डॉ. जी.के. वार्ष्णेय: बिजनेस लॉ; साहित्य भवन प्रकाशन आगरा (अंग्रेजी माध्यम)** **5.डॉ.बी.के.सिंह और डॉ.ए.तिवारी, बिजनेस रेगुलेटरी फ्रेमवर्क, एसबीपीडी प्रकाशन (हिंदी माध्यम)** **6.आर.एल.नौलखा, बिजनेस लॉ, रमेश बुक डिपो, जयपुर (हिन्दी मीडियम)** **7.डॉ. अरुण कुमार गंगेले, बिजनेस रेग्युलेटरी फ्रेमवर्क, रामप्रसाद एंड संस, (हिंदी मीडियम)** **नोट: शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।**		
संदर्भ ग्रंथः **1.कुच्छल एम.सी. बिजनेस लॉ: विकास पब्लिशिंग हाउस, दिल्ली। (हिन्दी एवं अंग्रेजी माध्यम)** **2.कपूर एन.डी.: बिजनेस लॉ; सुल्तानचंद एंड संस, नई दिल्ली। (अंग्रेजी माध्यम)** **3.चंदा पी.आर.: बिजनेस लॉ; गलगोटिया नई दिल्ली। (अंग्रेजी माध्यम)**		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://onlinecourses.swayam2.ac.in/nou24_cm11/preview https://www.toppr.com/guides/business-law/ https://www.youtube.com/watch?v=BZshaldOlUo https://www.youtube.com/watch?v=HrF9D2V8Ixk https://www.youtube.com/watch?v=ol2BXgF-P48		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक –100 अंक	सतत् आंतरिक मूल्याकंन **(CIA)** : 30 अंक अंत सेमेस्टर परीक्षा **(ESE)** : 70 अंक	
सतत् आंतरिक मूल्याकंन **(CIA)**: (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षा **(ESE)**	दो खंड– अ तथा ब खंड–अः प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20 अंक** खंड–बः वर्णात्मक प्रकार के प्रश्न–2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

10.6.24

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–प्रथम	सत्र 2024–25
1	कोर्स कोड	सीओजीई–03		
2	कोर्स शीर्षक	व्यावसायिक अर्थशास्त्र		
3	कोर्स प्रकार	सीओ जेनेरिक इलेक्टिव कोर्स (सीओजीई)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुसार		
5	कोर्स लर्निंग आउटकम (CLO)	• प्रदर्शित करें कि विभिन्न आर्थिक प्रणालियाँ कैसे कार्य करती हैं और विभिन्न आर्थिक निर्णयों के निहितार्थों का मूल्यांकन करें। • समझें कि उपभोक्ता विभिन्न वस्तुओं पर खर्च करके अपनी संतुष्टि को अधिकतम करने का प्रयास कैसे करते हैं। • उत्पादन में प्रयुक्त इनपुट और परिणामी आउटपुट और लागत के बीच संबंध का विश्लेषण करें। • बाजार तंत्र और फर्मों के व्यवहार और विभिन्न बाजार स्थितियों के प्रति फर्मों की प्रतिक्रिया का विश्लेषण और व्याख्या करना। • विभिन्न बाज़ार स्थितियों में मूल्य निर्धारण के विभिन्न पहलुओं की खोज करें।		
6	केडिट महत्व	4 केडिट	केडिट=15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उर्त्तीणांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**भारतीय अर्थशास्त्रियों का संक्षिप्त परिचय एवं प्रमुख अशंदानः** कौटिल्य, दादा भाई नौरेजी, गोपाल कृष्ण गोखले,डॉ.गाडगिल,व्ही.के.आर.राव एवं अर्मत्य सेन. **व्यावसायिक अर्थशास्त्रः** अर्थ, परिभाषा, उद्धेश्य, प्रकृतिऔर क्षेत्र, व्यवसायिक अर्थशास्त्री की भूमिकाएं एवं उत्तरदायित्व..**बाजार की मांग का विश्लेषणः** मांग का अर्थ एवं मांग के निर्धारक तत्व, मांग में परिवर्तन, मांग का फलन, मांग का नियम, मांग के प्रकार और मांग के नियम का अपवाद।	15
2	**उपभोक्ता व्यवहार और मांग की लोचः** मांग की उपयोगिता का विश्लेषण, सीमांत उपयोगिता ह्रास नियम और उपभोक्ता की बचत, उदासीनता वक्र तकनीक, कीमत रेखा या बजट रेखा, मांग की लोच की अवधारणाएं, महत्व एवं उनके प्रकार, लोच की विभिन्न अवधारणा की गणना, मांग की कीमत लोच को मापने की विधियॉ.	15
3	**उत्पादन विश्लेषण** : आपूर्ति का अर्थ और आपूर्ति के फलन, स्टॉक और प्रवाह की अवधारणा, आपूर्ति के निर्धारक, आपूर्ति का नियम, आपूर्ति में परिवर्तन, उत्पादन फलनः (अ) परिवर्तनशील अनुपातों का नियम (ब) पैमाने के प्रतिफल के नियम, पैमाने की बचते और विसंगतियां (हानियॉ)	15
4	**बाजार संरचना और फर्म एवं उद्योग का संतुलनः** अर्थ, वर्गीकरण एवं बाजार के प्रकार, बाजार संरचना–पूर्ण एवं अपूर्ण प्रतियोगिता के अनुरूप, पूर्ण प्रतियोगिता के अंतर्गत कीमत और उत्पादन का निर्धारण, पूर्ण प्रतियोगिता, एकाधिकार,विभेदात्मक एकाधिकार,एकाधिकृत प्रतियोगिता एवं अल्पाधिकार के अंतर्गत.	15
प्रमुख शब्द	व्यावसायिक अर्थशास्त्र, मांग, लोच, उपभोक्ता व्यवहार, उत्पादन विश्लेषण बाजार, बाजार आकृति विज्ञान और फर्म और उद्योग का संतुलन	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्यपुस्तक,संदर्भ ग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. डॉ. वी.सी. सिन्हा; एसबीपीडी पब्लिशिंग हाउस, आगरा। (हिन्दी अंग्रेजी एवं हिन्दी माध्यम) 2. डॉ. जय प्रकाश मिश्र, साहित्य भवन प्रकाशन, आगरा। (हिन्दी एवं अंग्रेजी माध्यम) 3. एम. एल. झिंगन, वृंदा प्रकाशन, दिल्ली। (अंग्रेजी और हिंदी माध्यम) 4.डॉ. जे.के. जैन, मध्य प्रदेश हिंदी ग्रंथ अकादमीः भोपाल। (हिन्दी माध्यम) नोटः शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भ ग्रंथः 1. आहूजा, एच. एल नई दिल्लीः सुल्तान चंद पब्लिशिंग हाउस, दिल्ली 2. कौट्सॉयनिस, ए. लंदनः पालग्रेव मैकमिलन। 3. चतुर्वेदी, डी. डी., और गुप्ता, एस. एल. इंटरनेशनल बुक हाउस प्रा. लिमिटेड. नई दिल्लीः 4. कैनेडी, एम.जे., हिमालय पब्लिशिंग हाउस। मुंबईः		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://onlinecourses.swayam2.ac.in/imb24_mg06/preview https://www.businesseconomics.in/ https://www.wallstreetmojo.com/business-economics/ https://www.youtube.com/playlist?list=PLgC10_Xv-BGirAqOr-hU8e-N_Nz0UpgI- https://www.youtube.com/watch?v=9kai9P-KeNo study material of ICAI: www.icai.org. https://www.icsi.edu/media/website/Business%20Economic https://www.businesseconomics.com/		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूर्णांक – 100 अंक	सतत् आंतरिक मूल्याकंन **(CIA)** : 30 अंक अंत सेमेस्टर परीक्षा **(ESE)** : 70 अंक	
सतत् आंतरिक मूल्याकंन **(CIA)**: (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षा **(ESE)**	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20 अंक** खंड–बः– वर्णात्मक प्रकार के प्रश्न 2–प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–द्वितीय	सत्र 2024–25
1	कोर्स कोड	सीओजीई–04		
2	कोर्स शीर्षक	व्यावसायिक लेखाकंन		
3	कोर्स प्रकार	जेनेरिक इलेक्टिव कोर्स (सीओजीई)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• साझेदारी की अवधारणा को समझें और साझेदारी फर्म के वित्तीय विवरण तैयार कर सकते हैं। • परिसंपत्तियों के निपटान और देनदारियों के भुगतान से संबंधित लेखांकन तकनीक की व्याख्या करें। • किराया खरीद लेनदेन के लिए लेखांकन के विभिन्न तरीकों का उपयोग करें। • आय के मुख्य स्रोतों की पहचान करें और रसीद और भुगतान खाते से आय और व्यय खाता तैयार करने की तकनीक सीखें और बैलेंस शीट तैयार करने में भी सक्षम हों। • शाखा लेखांकन की अवधारणा को समझें और विभिन्न तरीकों के आधार पर खाते तैयार करें।		
6	केडिट महत्व	4 केडिट	केडिट=15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उर्त्तीणांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	साझेदारी फर्म के लेखेः साझेदारी फर्म के मूल सिद्धांत,साझेदारी डीड (संलेख),फर्म के अंतिम खातें, नए साझेदार का प्रवेश,साझेदार की सेवानिवृत्ति और मृत्यु.	15
2	साझेदारी फर्म का विघटन,साझेदारी फर्मो का एकीकरण,साझेदारी फर्म का सीमित दायित्व कंपनी में परिवर्तन.	15
3	किराया–कय पद्धति के लिए लेखाकंनःकिराया विकेताओं की पुस्तक में जर्नल प्रविष्टियॉ और बहीखाता,बड़े मूल्य की सम्पत्तियों के किराया–कय पद्धति डिफॉल्ट और पुनर्ग्रहण सहित, किस्त कय प्रणाली लेखाकंन.	15
4	गैर व्यापारिक संगठनों के लिए लेखाकंन : अंतर्देशीय शाखाओं के लिए लेखाकंनः आश्रित एवं स्वतंत्र शाखाओं की अवधारणा,लेखांकन पहलू,देनदार की प्रणाली,स्टॉक और देनदार की प्रणाली,शाखा अंतिम खाता प्रणाली और थोक आधार प्रणाली,समायोजन के साथ समेकित लाभ–हानि खाते और बैलेंस शीट तैयार करना. विभागीय लेखाकंन.	15
प्रमुख शब्द	साझेदारी, फर्म, विलेख, समामेलन, सीमित देयता, किराया.खरीद, किस्त खरीद, गैर व्यापारिक संस्थान, विभागीय खाते.	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्यपुस्तक,संदर्भ ग्रंथ एवं अन्यः		
अनुशंतित ग्रंथः– 1.शुक्ला एस.एम., साहित्य भवन प्रकाशन, आगरा, हिन्दी एवं अंग्रेजी माध्यम 2.. गुप्ता. आर.एल. और राधास्वामी, एम. सुल्तान चंद एंड संस, नई दिल्ली. 3.करीम और खनूजा, एसबीपीडी पब्लिशिंग हाउस, आगरा हिन्दी एवं अंग्रेजी माध्यम. 4.अग्रवाल और मंगल, यूनिवर्सल पब्लिकेशन, हिन्दी मीडियम. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भ ग्रंथः 1.मोंगा जे.आर. आहूजा गिरीश और सहगल अशोक, मयूर पेपर बैक, नोएडा। 2.शुक्ला एम.सी. गेवाल टी.एस. और गुप्ता, एस.सी., एस. चंद एंड कंपनी, नई दिल्ली, अंग्रेजी माध्यम. 3. सिंह बी.के. विज्डम पब्लिशिंग हाउस, वाराणसी।		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://indianaccounting.org/econtent_book_finance. https://onlinecourses.swayam2.ac.in/nou24_cm02/ https://youtu.be/v-djL7SPw4c?si=qRK_dBVZ2lob99EV https://onlinecourses.swayam2.ac.in/aic20_sp60/preview https://youtu.be/v-djL7SPw4c?si=qRK_dBVZ2lob99		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक – 100 अंक	सतत् आंतरिक मूल्याकंन **(CIA)** : 30 अंक अंत सेमेस्टर परीक्षा **(ESE)** : 70 अंक	
सतत् आंतरिक मूल्याकंन **(CIA)**: (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः **(ESE)**	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20 अंक** खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24 10.6.24

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–द्वितीय	सत्र 2024–25
1	कोर्स कोड	सीओजीई–05		
2	कोर्स शीर्षक	व्यावसायिक गणित		
3	कोर्स प्रकार	जेनेरिक इलेक्टिव कोर्स (सीओजीई)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• समस्याओं को हल करने के लिए व्यावसायिक गणितीय तकनीकों के अनुप्रयोग का अन्वेषण करें। • अनुपात, अनुपात, भिन्नता और प्रतिशत को हल करें और विभिन्न क्षेत्रों में इसके अनुप्रयोग का निर्धारण करें। • व्यापारिक लेनदेन से होने वाले लाभ या हानि का मूल्यांकन करें। • कमीशन, दलाली, लाभ और हानि, साधारण ब्याज और चक्रवृद्धि ब्याज से संबंधित व्यावहारिक अनुप्रयोग का वर्णन करें। • वैदिक गणित सूत्रों की सहायता से संख्यात्मक गणनाओं को शीघ्रता से हल करें।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–ब: कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)=60 कालखंड (60घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**वैदिक गणित** .भारतीय ज्ञान परम्परा में वैदिक गणित का संक्षिप्त इतिहास वैदिक गणित के माध्यम से, संख्याओं के जोड़, गुणा, भाग वर्ग एवं वर्गमूल की त्वरित गणना की विधियाँ एवं अभ्यास, योगांक से उत्तर के त्वरित सत्यापन की विधि **युगपतसमीकरण** :अर्थ एवं महत्व, दो चरों में रेखीय समीकरण को हल करने की विलोपन विधि, प्रतिस्थापन विधि, वज्रगुणन विधि एवं बिन्दुरेखीय विधियाँ।	15
2	**वित्तीय अंकगणित :साधारण एवं चक्रवृद्धि ब्याजः** मूलधन, मिश्रधन, ब्याज की वास्तविक एवं नाममात्र दर की अवधारणा साधारण ब्याज एवं चक्रवृद्धि ब्याज में अन्तर, ब्याज, समय, दर, मूलधन एवं मिश्रधन से सम्बन्धित व्यावहारिक समस्याएँ. **लघुगुणक एवं प्रतिलघुगुणकः** लघुगुणक एवं प्रतिलघुगुणक सारिणी का व्यावहारिक उपयोग.	15
3	**वाणिज्यिक गणितः1**–अनुपात एवं समानुपात,अंकगणितीय औसत, प्रतिशत.	15
4	**वाणिज्यिक गणितः2**–कमीशन, दलाली,अपहार, लाभ–हानि.	15
प्रमुख शब्द	**वैदिक गणित, युगपत समीकरण, सरल और चक्रवृद्धि ब्याज, लघुगणक और प्रतिलघुगणक, अनुपात, समअनुपात, औसत, प्रतिशत, कमीशन, ब्रोकरेज,छूट, लाभ हानि.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

खंड–सः अध्ययन स्त्रोत्/साधन
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य
अनुशंतित ग्रंथः– 1. डॉ.एस.एम.शुक्ला, साहित्य भवन प्रकाशन, आगरा ;हिन्दी एवं अंग्रेजी माध्यम. 2.डॉ. करीम और अग्रवाल, बिजनेस मैथमेटिक्स एसबीपीडी पब्लिशिंग हाउस, आगरा ;हिंदी और अंग्रेजी माध्यम. 3. अग्रवाल डॉ. महेश बिजनेस मैथमेटिक्स, रामप्रसाद एंड संस, भोपाल नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।
संदर्भग्रंथः 1.मगर डॉ. अभिलाषा बिजनेस मैथमेटिक्स, हिमालय प्रकाशन, मुंबई 2. संचेती और कपूर बिजनेस गणित सुल्तान चंद एंड संस, नई दिल्ली 3.शर्मा जे.के. बिजनेस मैथमेटिक्स आईके इंटरनेशनल प्राइवेट लिमिटेड लिमिटेड, नई दिल्ली 4.कुमार मृत्युंजय बिजनेस मैथमेटिक्स एस. चंद पब्लिशिंग, नई दिल्ली
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टल': https://onlinecourses.swayam2.ac.in/nou24_cm08/preview https://www.geektonight.com/business-mathematics-notes/ https://open.umn.edu/opentextbooks/textbooks/642 https://byjus.com/maths/business-mathematics/ https://www.youtube.com/watch?v=FWj2joeVKEU

खंड–दः आंकलन और मूल्याकंन

अनुशंसित सतत् मूल्याकंन प्रविधिः

पूर्णांक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20 अंक** खंड–बः– वर्णात्मक प्रकार के प्रश्न–2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–द्वितीय	सत्र 2024–25
1	कोर्स कोड	सीओजीई–06		
2	कोर्स शीर्षक	व्यावसायिक वातावरण		
3	कोर्स प्रकार	जेनेरिक इलेक्टिव कोर्स (सीओजीई)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• पर्यावरण और व्यवसाय के बीच संबंध को समझें। • व्यावसायिक वातावरण के वैचारिक ढाँचे का प्रदर्शन और विकास करना और अंतर्राष्ट्रीय व्यापार में रुचि पैदा करना। • स्थानीय व्यावसायिक वातावरण की प्रकृति और उसके घटक की पहचान करें। • सरकार का प्रदर्शन करें. व्यावसायिक संगठन के उद्भव, उत्थान और सुचारू संचालन के लिए नीतियां और विभिन्न भूमिकाएँ। • औद्योगिक नीति और नीति आयोग का ज्ञान बढ़ाएं।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड(01 घंटा प्रति कालखंड)=60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**व्यवसायिक पर्यावरण** :पर्यावरण के प्रकार– आंतरिक, बाहय, सूक्ष्म एवं वृहद पर्यावरण, उद्योग की प्रतिस्पर्धी संरचना, विश्लेषणात्मक पर्यावरण एवं कूटनीतिक प्रबंधन, प्रबंधन विविधता, व्यवसाय के क्षेत्र, व्यवसाय की विशेषताएं, उद्देश्य और अध्ययन का उपयोग, विश्लेषणात्मक पर्यावरण की प्रक्रिया एवं सीमाएं	15
2	**विकास की आर्थिक समस्याएं** : मुद्रा स्फीति, समानांतर अर्थव्यवस्था, औद्योगिक रूग्णता **विकास के आर्थिक तत्व** : प्रत्यक्ष विदेशी विनियोग (FDI), विदेशी पोर्टफोलियो निवेश (FPI), सूक्ष्म, लघु और मध्यम उद्यम (MSMES)	15
3	**सरकारी नीतियां** : आयात–निर्यात नीति, मौद्रिक एवं राजकोषीय नीति, निजीकरण, उदारीकरण, वैश्वीकरण, नोटबंदी / विमुद्रीकरण, विनिवेश,भारतीय आर्थिक नियोजन की संक्षिप्त विवरण,नीति आयोग,छ.ग.राज्य की औद्योगिक नीति.	15
4	**अंतर्राष्ट्रीय पर्यावरणः** विश्व व्यापार की प्रवृत्ति एवं विकासशील देशों की समस्याएं, विदेशी व्यापार एवं आर्थिक विकास. **अंतर्राष्ट्रीय आर्थिक समूहः** गैट (GATT), विश्व व्यापार संगठन (WTO), अंकटाड(UNCTAD), विश्व बैंक अंतर्राष्ट्रीय मुद्रा कोष (IMF), ट्रिप्स (TRIPS), ट्रिम्स (TRIMS) **क्षेत्रीय व्यापार समझौतेः** यूरोपियन यूनियन (EU) ASEAN, SAARC, NAFTA	15
प्रमुख शब्द	**व्यावसायिक वातावरण, विकास की आर्थिक समस्या, विकास के आर्थिक कारक, सरकार] नीतियाँ, आर्थिक योजना, औद्योगिक नीति, अंतर्राष्ट्रीय पर्यावरण, अंतर्राष्ट्रीय आर्थिक समूह, क्षेत्रीय व्यापार का समझौता.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/6/24 20.6.24

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. सिन्हा वीण्सीण्ए बिजनेस एनवायरनमेंट, एसबीपीडी प्रकाशन आगरा, ;हिंदी और अंग्रेजी. 2.. डॉ.जे.पी.मिश्रा,साहित्य भवन प्रकाशन,आगरा;हिन्दी माध्यम. 3. सिंह रंजीत, बिजनेस एनवायरनमेंट, कल्याणी पब्लिशर्स नई दिल्ली. 4. उपाध्याय शर्मा दयाल, बिजनेस एनवायरनमेंट ;हिन्दी, रमेश बुक डिपो जयपुर. 5. सिंहए डॉ. एस.के., बिजनेस एनवायरनमेंट ;हिन्दी, साहित्य भवन प्रकाशन आगरा. 6. जैन डॉ. एस.सी., व्यावसायिक पर्यावरण ;हिन्दी, कैलाश पुस्तक सदन, भोपाल. 7.जोशी रोज़ी. कपूर संगम. बिजनेस एनवायरनमेंट ;हिंदी, कल्याणी पाब. नई दिल्ली. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भ ग्रंथः 1. शेख सलीम, बिजनेस एनवायरनमेंट, पियर्सन. 2. फ्रांसिस, चेरुनिलन, बिजनेस एनवायरनमेंट, हिमालय पब्लिशिंग हाउस. 3. गुप्ता सी.बी., बिजनेस एनवायरनमेंट सुल्तान चंद एंड संस. 4. पलिवार वीणा केशव, बिजनेस एनवायरनमेंट. पीएचआई लर्निंग प्राइवेट लिमिटेड. दिल्ली.		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://onlinecourses.swayam2.ac.in/imb24_mg33/preview https://egyankosh.ac.in/handle/123456789/3142 https://www.youtube.com/watch?v=Q1yw7Tchsc8 https://www.youtube.com/watch?v=9jUHXPGEBEM https://www.youtube.com/playlist?list=PLJtJvO3aaWe2oQxrJov7CfDFDC3aebxi1		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20 अंक** खंड–बः– वर्णात्मक प्रकार के प्रश्न–2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

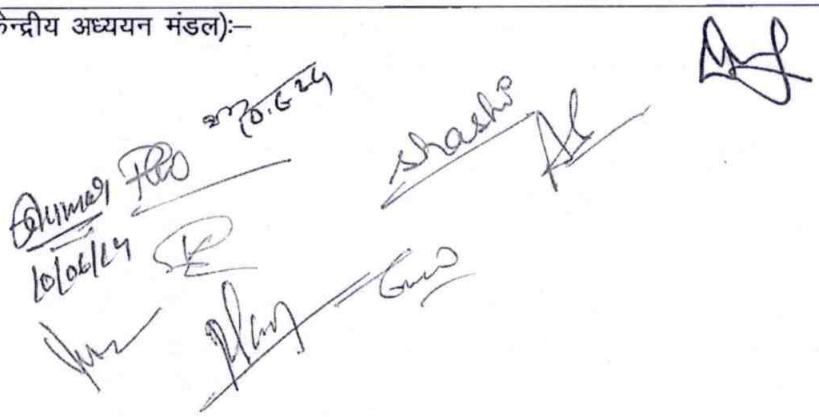
खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा/डिग्री/ऑनर्स)			सेमेस्टर–तृतीय	सत्र 2024–25
1	कोर्स कोड	सीओजीई–07		
2	कोर्स शीर्षक	निगमीय लेखाकंन		
3	कोर्स प्रकार	जेनेरिक इलेक्टिव कोर्स (सीओजीई)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• कॉर्पोरेट लेखांकन प्रणाली के वैचारिक ज्ञान का उपयोग करें और भारतीय एएस के ढांचे के भीतर कंपनियों के वित्तीय विवरण तैयार करने की तकनीक सीखें। • शेयरों और डिबेंचर को जारी करने और भुनाने की प्रक्रिया को समझें। • ज्वाइंट स्टॉक कंपनी लिमिटेड के वित्तीय विवरण का विश्लेषण करें। • कंपनियों के समामेलन और अवशोषण में शामिल प्रक्रिया की व्याख्या करें। • ख्याति और शेयरों के मूल्यांकन की प्रक्रिया लागू करें।		
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15घंटे का अध्ययन/प्रशिक्षण/प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–ब: कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)=60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	अंश एवं ऋणपत्रः अंशों का निर्गमन, अंशों का हरण और उनका पुननिर्गमन, बोनस अंशों का निर्गमन, अंशों का अभिगोपन, पूर्वाधिकार अंशो का शोधन,ऋणपत्रों का निर्गमन और शोधन	15
2	वित्तीय विवरण एवं कंपनी के अंतिम खाते , कंपनी का समापन	15
3	कंपनियों के समामेलन एवं आंतरिक पुनर्निर्माण के लिए लेखांकन,	15
4	ख्याति व अंशों का मूल्यांकन एवं सूत्रधारी कंपनियों का समेकित चिठ्ठा केवल एक सहायक कंपनी के साथ	15
प्रमुख शब्द	शेयर एवं डिबेंचर, कंपनियों के अंतिम खाते, कंपनी का परिसमापन, कंपनियों का समामेलन और पुनर्निर्माण, ख्याति और शेयर का मूल्यांकन, सूत्रधारी कंपनी की समेकित बैलेंस शीट.	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. डॉ. एस.एम. शुक्ल एवं डॉ. के.एल.गुप्ता, साहित्य भवन प्रकाशन आगरा, ;हिन्दी एवं अंग्रेजी माध्यम. 2. डॉ मंगल मेहता और अग्रवाल, इंदौर प्रकाशित किया. 3. डॉ करीम और खनूजा, एसबीपीडी, प्रकाशन, आगरा, ;हिंदी और अंग्रेजी माध्यम. 4. गुप्ता आर.एल., राधास्वामी एम. कंपनी खाते, सुल्तान चंद एंड संस, नई दिल्ली. 5. जे.आर. मोंगा. कॉरपोरेट अकाउंटिंग के बुनियादी सिद्धांत, मयूर पेपर बैक, नई दिल्ली. नोटः–शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1. एम.सी. शुक्ला, टी.एस. ग्रेवाल, और एस.सी. गुप्ता, उन्नत खाते, खंड.II एस. चंद एंड कंपनी, नई दिल्ली. 2. एस.एन. माहेश्वरी, और एस. के. माहेश्वरी, निगमित लेखांकन, विकास पब्लिशिंग हाउस, नई दिल्ली. 3. अशोक सहगल, कॉरपोरेट अकाउंटिंग के बुनियादी सिद्धांत, टैक्समैन प्रकाशन, नई दिल्ली, 4. वी.के. गोयल और रुचि गोयल, निगमित लेखांकन, पीएचआई लर्निंग. 5. जैन.एस.पी. और के.एल. नारंग, निगमित लेखांकन, कल्याणी पब्लिशर्स, नई दिल्ली. 6. भूषण कुमार गोयल, फंडामेंटल्स ऑफ कॉरपोरेट अकाउंटिंग, इंटरनेशनल बुक हाउस. 7. पी. सी. तुलस्यान और भरत तुलस्यान, कॉर्पोरेट अकाउंटिंग, एस.चंद. 8. अमिताभ मुखर्जी, मोहम्मद हनीफ, कॉर्पोरेट अकाउंटिंग, मैकग्रा हिल एजुकेशन.		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://www.geektonight.com/corporate-accounting-notes/ https://commercemates.com/corporate-accounting/ https://academy.tax4wealth.com/blog/corporate-accounting https://www.youtube.com/watch?v=p0rxpzkSDLU https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/19		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूर्णांक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन(CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–



चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा/डिग्री/ऑनर्स)			सेमेस्टर–तृतीय	सत्र 2024–25
1	कोर्स कोड	सीओजीई–08		
2	कोर्स शीर्षक	कम्पनी अधिनियम		
3	कोर्स प्रकार	जेनेरिक इलेक्टिव कोर्स (सीओजीई)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• भारत में कंपनी के माहौल के कानूनी ढांचे को समझें और उसका मूल्यांकन करें और भारतीय कंपनी कानून का प्रारंभिक ज्ञान प्राप्त करें। • कंपनी के उद्देश्य, संचालन की सीमाओं और अन्य आवश्यक विवरणों की रूपरेखा। • कंपनी सचिव की भूमिका को समझें जो छात्रों को अपना करियर बनाने में मदद करती है। • कंपनी कानून के विभिन्न खंडों की व्याख्या करें जिन्हें एक व्यवसाय प्रबंधक को बेहतर निर्णय लेने के लिए जानना चाहिए और कंपनियों को बंद करने की प्रक्रिया को भी समझना चाहिए। • कानूनी समस्याओं के समाधान तक पहुंचने के लिए तर्क और समस्या-समाधान कौशल द्वारा कानूनी विश्लेषण की क्षमता विकसित करें।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन/प्रशिक्षण/प्रवेक्षण	
7	कुल अंक	अधिकत्तम पूर्णांक–100 अंक		उर्त्तीणांक–40

खण्ड–बः कोर्स की विषय वस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**परिचय, कंपनियों का प्रवर्तन एवं समामेलनः**परिचयः कंपनी की परिभाषा, विशेषताऐं एवं सीमाऐं, निगमन का आवरण उठाना, कंपनी के प्रकार।निगमों का सामाजिक उत्तरदायित्व ।प्रवर्तन–प्रवर्तक–अर्थ, वैधानिक स्थिति, कर्त्तव्य, दायित्व एवं अधिकार, पारिश्रमिक। कंपनी गठन के क्रियात्मक पहलू।समामेलन–रजिस्ट्रार के पास जमा किये जाने वाले प्रपत्र, समामेलन का प्रमाणपत्र, पंजीयन, प्रारंभिक अनुबंध –पार्षद सीमानियम, पार्षद अंर्तनियम–अर्थ, उद्देश्य, विषय सामग्री एव उसमें परिवर्तन । रचनात्मक सूचना का सिद्धांत, आंतरिक प्रबंध का सिद्धांत एवं इसके अपवाद।	15
2	**पूंजी प्रबंध एवं सदस्यताः**पूंजीप्रबंध–कंपनी के ऋण लेने के अधिकार, बंधक एवं प्रभार, ऋणपत्र, प्रतिभूतियों का अभौतिकीकरण एव पुनः भौतिकीकरण।कंपनी में सदस्यता–सदस्य एवं अंशधारी, सदस्य कौन बन सकताहै ? सदस्यता की समाप्ति, सदस्यों के अधिकार एवं उत्तरदायित्व, सदस्यों का रजिस्टर एव अनुक्रमाणिका।	15
3	**निगमीय व्यक्तित्व–** संचालक–अर्थ, नियुक्ति, पारिश्रमिकएवंकर्तव्य, प्रबंध संचालक, महिला संचालक, पूर्णकालिक संचालक।कंपनी सचिव–नियुक्ति, वैधानिक स्थिति एवं योग्यताएं, अधिकार, कर्तव्य एवं उत्तरदायित्व, पेशेवर कदाचार।	15
4	**कंपनी की सभाऐंएवं कंपनी सचिव**–कंपनी की सभाएंप्रकार, सूचना गणपूर्ति, कार्यसूची, मताधिकार, प्रतिपुरूष, प्रस्ताव, सूक्ष्म।कंपनी की सभाओं में कंपनी सचिव की भूमिका–सूचना, कार्यसूची, सूक्ष्म, प्रस्ताव के मसौदे तैयार करना।कंपनी का समापन–समापन की विधियां।निस्तारक–नियुक्ति, कर्तव्य, दायित्व एवं अधिक्रार पारिश्रमिक।	15

10/06/24

प्रमुख शब्द	प्रवर्तन,कंपनी, समामेलन, **निगमन, पूंजी जारी करना, प्रविवरण, कॉर्पोरेट व्यक्तित्व, कंपनी की बैठक, कंपनी सचिव.**

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्यपुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1.डॉ.एस.एम.शुक्ला, एवं डॉ. आई.एम.शाया, साहित्य भवन प्रकाशन, आगरा, ;हिन्दी माध्यम. 2.डॉ.एस.एम.शुक्ला, और डॉ.के.जैन, साहित्य भवन प्रकाशन आगरा, ;अंग्रेजी माध्यम. 3. डॉ. जी.के. वार्ष्णेय, साहित्य भवन प्रकाशन, आगरा, ;अंग्रेजी माध्यम. 4. प्रो. अग्रवाल एवं कोठारी, एसबीपीडी, प्रकाशन, आगरा ;हिन्दी माध्यम. 5 .डॉ.ओ.पी.गुप्ता,एसबीपीडी,प्रकाशन,आगरा ;हिन्दी एवं अंग्रेजी माध्यम. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1. सिंह अवतार, कंपनी लॉ, ईस्टर्न बुक कंपनी लखनऊ.		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://onlinecourses.swayam2.ac.in/cec20_hs23/preview https://www.mca.gov.in/content/mca/global/en/acts-rules/companies-act/companies-act-2013.html https://www.nls.ac.in/course/corporate-law/ https://www.claonline.in/icsi/ https://www.youtube.com/c/CorporateLawLectures		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक – 100 अंक	सतत् आंतरिक मूल्याकंन (**CIA**) : 30 अंक अंत सेमेस्टर परीक्षा (**ESE**) : 70 अंक	
सतत् आंतरिक मूल्याकंन (**CIA**): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः (**ESE**)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर– तृतीय	सत्र 2024–25
1	कोर्स कोड	सीओजीई–09		
2	कोर्स शीर्षक	प्रबंध के सिद्धान्त		
3	कोर्स प्रकार	जेनेरिक इलेक्टिव कोर्स (सीओजीई)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• प्रबंधन के सिद्धांत की अवधारणा को बुनियादी सिद्धांतों और मानदंडों के साथ समझें। • प्रबंधन और नियंत्रण के सिद्धांत के क्षेत्र से जुड़ी शब्दावली को उनकी प्रासंगिकता के साथ समझें। • विभिन्न समस्याओं के समाधान के लिए प्रबंधन के सिद्धांत की उपयुक्त विधि और तकनीक की पहचान करें। • व्यवसाय और उद्योग संबंधी समस्याओं को हल करने के लिए बुनियादी व्यवसाय प्रबंधन सिद्धांतों को लागू करें। • योजना, आयोजन, निर्देशन, प्रेरणा और नियंत्रण आदि की अवधारणा को समझें।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	प्रबंध :–परिचय, अवधारणा, विशेषताएँ, प्रकृति, प्रक्रिया तथा महत्त्व, प्रबंध की भूमिका (मिन्ट्जबर्ग), प्रबंध के कार्यात्मक क्षेत्रों का अवलोकन, प्रबंध विचारधारा का विकास, प्राचीन एवं नवप्राचीन प्रणाली, आकस्मिकता दृष्टिकोण, प्रणाली दृष्टिकोण.	15
2	**नियोजनः**–अवधारणा, विशेषताएँ, प्रक्रिया, महत्व, प्रकार प्रभावी नियोजन के तत्व . **निर्णयन** :–अवधारणा, प्रक्रिया, प्रकार एवंमहत्व, उद्देश्यो द्वारा प्रबंध. **संगठनः**–अवधारणा, प्रकृति, प्रक्रिया, महत्व, अधिकार तथा उत्तरदायित्व संबंध,केन्द्रीयकरण तथा विकेन्द्रीकरण विभागीयकरण, संगठन संरचना–प्रारूप.	15
3	**निर्देशन**–अर्थ, विशेषताएँ, अवधारणा तथा तकनीक,सिद्वांत, महत्व,**समन्वय** :– अर्थ, विशेषताएँ, प्रकृति, सिद्वांत, महत्व, लाभ तथा सीमाएँ.**सम्प्रेषण**–प्रकृति, प्रक्रिया, महत्व, प्रकार,नेटवर्क तथा बाधाऐं, प्रभावी सम्प्रेषण, प्रतिपुष्टि. **नियुक्तियाँः**–भर्ती की अवधारणा–भर्ती और चयन,उन्मुखीकरण,प्रशिक्षण तथा विकास, कॅरियर (आजीविका) विकास, केस स्टडी के साथ प्रदर्शन मूल्यांकन।	15
4	**अभिप्रेरणाः**–अवधारणा, प्रकार, महत्व, विचारधाराएं :–मैस्लो, हर्जबर्ग, मैकग्रेगर,आउची; मौद्रिक तथा अमौद्रिक प्रोत्साहन अभिप्रेरणा.**नेतृत्व** :–अर्थ, अवधारणा, कार्य तथा नेतृत्व शैली, प्रकार, गुण, बाधाएँ, लिकर्ट की चार नेतृत्व प्रणाली, केस स्टडी द्वारा विचारधारा का महत्व.**नियंत्रण**– अर्थ, विशेषताएँ, महत्व, प्रक्रिया, प्रभावी नियंत्रण प्रणाली, नियंत्रण की विभिन्न तकनीक.	15
प्रमुख शब्द	**प्रबंध, योजना, निर्णय लेना, संगठन, निर्देशन, समन्वय, संचार, स्टाफिंग, प्रेरणा, नेतृत्व, नियंत्रण.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

10.6.24

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्यपुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1.डॉ. एस.सी.सक्सेना साहित्य भवन प्रकाशन, आगरा ;अंग्रेजी माध्यम. 2.डॉ.आर.सी.गुप्ता, साहित्य भवन प्रकाशन, आगरा ;हिन्दी माध्यम. 3. प्रो. आर.सी.अग्रवाल, एसबीपीडी प्रकाशन, आगरा, ;हिन्दी मीडियम. 4.डॉ. मिश्रा एवं गुप्ता, एसबीपीडी, प्रकाशन, आगरा ;अंग्रेजी माध्यम. 5.यादव. पंकज, नील कमल प्रकाशन, दिल्ली. 6. जगदीश प्रकाश, किताब महल प्रकाशक. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1.वेइरिच और कून्ट्ज़., टाटा मैकग्रा हिल. नई दिल्ली. 2. स्टीफन पी. रॉबिंस, प्रबंधन, पियर्सन 3. कून्ट्ज़ और ओडोनेल, प्रबंधन, मैकग्रा हिल। 4. एल एम प्रसाद, प्रबंधन के सिद्धांत, सुल्तान चंद एंड संस 5. वी.एस.पी- राव/बजाज, प्रबंधन प्रक्रिया और संगठन, एक्सेल बुक्स.जीएच. 6. टी. रामास्वामी, प्रबंधन के सिद्धांत, एचपीएच.		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://www.youtube.com/watch?v=6jobOJy96jM https://onlinecourses.swayam2.ac.in/nou21_cm01/preview https://open.umn.edu/opentextbooks/textbooks/50 https://openstax.org/books/principles-marketing/pages/1-unit-introduction		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षा (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

18.6.24

Shashi

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–चतुर्थ	सत्र 2024–25
1	कोर्स कोड	सीओजीई–10		
2	कोर्स शीर्षक	व्यावसायिक सांख्यिकी		
3	कोर्स प्रकार	जेनेरिक इलेक्टिव कोर्स (सीओजीई)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• डेटा संग्रह और विभिन्न सांख्यिकीय प्राथमिक उपकरणों के बुनियादी ज्ञान को समझें. • प्रबंधन निर्णय में सहायता के लिए सार्थक जानकारी प्रदान करने के लिए डेटा का विश्लेषण और व्याख्या करने की क्षमता विकसित करना. • विभिन्न प्रकार के डेटा के लिए उपयुक्त ग्राफिकल और संख्यात्मक वर्णनात्मक आँकड़े लागू करें. • आवृत्ति वितरण और संचयी आवृत्ति वितरण, केंद्रीय प्रवृत्ति के माप, फैलाव और स्थान का उपयोग करके ग्राफिक रूप से सांख्यिकीय डेटा का विश्लेषण करें. • वक्र फिटिंग और सहसंबंध.प्रतिगमन विश्लेषण की सहायता से दो या दो से अधिक घटनाओं के बीच अंतर.संबंध का पता लगाएं.		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु

कुल अध्यापन कालखंड(01 घंटा प्रति कालखंड)=60 कालखंड(60घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**सांख्यिकी का परिचय** –अर्थ, क्षेत्र, महत्व और सीमांए, सांख्यिकी अनुसंधानः योजना और संगठन, सांख्यिकीय इकाइयॉ, अनुसंधान की विधि, संगणना और प्रतिदर्श,**समंको का संकलन**–प्राथमिक एवं द्वितीयक संमक, समंको का सम्पादन, समंको का वर्गीकरण, आवृत्ति वितरण और सांख्यिकीय श्रृंखला, संमकों का सारणीयन, समंको का आरेखीय और बिंदुरेखीय प्रस्तुतिकरण।	15
2	**केन्द्रीय प्रवृत्ति की मापः** –माध्य, माध्यिका और बहुलक, गुणोत्तर एवं हरात्मक माध्य,अपकिरणः–विस्तार, चतुर्थक, शतमक, चतुर्थक विचलन, माध्य विचलन, प्रमाप विचलन एवं इसके गुणांक, विचरण एवं विचरण गुणांक, **अपकिरण और विषमता** की जांच एवं इसका महत्व,विषमता गुणांक, विभाजन मूल्य	15
3	**सहसंबंधः** –अर्थ, अनुप्रयोग, प्रकार एवं सहसंबंध के परिणाम, विधियाँ –निक्षेप चित्र अथवा बिंदु चित्र, कार्ल–पियर्सन के सहसंबंध गुणांक, स्पियरमैन की कोटिक्रम सहसंबंध गुणांक,**प्रतीपगमन विश्लेषण**–अर्थ एवं परिभाषा, प्रतीपगमन विश्लेषण की उपयोग और उपयोगिता, प्रतीपगमन रेखाओं का निर्माण, प्रतीपगमन गुणांक, प्रतीपगमन गुणांक द्वारा सह–संबंधगुणांक का निर्धारण, प्रतीपगमन गुणांको की विशेषताएँ, प्रतीपगमन विश्लेषण और सहसंबंध में तुलना	15
4	**निर्देशांक**–अर्थ, प्रकार और उपयोग, मूल्य निर्देशांक रचना की विधियाँ –स्थिर आधार विधि, श्रृंखला आधार विधि, आधार परिवर्तन, निर्देशांक की आधार वर्ष परिवर्तन, अपस्फीति एवं शिरोबंधन, उपभोक्ता मूल्य निर्देशांक, फिशर का आदर्श निर्देशांक, समय और तत्व उत्क्राम्यता परीक्षण,**काल श्रेणियों का विश्लेषण**–काल श्रेणी काअर्थ, महत्व एवं संघटक, काल श्रेणी का विघटन, वर्ग प्रवृत्ति का मापन.	15

प्रमुख शब्द	सांख्यिकी, समकों का संग्रह, आवृत्ति वितरण, केंद्रीय प्रवृत्ति के उपाय, अपकिरण और विषमता सहसंबंध, प्रतिगमन, सूचकांक संख्या, कालश्रेणी का विश्लेषण।

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत्/साधन
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य
अनुशंतित ग्रंथः– 1. डॉ. एस.एम.शुक्ला एवं डॉ. एस. पी.सहाय, साहित्य भवन प्रकाशन, आगरा ;हिन्दी एवं अंग्रेजी माध्यम. 2. गुप्ता, एस.सी. फंडामेंटल ऑफ स्टैटिस्टिक्स, हिमालय प्रकाशन। 3. गुप्ता एस.पी. और गुप्ता अर्चना, प्राथमिक सांख्यिकी, ;अंग्रेजी और हिंदी. सुल्तान चंद एंड संस, नई दिल्ली। 4. डॉ. गुप्ता, शर्मा, दांडेकर, एसबीपीडी, पब्लिशिंग हाउस, आगरा ;हिंदी और अंग्रेजी माध्यम. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।
संदर्भग्रंथः 1.हेन्ज़. कोहलर, बिजनेस एंड इकोनॉमिक्स के लिए सांख्यिकी, हार्पर कॉलिन्स. 2.शर्मा जे.के., बिजनेस स्टैटिस्टिक्स, पर्सन एजुकेशन।
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://www.youtube.com/watch?v=UjPTKJ2API8 https://www.youtube.com/playlist?list=PLCyCyhRyXPpb6l5Aru-fMvXHMVjBWlL9l https://www.youtube.com/playlist?list=PL9Cd7H8NFRQzA0_e8epz4l5rBCP2-mBWT https://onlinecourses.swayam2.ac.in/cec20_mg13/preview https://www.classcentral.com/course/swayam-bcoc-134-business-mathamatics-and-statistics-59093
खंड–दः आंकलन और मूल्याकंन
अनुशंसित सतत् मूल्याकंन प्रविधिः

पूर्णांक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन(CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षा (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–चतुर्थ	सत्र 2024–25
1	कोर्स कोड	सीओजीई–11		
2	कोर्स शीर्षक	लागत लेखाकंन		
3	कोर्स प्रकार	जेनेरिक इलेक्टिव कोर्स (सीओजीई)		
4	पूर्व अपेक्षित (यदि कोई हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• लागत लेखांकन का वैचारिक ज्ञान प्राप्त करें और व्यवसाय में होने वाली विभिन्न निर्णय लेने की समस्याओं को हल करने में सक्षम हों. • विभिन्न पारंपरिक और समकालीन लागत प्रणालियों की लागत और लाभों का मूल्यांकन करें. • लागत के विभिन्न तत्वों को समझें और सामग्री और श्रम लागत की गणना करें. • किसी उत्पाद की लागत जानने के लिए लागत पत्र तैयार करने में सक्षम. • अनुबंध लागत, कार्य.लागत, बैच लागत और प्रक्रिया लागत निर्धारित करें.		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु

कुल अध्यापन कालखंड(01 घंटा प्रति कालखंड)–60 कालखंड(60घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**लागत लेखांकन की अवधारणा और प्रकृति–** परिव्यय एवं परिव्ययांकन की अवधारणा, परिव्ययांकन का महत्व और विशेषताएं, लागत वर्गीकरण, लागत इकाई की अवधारणा, लागत केंद्र, एक आदर्श लागत लेखा प्रणाली की स्थापना. **सामग्री के लिए लेखाकंन** – प्रत्यक्ष और अप्रत्यक्ष सामग्री, सामग्री का मूल्यांकन, सामग्री के मूल्यांकन का सिद्धांत, सामग्री नियंत्रण, क्रय ,क्रय विभाग के उद्देश्य एवं कार्य, स्कंध नियंत्रण –अर्थ और स्कंध नियंत्रण की तकनीक.	15
2	**श्रम लागत**–श्रम लागत का अर्थ और श्रम लागत का वर्गीकरण, एक आदर्श मजदूरी भुगतान पद्धति की विशेषताएँ और प्रेरणात्मक / प्रोत्साहन प्रणाली की आवश्यकता, समय एवं कार्यभाग दर पद्धति, लाभ–सहभागिता, कर्मचारी / श्रम उत्पादकता और लागत , **श्रम लागत नियंत्रण**–तकनीक, श्रम आवर्त, पारिश्रमिक एवं प्रेरणात्मक योजनाएं (रोवन एवं हाल्से योजना)। **उपरिव्यय**–परिभाषा एव वर्गीकरण, उत्पादन उपरिव्यय –लागत का आबंटन एवं अविभाजन, लागत अवशोषण का आशय एवं विधियाँ , उपरिव्ययों का कम या अधिक अवशोषण का लेखा, प्रशासन विक्रय एवं वितरण उपरिव्यय निर्धारण की विधियां.	15
3	**इकाई एवं उत्पादन परिव्ययांकन**–उत्पादनउपरिव्ययांकन की अवधारणा एव आवश्यकता , लागतपत्र एवं लागत विवरणपत्र तैयार करना, निविदा मूल्य की गणना।**परिव्यय लेखोंका वित्तीय लेखों से (मिलान)समाधान**।	15
4	**ठेका परिव्ययांकन**–ठेका परिव्ययांकन में लागत निर्धारण की विधियाँ , वृद्धि वाक्यांश,अतिरिक्त लाभ ठेका ,**उपकार्य परिव्ययांकन**–उपकार्य लागत का आशय, उपकार्य लागतपत्र तैयार करना , समूह परिव्ययांकन, समूहलागत का आशय एवं आधुनिक उद्योग में समूह लागत का प्रयोग,**प्रक्रिया अथवा विधि परिव्ययांकन**–प्रक्रिया परिव्ययांकन का आशय एवं प्रयोग, प्रक्रिया परिव्ययांकन में लागत निर्धारण की विधियाँ , सामान्य क्षय , असामान्य क्षय एवं असामान्य बचत का लेखांकन, संयुक्त–उत्पाद एवं उपोत्पाद का लेखांकन।	15
प्रमुख शब्द	**लागत लेखांकन, सामग्री के लिए लेखांकन, इन्वेंटरी नियंत्रण, कर्मचारी लागत, ओवरहेड, यूनिट आउटपुट लागत, सुलहए अनुबंध लागत, प्रक्रिया लागत.**	

10/06/24 10.6.24

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. जैन एस.पी. और नारंग के.एल., लागत लेखांकन, कल्याणी, नई दिल्ली. 2. अरोड़ा एम.एन., लागत लेखांकन,सिद्धांत और अभ्यास, विकास, नई दिल्ली. 3. जवाहर लाल लागत लेखांकन, मैकग्रा हिल एजुकेशन 4. एम.एल. अग्रवाल एवं के.एल.गुप्ता] साहित्य भवन आगरा, ;हिन्दी एवं अंग्रेजी माध्यम. 5. डॉ.बी.के. मेहता, एसबीपीडी, पब्लिशिंग हाउस, आगरा, ;हिंदी और अंग्रेजी माध्यम. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1. बनर्जी, बी. लागत लेखांकन सिद्धांत और व्यवहार नई दिल्ली. 2. टैक्समैन की लागत लेखांकन, नई दिल्ली 3. अयंगर, एस.पी. लागत लेखांकन,सुल्तान चंद एंड संस. 4. माहेश्वरी एस.एन., लागत लेखांकन में उन्नत समस्याएं और समाधान, सुल्तान चंद, नई दिल्ली.		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://onlinecourses.nptel.ac.in/noc23_mg81/preview https://sultan-chand.com/books/view/604 https://www.youtube.com/playlist?list=PLaAhQ2ofZZRBTKhB-Moy11opzd18YAstV https://www.youtube.com/watch?v=-d3bMxsxzQY https://www.youtube.com/playlist?list=PLJ_81_DlRlyecX0A3ajkTVmpIeeU_uzHg		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूर्णांक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षा (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20 अंक** खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा/डिग्री/ऑनर्स)			सेमेस्टर–चतुर्थ	सत्र 2024–25
1	कोर्स कोड	सीओजीई–12		
2	कोर्स शीर्षक	उद्यमिता के मूल तत्व		
3	कोर्स प्रकार	जेनेरिक इलेक्टिव कोर्स (सीओजीई)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• उद्यमशीलता संस्कृति और औद्योगिक विकास का पता लगाएं ताकि उन्हें अपनी छोटी इकाइयां स्थापित करने और प्रबंधित करने के लिए तैयार किया जा सके। • उद्यमिता को करियर के रूप में चुनें और स्टार्टअप में हिस्सा ले सकते हैं। • उद्यमिता गतिविधियों के लिए उपलब्ध सरकारी सहायता का पता लगाएं। • उद्यमी अवधारणाओं को समझाएं, वित्तीय संस्थान, परियोजना रिपोर्ट प्रोत्साहन और सब्सिडी के बारे में ज्ञान प्राप्त करें। • उद्यमशीलता प्रक्रिया, व्यक्तिगत रचनात्मकता और उद्यमशीलता पहल के चरणों को समझें।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन/प्रशिक्षण/प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**उद्यमिताः** आशय, परिभाषा, उत्पत्ति एवं विकास, अवधारणाएं, विशेषताएं, महत्व, उद्यमिता की विचारधाराएं, सामाजिक–आर्थिक वातावरण की भूमिका, उद्यमी वर्ग का उद्भव, आंतरिक उद्यमिता, टेक्नो–प्रेन्योरशिप,नेट–प्रेन्योरशिप,इको–प्रेन्योरशिप.**उद्यमीः**आशय, परिभाषा, विशेषताएं, महत्व, कार्य एवं गुण **महिला उद्यमीः** अभिप्रेरक तत्व, अवसर, समस्याएं एवं चुनौतियां, महिला उद्यमियों के लिए प्रोत्साहन	15
2	**उद्यम का प्रवर्तनः**व्यावसायिक उद्यम की अवधारणा, एक उद्यम के प्रवर्तन की अवस्थाएं, **बाह्य पर्यावरणीय विश्लेषणः** आशय, तत्व एवं तकनीकें, प्रारंभिक समस्याओं का मूल्यांकन, **नवीन इकाई की स्थापना के लिए वैधानिक आवश्कताएं, कोषों को जुटानाः** कोषों की आवश्यकता, कोषों की आवश्कताओं के प्रकार, कोषों को जुटाने के स्त्रोत, **उद्यम पूंजीः** आशय, स्त्रोत एवं प्रलेखो की आवश्यकता.	15
3	**उद्यमीय व्यवहारः** आशय, लक्षण, उद्यमी व्यवहारों का उद्भव, उद्यमी व्यवहारों की प्रवृत्तियां **नवाचार एवं उद्यमीः** नवाचार का आशय, विशेषताएं, प्रकार, बाधाएं, अवस्थाएं एवं प्रकिया, नवाचारों के लिए व्यूहरचनाएं. **उद्यमी एवं जोखिम वहन क्षमताः** जोखिम का आशय, विशेषताएं, वर्गीकरण, जोखिमों की अवस्थाएं, जोखिम प्रबंधन प्रकिया **उद्यमीय कौशलः** अर्थ एवं मूलतत्व, परियोजना विकास अथवा तकनीकी कौशल, उपक्रम प्रबंध· कौशल, उपक्रम निर्माण कौशल. उद्यमिता का सामाजिक उत्तरदायित्व.	15
4	**उद्यमिता विकास कार्यक्रमः** अर्थ, उद्देश्य, भूमिका, प्रासंगिकता, उपलब्धियां, भारत में उद्यमिता विकास कार्यक्रम, उद्यमिता विकास कार्यक्रम को संगठित करने में सरकार की भूमिका, आलोचनात्मक मूल्यांकन एवं सुझाव. **उद्यमिता के प्रोत्साहन हेतु भारत सरकार की पहलः** स्टार्ट अप इंडिया, स्टैंड अप इंडिया, मेकइन इंडिया, डिजिटल इंडिया, अटल इनोवेशन मिशन, प्रधानमंत्री कौशल विकास योजना, नेशनल स्किल डेवलपमेंट मिशन, प्रधानमंत्री मुद्रा योजना आदि.	15
प्रमुख शब्द	**उद्यमिता, उद्यमिता, महिला उद्यमी, उद्यम का प्रचार, उद्यमशीलता व्यवहार नवाचार, जोखिम, कौशल, सामाजिक उत्तरदायित्व, उद्यमशीलता विकास.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10.6.24 Shashi

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्यपुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. प्रो.आर.सी.अग्रवाल, एसबीपीडी पब्लिशिंग हाउस, आगरा ;हिन्दी माध्यम. 2. गुप्ता डॉ. ओ.पी., एंटरप्रेन्योरशिप एसबीपीडी पब्लिशिंग हाउस, आगरा ;अंग्रेजी माध्यम. 3. डॉ. अमिस्ट कुमार एवं डॉ. अमिता दुबे, साहित्य भवन प्रकाशन, आगरा ;अंग्रेजी माध्यम. 4. डॉ.ए.के.मिश्रा एवं डॉ.पी.के.अग्रवाल, साहित्य भवन प्रकाशन, आगरा ;हिन्दी माध्यम. 5. कोठारी, मिश्रा, सक्सेना उद्यमिता विकास, रमेश बुक डिपो, जयपुर 6. खानखा एस.एस., उद्यमिता विकास, एस. चंद एंड कंपनी, दिल्ली. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1. अरोड़ा रवेन,सूद एस.के., उद्यमीकरण के मूल सिद्धांत, कल्याणी पब्लिशर्स नई दिल्ली. 2. हिफ्रिच, मणिमाला, पीटर्स एंड शेफर्ड, उद्यमिता, मैकग्रा हिल 3. देसाई, वसंत, डायनामिक्स ऑफ एंटरप्रेन्योरियल डेवलपमेंट एंड मैनेजमेंट, हिमालय पब्लिशिंग हाउस, नई दिल्ली. 4. प्रसन्ना चंद्रा, परियोजना तैयारी, मूल्यांकन और कार्यान्वयन टाटा मैकग्रा हिल, नई दिल्ली		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://onlinecourses.swayam2.ac.in/cec20_mg19/preview https://onlinecourses.nptel.ac.in/noc23_mg126/preview https://onlinecourses.nptel.ac.in/noc24_mg67/preview https://www.youtube.com/watch?v=UEngvxZ11sw https://www.youtube.com/playlist?list=PLXPpRtAbi0JxktoB8gwkqHt1jDCm0oqsS		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूर्णांक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन(CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षा(ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

राष्ट्रीय शिक्षा नीति–2020



छ.ग.शासन उच्च शिक्षा विभाग

चार–वर्षीय स्नातक पाठ्यक्रम

2024–28

कॅरिकुलम

वाणिज्य संकाय

Bachelor of Commerce

Programme Outcome

Upon completion of B.Com. Degree Programme, the graduates will be able to:

PO-01	The students will be able to acquire in-depth and contemporary knowledge in the field of business studies, commerce and management.
PO-02	The program will develop an aptitude and attitude of working effectively and efficiently in modern business environment.
PO-03	Understand the conceptual knowledge of accounting and acquire skills of maintaining accounts.
PO-04	Acquire entrepreneurial, legal and managerial skills.
PO-05	Identify the avenues of marketing and banking both traditional and modern.
PO-06	Develop the skills and techniques of communication to be successful in business and personal life.
PO-07	Improve competency to make eligible and employable in the job market.
PO-08	Recognize different value systems and ethics, understand the moral dimensions and accept responsibility.
PO-09	Students will develop research skills to comprehend, analyse, reflect and critically evaluate information gathered from primary and secondary sources.
PO-10	The program will equip students with relevant technological and analytical skills to be career ready and globally competitive.
PO-11	The program will build a strong foundation for pursuing higher studies and professional courses.
PO-12	The program will sensitize students towards sustainable development and environmental concerns.

Name and Signature of Convener & Members (CBoS) :

Bachelor of Commerce

Programme Specific Outcome (PSO)

PSO-01	Apply different concepts in starting and managing business and realize the social responsibilities, social realities and inculcate an essential value system.
PSO-02	Prepare financial statements of business using accounting principles, concepts, conventions and provisions.
PSO-03	Develop necessary professional knowledge and skills in finance and taxation.
PSO-04	Implement traditional and modern strategies and practices of costing, banking, economics, marketing, management, auditing and taxation
PSO-05	Practice different techniques of communication and apply it in business and Profession.
PSO-06	Use mathematical and statistical tools in academics, business and research.
PSO-07	Develop competency in students to make them employable in the global market.
PSO-08	Develop the skills of students to equip themselves as successful entrepreneurs.
PSO-09	Use analytical and reflective thinking techniques to identify and analyze problems, develop viable alternatives, and make effective decisions.
PSO-10	Foster Analytical and critical thinking abilities for data-based decision making.

Name and Signature of Convener & Members (CBoS) :

STRUCTURE OF FOR FOUR YEAR UNDERGRADUATE PROGRAMMES (FYUGP)-2024-28

FACULTY OF COMMERCE

Semester	Category & Paper Code	Subjects/Paper Titles	L	T	P	Credits	Max. Marks
FIRST	COSC-01	Fundamental of Accounting	3	1	-	4	100
	COSC-02	Business Law	3	1	-	4	100
	COSC-03	Business Economics	3	1	-	4	100
	COGE-01	**(Choose any one from Pool in Other Faculty as per rule)**	3	1	-	4	100
	COAEC-01	Environmental Studies	1	1	-	2	50
	COVAC-01	Concept of Business **OR (Choose any one from Pool Group)**	1	1	-	2	50
	TOTAL CREDIT & TOTAL MARKS					**20**	**500**
SECOND	COSC-04	Business Accounting	3	1	-	4	100
	COSC-05	Business Mathematics	3	1	-	4	100
	COSC-06	Business Environment	3	1	-	4	100
	COGE-02	**(Choose any one from Pool in Other Faculty as per rule)**	3	1	-	4	100
	COAEC-02	**English Language**	1	1	-	2	50
	COSEC-01	Accounting For Every One **OR (Choose any one from Pool Group)**	1	1	-	2	50
	TOTAL CREDIT & TOTAL MARKS					20	500
	Students on exit shall be awarded undergraduate Certificate in the Field of Multidisciplinary study after securing the requisite 44 Credits in Sem. I & II (Extra 4 Credits of Voc /Skill Course have to be earned from any ODL platform)					40	1000
THIRD	COSC-07	Corporate Accounting	3	1	-	4	100
	COSC-08	Company Law	3	1	-	4	100
	COSC-09	Principles of Management	3	1	-	4	100
	COSE-01 ***OR*** **COGE-03**	Gr.-I-Management – Human Resource Management Gr.-II-Finance – Financial Management Gr.-III-Marketing– Marketing Management **(One-COSE –Choose any one Gr. from Own Pool as per rule)** **OR** **(One-GE-03-Choose any one from Pool in Other Faculty as per rule)**	3	1	-	4	100
	COAEC-03	Hindi Language	1	1	-	2	50
	COVAC-02	Fundamentals of Stock Market **OR (Choose any one from Pool Group)**	1	1	-	2	50
	TOTAL CREDIT & TOTAL MARKS					20	500
FOURTH	COSC-10	Business Statistics	3	1	-	4	100
	COSC-11	Cost Accounting	3	1	-	4	100
	COSC-12	Fundamentals of Entrepreneurship	3	1	-	4	100
	COSE-02 ***OR*** **COGE-04**	Gr.-I-Management – Business Organisation Gr.-II-Finance – Financial Market Operations Gr.-III-Marketing– International Marketing **(One-COSE –Choose any one Gr. from Own Pool as per rule)** **OR** **(One-GE-04-Choose any one from Pool in Other Faculty as per rule)**	3	1	-	4	100

	COAEC-03	Communicative English/Other	1	1	-	2	50
	COSEC-02	Banking Operation **OR** **(Choose any one from Pool Group)**	1	1	-	2	50
	TOTAL CREDIT & TOTAL MARKS					20	500
	Students on exit shall be awarded undergraduate Diploma in the Field of Multidisciplinary study after securing the requisite 84 Credits on completion of Semester IV (extra 4 Credits of Voc/skill course have to be earned from any ODL platforms)					80	2000
FIFTH	COSC-13	Income Tax Law & Accounts	3	1	-	4	100
	COSC-14	Auditing	3	1	-	4	100
	COSC-15	Management Accounting	3	1	-	4	100
	COSE-03 ***OR*** **COGE-05**	Gr.-I-Management – Production Management Gr.-II-Finance – Financial Institution & Market Gr.-III-Marketing– Sales Management **(One-COSE –Choose any one Gr. from Own Pool as per rule)** **OR** **(One-GE-05-Choose any one from Pool in Other Faculty as per rule)**	3	1	-	4	100
	COVAC-03	Investing in Stock Markets **OR** **(Choose any one from Pool Group)**	1	1	-	2	50
	COSEC-03	i. Communication & Documentation in Business **OR** ii. E-Filling of Returns **OR** **(Choose any one from Pool Group)**	1	1	-	2	50
	TOTAL CREDIT & TOTAL MARKS					20	500
SIXTH	COSC-16	Indirect Tax with GST	3	1	-	4	100
	COSC-17	Managerial Economics	3	1	-	4	100
	COSC-18	Principle & Practice of Insurance	3	1	-	4	100
	COSE-04 ***OR*** **COGE-06**	Gr.-I-Management – Strategic Management Gr.-II-Finance – Financial Service Gr.-III-Marketing– Advertising & Sales Promotion **(One-COSE –Choose any one Gr. from Own Pool as per rule)** **OR** **(One-GE-06-Choose any one from Pool in Other Faculty as per rule)**	3	1	-	4	100
	INTERNSHIP	**(2 C) Compulsory for all**	1	1	-	2	50
	COSEC-04	i. Logistics Management **OR** ii. Computerized Accounting **OR** **(Choose any one from Pool Group)**	1	1	-	2	50
	TOTAL CREDIT & TOTAL MARKS					20	500
	Students on exit shall be awarded Bachelor degree of in (Field of Multidisciplinary Study) after VI Semester					**120**	**3000**
For Award of Bachelor degree with Honors (Students securing less than 7.5 CGPA)							
SEVENTH	**COSC-19**	**Advanced Accounting**	3	1	-	4	100
		Gr.-I Management					
	COSE-05	Organisational Behaviour	3	1	-	4	100
	COSE-06	Human Resource Development	3	1	-	4	100
	COSE-07	Retail Management	3	1	-	4	100
	COSE-08	Operational Managment	3	1	-	4	100

		Gr.-II Finance					
	COSE-05	Financial Analysis	3	1	-	4	100
	COSE-06	Indian Financial System	3	1	-	4	100
	COSE-07	Security Analysis & Portfolio Management	3	1	-	4	100
	COSE-08	Cost & Management Audit	3	1	-	4	100
		Gr.-III Marketing					
	COSE-05	Service Marketing	3	1	-	4	100
	COSE-06	Rural & Agriculture Marketing	3	1	-	4	100
	COSE-07	Consumer Behaviour	3	1	-	4	100
	COSE-08	Digital Marketing	3	1	-	4	100
		(Choose 4- DSE(5 to 8)From any One Group from Own 4x4=16)					
	TOTAL CREDIT & TOTAL MARKS					**20**	**500**
EIGHTH	**COSC-20**	**Statistical Analysis**	3	1	-	4	100
		Gr.-I Management					
	COSE-09	Business Research Method	3	1	-	4	100
	COSE-10	Management of Public Enterprises	3	1	-	4	100
	COSE-11	Material Management	3	1	-	4	100
	COSE-12	Industrial Relation	3	1	-	4	100
		Gr.-II Finance Financial Research &					
	COSE-09	Investment Management techniques	3	1	-	4	100
	COSE-10	Business Finance	3	1	-	4	100
	COSE-11	Project Planning & Analysis	3	1	-	4	100
	COSE-12	Corporate Legal Framework	3	1	-	4	100
		Gr.-III Marketing					
	COSE-09	Marketing Research	3	1	-	4	100
	COSE-10	International Business	3	1	-	4	100
	COSE-11	Product and Brand Management	3	1	-	4	100
	COSE-12	E-Commerce	3	1	-	4	100
		(Choose 4- DSE (9 to 12)From any One Group from Own faculty 4x4=16)					
	TOTAL CREDIT & TOTAL MARKS					**20**	**500**
	GRAND TOTAL CREDITS(I to VIII)					**160**	**4000**
For Award of Bachelor Degree with Honors & Research (Students Securing 7.5 CGPA)							
SEVENTH	**COSC-19**	**Advanced Accounting**	3	1	-	4	100
		Gr.-I Management					
	COSE-05	Organisational Behaviour	3	1	-	4	100
	COSE-06	Human Resource Development	3	1	-	4	100
	COSE-07	Retail Management	3	1	-	4	100
		Gr.-II Finance					
	COSE-05	Financial Analysis	3	1	-	4	100
	COSE-06	Indian Financial System	3	1	-	4	100
	COSE-07	Security Analysis & Portfolio Management	3	1	-	4	100
		Gr.-III Marketing					
	COSE-05	Service Marketing	3	1	-	4	100
	COSE-06	Rural & Agriculture Marketing	3	1	-	4	100
	COSE-07	Consumer Behaviour	3	1	-	4	100
		(Choose 3- DSE(5 to 7) From any One Group from Own faculty 4x3=12)					
	DS	**Research Methodology (4c) (Compulsory Paper for all)**	3	1	-	4	20
	TOTAL CREDIT & TOTAL MARKS					**20**	**500**

10/06/24 (8.6.24) Shashi

EIGHTH	COSC-20	**Statistical Analysis**	3	1	-	4	100
		Gr.-I Management					
	COSE-08	Business Research Method	3	1	-	4	100
	COSE-09	Management of Public Enterprises	3	1	-	4	100
	COSE-10	Material Management	3	1	-	4	100
		Gr.-II Finance Financial Research					
	COSE-08	Investment Management Techniques	3	1	-	4	100
	COSE-09	Business Finance	3	1	-	4	100
	COSE-10	Project Planning & Analysis	3	1	-	4	100
		Gr.-III Marketing					
	COSE-08	Marketing Research	3	1	-	4	100
	COSE-09	International Business	3	1	-	4	100
	COSE-10	Product and Brand Management	3	1	-	4	100
		(Choose 3- DSE (8 to 10) From any One Group from Own faculty 4x3=12 c)	-	-		-	
		+ Research Work (Dissertation) (4+4 Credit)				8	200
	TOTAL CREDIT & TOTAL MARKS					**24**	600
	GRAND TOTAL CREDIT (I TO VIII)					**164**	**4100**

Awarded Bachelor of(in the Field of Multidisciplinary Study){Honors (160 C) or Honors with Academic Research(164 C)} after securing the requisite Credits on Completion of Semester VIII

Name and Signature of Convener & Members (CBoS) :



चार–वर्षीय स्नातक पाठ्यक्रम

2024–28

कोर्स–कॅरिकुलम सेमेस्टर–प्रथम

वाणिज्य संकाय

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रम: बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–प्रथम	सत्र 2024–25
1	कोर्स कोड	सीओएससी–01		
2	कोर्स शीर्षक	लेखाकंन के मूल तत्व		
3	कोर्स प्रकार	डिसीप्लिन स्पेसिफिक कोर कोर्स(सीओएससी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• वित्तीय निर्णय लेने की प्रक्रिया और तरीकों की व्याख्या करें। • विभिन्न कॉर्पोरेट वित्तीय समस्याओं को हल करने के लिए उपयुक्त वित्तीय सिद्धांत और तकनीकों की पहचान करें। • आम तौर पर स्वीकृत लेखांकन सिद्धांतों की मूलभूत अवधारणाओं को पहचानें और लेखांकन की चुनौतियों को भी पहचान सकते हैं। • पूंजी और राजस्व अवधारणा को वर्गीकृत करें, वित्तीय लेखांकन के बुनियादी सिद्धांतों, अवधारणाओं और परंपराओं को समझें। • फर्म के अंतिम खातों का निर्माण करना और कम्प्यूटरीकृत लेखा प्रणाली के विभिन्न पहलुओं को लागू करना।		
6	केडिट महत्व	4 केडिट	क्रेडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–ब: कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)– 60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**लेखाकंन:एक परिचय**:विकास,परिभाषा, आवश्यकताएँ, उद्देश्य,लेखाकंन की शाखएँ, बुनियादी लेखाकंन सिद्धांत, अवधारणा और पंरपराएँ, लेखाकंन मानक:राष्ट्रीय एवं अंतर्राष्ट्रीय,भारत में लेखाकंन पेशे के जनक का संक्षिप्त इतिहास और योगदान : श्री के.एस.अय्यर (1859–1940)	15
2	**लेखाकंन लेनदेन**:एकल और दोहरा लेखा प्रविष्टि प्रणाली की अवधारणा,मूल अभिलेखों की पुस्तके जर्नल,खाता बही,जर्नल रोकड़ पुस्तक का उपविभाजन (जी.एस.टी. लेनदेन सहित) और परीक्षा सूची,**मूल्य ह्रास लेखाकंन**:मूल्यह्रास ज्ञात करने की विभिन्न विधियॉ.,विभिन्न संपत्तियों का मूल्यह्रास.	15
3	**अंतिम लेखा**:विनिर्माण खाता,व्यापर खाता,लाभ–हानि खाता,स्थिति विवरण विभन्न प्रावधानों और संचय के साथ समायोजन प्रविष्टियॉ,त्रुटियों का सुधार:त्रुटियों का वर्गीकरण,त्रुटियों की पहचान,उचंत खाता, लाभ पर प्रभाव सहित.	15
4	**कम्प्यूटरीकृत लेखा प्रणाली**:सैद्धातिंक अनुपयोग एवं व्यावहारिक अनुप्रयोग (किसी भी लोकप्रिय लेखाकंन सॉफ्टवेयर का उपयोग करके),व्हाऊचर का निर्माण, लेन–देन की रिकॉर्डिंग,रिपोर्ट तैयार करना,रोकड़ बही,बैंक बही, बहीखाता,परीक्षा सूची(ट्रायल बैलेंस),लाभ–हानि खाता,स्थिति विवरण(बैलेंस सीट) चुनना और किसी कंपनी के खाते को बंद करना,किसी कंपनी के डेटा का बैकअप लेना और पुनर्स्थापित करना.	15
प्रमुख शब्द	**लेखांकन, राष्ट्रीय, अंतर्राष्ट्रीय, योगदान,दोहरी प्रविष्टि प्रणाली, जर्नल, मूल्यह्रास, अंतिम खाते, सुधार, सस्पेंस खाता, कम्प्यूटरीकृत लेखांकन.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1.शुक्ला एस.एम.; वित्तीय लेखांकन ; साहित्य भवन प्रकाशन; आगरा।(हिन्दी एवं अंग्रेजी माध्यम) 2.करीम और खनूजा; वित्तीय लेखांकन; एसबीपीडी पब्लिशिंग हाउस; आगरा।(हिन्दी एवं अंग्रेजी माध्यम) 3.अग्रवाल और मंगल; वित्तीय लेखांकन यूनिवर्सल प्रकाशन।(हिन्दी माध्यम) नोटः शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1.मोंगा जे.आर. आहूजा गिरीश और सहगल अशोकः वित्तीय लेखांकन; मयूर पेपर बैक, नोएडा। 2.शुक्ला एम.सी. ग्रेवाल टी.एस. और गुप्ता, एस.सी.: उन्नत खाते; एस चंद एंड कंपनी, नई दिल्ली। 3.सिंह बी.के. वित्तीय लेखांकन ; विज्डम पब्लिशिंग हाउस, वाराणसी। 4.गुप्ता, आर.एल. और राधास्वामी। एम; वित्तीय लेखांकन सुल्तान चंद एंड संस, नई दिल्ली।		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://indianaccounting.org/econtent book finance. https://onlinecourses.swayam2.ac.in/nou24 cm02/ https://youtu.be/v-djL7SPw4c?si=qRK dBVZ2lob99EV https://onlinecourses.swayam2.ac.in/aic20 sp60/preview https://youtu.be/v-djL7SPw4c?si=qRK dBVZ2lob99		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूर्णांक –100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षा (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20 अंक** खंड–बः– वर्णात्मक प्रकार के प्रश्न–2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–प्रथम	सत्र 2024–25
1	कोर्स कोड	सीओएससी–02		
2	कोर्स शीर्षक	व्यावसायिक सन्नियम		
3	कोर्स प्रकार	डिसीप्लिन स्पेसिफिक कोर कोर्स(सीओएससी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• व्यापार कानून की बुनियादी अवधारणाओं, नियमों और प्रावधानों का प्रदर्शन करें। • विभिन्न प्रकार के अनुबंधों को वर्गीकृत करें और संबंधित केस अध्ययनों का वर्णन करें। • माल की बिक्री के अनुबंध को नियंत्रित करने वाले विनियमन की व्याख्या करें। • साझेदारी को नियंत्रित करने वाले कानूनों और लेनदेन के कानूनी परिणामों और साझेदारी के संबंध में अन्य कार्यों पर चर्चा करें, और सीमित देयता साझेदारी को नियंत्रित करने वाले संविदात्मक दायित्वों और प्रावधानों की जांच करें। • उपभोक्ताओं के हितों की रक्षा के लिए परक्राम्य लिखत अधिनियम के महत्वपूर्ण प्रावधानों और उपभोक्ता संरक्षण अधिनियम के प्रावधानों की व्याख्या करें।		
6	केडिट महत्व	4 केडिट	केडिट=15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**अनुबन्ध अधिनियम(1872)** : अनुबन्ध के प्रकार एवं वर्गीकरण, प्रस्ताव और स्वीकृति, पक्षकारों की अनुबन्ध करने की क्षमता, स्वतन्त्र सहमति, प्रतिफल, उद्देश्य की वैधता, व्यर्थ घोषित ठहराव,अनुबंधों का निष्पादन,अनुबंधों का खंडन,अनुबंध खंडन के लिए उपचार.	15
2	**विशिष्ट अनुबन्ध** : हानि रक्षा (क्षतिपूर्ति) तथाप्रत्याभूति, निक्षेप तथा गिरवी, एजेन्सी (अभिकरण)के अनुबन्ध–अर्थ, एजेन्सी निर्माण के प्रकार, एजेन्ट के प्रकार, एक एजेन्ट का व्यक्तिगत दायित्व एवं एजेन्सी का समापन।	15
3	**वस्तुविक्रय अधिनियम (1930)** :परिभाषा, विक्रय एवं विक्रय के लिये ठहराव, वस्तुओं के प्रकार, शर्त और वारंटी, गैर–मालिकों द्वारा बिक्री, अदत्त विक्रेता, CIF,FOB और Ex-Ship अनुबन्ध। **उपभोक्ता संरक्षण अधिनियम–2019**	15
4	**विनिमय साध्य विलेख अधिनियम (1881)**:विनिमय साध्य विलेख की परिभाषाएं, विशेषताएं,प्रतिज्ञा पत्र, विनिमय विपत्र, धनादेश (चेक), धारक एवं यथाविधिधारी, चेक का रेखांकन, रेखांकन के प्रकार, पराकमण, विनिमय साध्य विलेख का अनादरण व मुक्ति, **सीमित दायित्व साझेदारी अधिनियम–2008**	15
प्रमुख शब्द	**अनुबंध का कानून, विशेष अनुबंध, माल की बिक्री अधिनियम, उपभोक्ता संरक्षण अधिनियम, परक्राम्य लिखत अधिनियम, सीमित देयता भागीदारी अधिनियम।**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्यपुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1.शुक्ल एवं सहाय, साहित्य भवन प्रकाशन, आगरा (हिन्दी माध्यम) 2.प्रो.आर.सी.अग्रवाल,एसबीपीडी प्रकाशन,आगरा (हिन्दी मीडियम) 3.डॉ.ओ.पी.गुप्ता,एसबीपीडी प्रकाशन,आगरा (अंग्रेजी माध्यम) 4.डॉ. जी.के. वार्ष्णेय: बिजनेस लॉ; साहित्य भवन प्रकाशन आगरा (अंग्रेजी माध्यम) 5.डॉ.बी.के.सिंह और डॉ.ए.तिवारी, बिजनेस रेगुलेटरी फ्रेमवर्क, एसबीपीडी प्रकाशन (हिंदी माध्यम) 6.आर.एल.नौलखा, बिजनेस लॉ, रमेश बुक डिपो, जयपुर (हिन्दी मीडियम) 7.डॉ. अरुण कुमार गंगेले, बिजनेस रेग्युलेटरी फ्रेमवर्क, रामप्रसाद एंड संस, (हिंदी मीडियम) नोटः शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1.कुच्छल एम.सी. बिजनेस लॉः विकास पब्लिशिंग हाउस, दिल्ली। (हिन्दी एवं अंग्रेजी माध्यम) 2.कपूर एन.डी.: बिजनेस लॉ; सुल्तानचंद एंड संस, नई दिल्ली। (अंग्रेजी माध्यम) 3.चंदा पी.आर.: बिजनेस लॉ; गलगोटिया नई दिल्ली। (अंग्रेजी माध्यम)		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://onlinecourses.swayam2.ac.in/nou24_cm11/preview https://www.toppr.com/guides/business-law/ https://www.youtube.com/watch?v=BZshaldOlUo https://www.youtube.com/watch?v=HrF9D2V8Ixk https://www.youtube.com/watch?v=ol2BXgF-P48		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक –100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षा (ESE)	दो खंड– अ तथा ब खंड–अः प्र.01–वस्तुनिष्ठ प्रश्न–**10x1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5x4=20 अंक** खंड–बः वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4x10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10.6.24

10/06/24

Shashi

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–प्रथम	सत्र 2024–25
1	कोर्स कोड	सीओएससी–03		
2	कोर्स शीर्षक	व्यावसायिक अर्थशास्त्र		
3	कोर्स प्रकार	डिसीप्लिन स्पेसिफिक कोर कोर्स(सीओएससी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• प्रदर्शित करें कि विभिन्न आर्थिक प्रणालियाँ कैसे कार्य करती हैं और विभिन्न आर्थिक निर्णयों के निहितार्थों का मूल्यांकन करें। • समझें कि उपभोक्ता विभिन्न वस्तुओं पर खर्च करके अपनी संतुष्टि को अधिकतम करने का प्रयास कैसे करते हैं। • उत्पादन में प्रयुक्त इनपुट और परिणामी आउटपुट और लागत के बीच संबंध का विश्लेषण करें। • बाजार तंत्र और फर्मों के व्यवहार और विभिन्न बाजार स्थितियों के प्रति फर्मों की प्रतिक्रिया का विश्लेषण और व्याख्या करना। • विभिन्न बाज़ार स्थितियों में मूल्य निर्धारण के विभिन्न पहलुओं की खोज करें।		
6	केडिट महत्व	4 केडिट	केडिट=15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उर्त्तीणांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**भारतीय अर्थशास्त्रियों का संक्षिप्त परिचय एवं प्रमुख अशंदानः** कौटिल्य, दादा भाई नौरेजी, गोपाल कृष्ण गोखले,डॉ.गाडगिल,व्ही.के.आर.राव एवं अर्मत्य सेन. **व्यावसायिक अर्थशास्त्रः** अर्थ, परिभाषा, उद्धेश्य, प्रकृतिऔर क्षेत्र, व्यवसायिक अर्थशास्त्री की भूमिकाएं एवं उत्तरदायित्व..**बाजार की मांग का विश्लेषणः** मांग का अर्थ एवं मांग के निर्धारक तत्व, मांग में परिवर्तन, मांग का फलन, मांग का नियम, मांग के प्रकार और मांग के नियम का अपवाद।	15
2	**उपभोक्ता व्यवहार और मांग की लोचः** मांग की उपयोगिता का विश्लेषण, सीमांत उपयोगिता ह्रास नियम और उपभोक्ता की बचत, उदासीनता वक्र तकनीक, कीमत रेखा या बजट रेखा, मांग की लोच की अवधारणाएं, महत्व एवं उनके प्रकार, लोच की विभिन्न अवधारणा की गणना, मांग की कीमत लोच को मापने की विधियॉं.	15
3	**उत्पादन विश्लेषण** : आपूर्ति का अर्थ और आपूर्ति के फलन, स्टॉक और प्रवाह की अवधारणा, आपूर्ति के निर्धारक, आपूर्ति का नियम, आपूर्ति में परिवर्तन, उत्पादन फलनः (अ) परिवर्तनशील अनुपातों का नियम (ब) पैमाने के प्रतिफल के नियम, पैमाने की बचते और विसंगतियां (हानियॉं)	15
4	**बाजार संरचना और फर्म एवं उद्योग का संतुलनः** अर्थ, वर्गीकरण एवं बाजार के प्रकार, बाजार संरचना–पूर्ण एवं अपूर्ण प्रतियोगिता के अनुरूप, पूर्ण प्रतियोगिता के अंतर्गत कीमत और उत्पादन का निर्धारण, पूर्ण प्रतियोगिता, एकाधिकार,विभेदात्मक एकाधिकार,एकाधिकृत प्रतियोगिता एवं अल्पाधिकार के अंतर्गत.	15
प्रमुख शब्द	**व्यावसायिक अर्थशास्त्र, मांग, लोच, उपभोक्ता व्यवहार, उत्पादन विश्लेषण बाजार, बाजार आकृति विज्ञान और फर्म और उद्योग का संतुलन**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्यपुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. डॉ. वी.सी. सिन्हा; एसबीपीडी पब्लिशिंग हाउस, आगरा। (हिन्दी अंग्रेजी एवं हिन्दी माध्यम) 2. डॉ. जय प्रकाश मिश्र, साहित्य भवन प्रकाशन, आगरा। (हिन्दी एवं अंग्रेजी माध्यम) 3. एम. एल. झिंगन, वृंदा प्रकाशन, दिल्ली। (अंग्रेजी और हिंदी माध्यम) 4. डॉ. जे.के. जैन, मध्य प्रदेश हिंदी ग्रंथ अकादमी: भोपाल। (हिन्दी माध्यम) नोट: शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1. आहूजा, एच. एल नई दिल्ली: सुल्तान चंद पब्लिशिंग हाउस, दिल्ली 2. कौट्सॉयनिस, ए. लंदन: पालग्रेव मैकमिलन। 3. चतुवेर्दी, डी. डी., और गुप्ता, एस. एल. इंटरनेशनल बुक हाउस प्रा. लिमिटेड. नई दिल्ली: 4. कैनेडी, एम.जे., हिमालय पब्लिशिंग हाउस। मुंबई:		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://onlinecourses.swayam2.ac.in/imb24_mg06/preview https://www.businesseconomics.in/ https://www.wallstreetmojo.com/business-economics/ https://www.youtube.com/playlist?list=PLgC10_Xv-BGirAqOr-hU8e-N_Nz0UpgJ- https://www.youtube.com/watch?v=9kai9P-KeNo study material of ICAI: www.icai.org. https://www.icsi.edu/media/website/Business%20Economic https://www.businesseconomics.com/		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न 2–प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर– प्रथम	सत्र 2024–25
1	कोर्स कोड	सीओवीएसी–01		
2	कोर्स शीर्षक	व्यवसाय की अवधारणा		
3	कोर्स प्रकार	वेल्यू ऐडेड कोर्स (सीओवीएसी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• व्यवसाय संचालन और पैमाने का विश्लेषण करेंए आकार और दायरे का प्रभावी ढंग से मूल्यांकन करें। • व्यवसाय संवर्धन रणनीतियों और विकास तंत्रों की समझ प्रदर्शित करें। • विभिन्न व्यावसायिक संरचनाओं की पहचान करें और उनके निहितार्थों को समझें। • सामाजिकजिम्मेदारी, नैतिक सिद्धांतों और व्यावसायिक प्रथाओं में उनके महत्व के बार में जागरूकता विकसित करें।		
6	केडिट महत्व	2 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–50 अंक		उत्तीर्णांक–20

खण्ड–बः कोर्स की विषयवस्तु

कुल अध्यापन कालखंड(01 घंटा प्रति कालखंड)–30 कालखंड(30घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	व्यवसाय का परिचय,व्यावसायिक उपकम,व्यवसाय इकाई का आकार और संचालन का पैमाना,व्यवसाय का प्रचार,व्यवसाय संयोजन, वैज्ञानिक प्रबंधन, युक्तिकरण, सयंत्र स्थान, संरचना और व्यवसाय संगठन के रुप.	15
2	व्यवसाय और पर्यावरण,व्यवसाय और पर्यावरण के संबंध के प्रति दृष्टिकोण, पर्यावरण के घटक और प्रकार.	15
3	सामाजिक उत्तरदायित्व और व्यावसायिक नैतिकता,अवधारणा का औचित्य और सामाजिक उत्तरदायित्व का दायरा,सामाजिक उत्तरदायित्व के सिद्धान्त की उभरती अवधारणाएँ.	15
4	व्यावसायिक नैतिकताः बुनियादी धारणाएँ,विशेंषताएँ,सिद्धांत, व्यवसाय नैतिकता की आवश्यकता और महत्व, व्यावसायिक नैतिकता और नैतिकता के मध्य अंतर.	15
प्रमुख शब्द	**व्यावसायिक उपक्रम, व्यावसायिक इकाई का आकार और संचालन का पैमाना, व्यवसाय को बढ़ावा देना, व्यावसायिक संयोजन, वैज्ञानिक प्रबंधन, संयंत्र स्थान, व्यावसायिक संगठन की संरचना और रूप, व्यावसायिक नैतिकता.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10.6.24

10/06/24

खंड–सः अध्ययन स्त्रोत्/साधनः			
पाठ्यपुस्तक,संदर्भ ग्रंथ एवं अन्यः			
अनुशंसित ग्रंथः– 1.एस.ए. शेरलेकर, आधुनिक व्यापार संगठन और प्रबंधन ;हिमालय प्रकाशन। 2. वाई.के.भूषण, बिजनेस ऑर्गनाइजेशन एंड मैनेजमेंट के फंडामेंठल ;एस चंद पब्लिशर्स. 3.बस;ुसी.आर., बिजनेस ऑर्गनाइजेशन एंड मैनेजमेंट, टाटा मैकग्रा हिल, पब्लिशिंग हाउस, नई दिल्ली. 4.छाबड़ा. टी.एन. व्यापार संगठन और प्रबंधन, सन इंडिया प्रकाशन, नई दिल्ली. 5. वशिष्ठ, एन., और राजपूत एन. व्यापार संगठन और प्रबंधन, किताब महल, दिल्ली. नोट– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।			
संदर्भ ग्रंथः 1.रेडमंड जेम्स. रॉबर्ट ट्रैगर. मीडिया संगठन और प्रबंधन बिज़तंत्र, नई दिल्ली 2.बिजनेस एनवायरनमेंट टेक्स्ट और केस एफ. चेरुनिलाम द्वारा;हिमालय पब्लिकेशन हाउस. 3.कौल. वी.के., व्यवसाय संगठन प्रबंधन, पियर्सन शिक्षा.			
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://www.leanmethods.com/ https://sol.du.ac.in/library/ https://www.wto.org/ **MOOCS:** 1. Designing the Organization: From Strategy to Organizational Structure (Course) 2. Understanding Modern Business & Organisations (Future Learn) 3. Managing the Organization: From Organizational Design to Execution (Course)			
खंड–दः आंकलन और मूल्यांकन			
अनुशंसित सतत् मूल्यांकन प्रविधिः			
पूर्णांक –50 अंक	सुझाई गई सतत मूल्यांकन विधियाँः अधिकतम अंक	50 **अंक**	
	सतत आंतरिक मूल्यांकन (सीआईए):	15 **अंक**	
	अंतिम सेमेस्टर परीक्षा (ईएसई):	35 **अंक**	
सतत् आंतरिक मूल्यांकन **(CIA):** (कोर्स शिक्षक द्वारा)	आंतरिक परीक्षण/प्रश्नोत्तरी, (दो):	10 एवं 10	दो टेस्ट/क्विज़ के उच्चतम अंक +असाइनमेंट में प्राप्त अंक (15 अंकों के विरुद्ध विचार किया जाएगा)
	परीक्षण/प्रश्नोंत्तरी + उपस्थिति–	05	
	कुल अंक–	15	
अंत सेमेस्टर परीक्षा **(ESE)**	दो खंड– अ तथा ब खंड–अ–प्र.–01–वस्तुनिष्ठ प्रश्न **5x1=5** अंक,प्र.–02– संक्षिप्त प्रश्नोत्तर **5x2=10** अंक खंड–ब–वर्णात्मक प्रश्नोंत्तर प्रत्येक इकाई से 2 में 1 प्रश्न हल करना कुल अंक **4x5=20** अंक		

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

चार–वर्षीय स्नातक पाठ्यक्रम

2024–28

कोर्स–कॅरिकुलम

सेमेस्टर–द्वितीय

वाणिज्य संकाय

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–द्वितीय	सत्र 2024–25
1	कोर्स कोड	सीओएससी–04		
2	कोर्स शीर्षक	व्यावसायिक लेखाकंन		
3	कोर्स प्रकार	डिसीप्लिन स्फेसिफिक कोर कोर्स (सीओएससी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• साझेदारी की अवधारणा को समझें और साझेदारी फर्म के वित्तीय विवरण तैयार कर सकते हैं। • परिसंपत्तियों के निपटान और देनदारियों के भुगतान से संबंधित लेखांकन तकनीक की व्याख्या करें। • किराया खरीद लेनदेन के लिए लेखांकन के विभिन्न तरीकों का उपयोग करें। • आय के मुख्य स्रोतों की पहचान करें और रसीद और भुगतान खाते से आय और व्यय खाता तैयार करने की तकनीक सीखें और बैलेंस शीट तैयार करने में भी सक्षम हों। • शाखा लेखांकन की अवधारणा को समझें और विभिन्न तरीकों के आधार पर खाते तैयार करें।		
6	केडिट महत्व	4 केडिट	केडिट=15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**साझेदारी फर्म के लेखेः** साझेदारी फर्म के मूल सिद्धांत,साझेदारी डीड (संलेख),फर्म के अंतिम खातें, नए साझेदार का प्रवेश,साझेदार की सेवानिवृत्ति और मृत्यु.	15
2	**साझेदारी फर्म का विघटन,**साझेदारी फर्मो का एकीकरण,साझेदारी फर्म का सीमित दायित्व कंपनी में परिवर्तन.	15
3	**किराया–कय पद्धति के लिए लेखाकंनः**किराया विकेताओं की पुस्तक में जर्नल प्रविष्टियॉ और बहीखाता,बड़े मूल्य की सम्पत्तियों के किराया–कय पद्धति डिफॉल्ट और पुनर्ग्रहण सहित, **किस्त कय प्रणाली लेखाकंन.**	15
4	**गैर व्यापारिक संगठनों के लिए लेखाकंन :** अंतर्देशीय शाखाओं के लिए लेखाकंनः आश्रित एवं स्वतंत्र शाखाओं की अवधारणा,लेखांकन पहलू,देनदार की प्रणाली,स्टॉक और देनदार की प्रणाली,शाखा अंतिम खाता प्रणाली और थोक आधार प्रणाली,समायोजन के साथ समेकित लाभ–हानि खाते और बैलेंस शीट तैयार करना. विभागीय लेखाकंन.	15
प्रमुख शब्द	**साझेदारी, फर्म, विलेख, समामेलन, सीमित देयता, किराया.खरीद, किस्त खरीद, गैर व्यापारिक संस्थान, विभागीय खाते.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्यपुस्तक,संदर्भ ग्रंथ एवं अन्यः		
अनुशंतित ग्रंथः– 1.शुक्ला एस.एम., साहित्य भवन प्रकाशन, आगरा, हिन्दी एवं अंग्रेजी माध्यम 2. गुप्ता. आर.एल. और राधास्वामी, एम. सुल्तान चंद एंड संस, नई दिल्ली. 3.करीम और खनूजा, एसबीपीडी पब्लिशिंग हाउस, आगरा हिन्दी एवं अंग्रेजी माध्यम. 4.अग्रवाल और मंगल, यूनिवर्सल पब्लिकेशन, हिन्दी मीडियम. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भ ग्रंथः 1.मोंगा जे.आर. आहूजा गिरीश और सहगल अशोक, मयूर पेपर बैक, नोएडा। 2.शुक्ला एम.सी. ग्रेवाल टी.एस. और गुप्ता, एस.सी., एस. चंद एंड कंपनी, नई दिल्ली, अंग्रेजी माध्यम. 3. सिंह बी.के. विज्डम पब्लिशिंग हाउस, वाराणसी।		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://indianaccounting.org/econtent book finance. https://onlinecourses.swayam2.ac.in/nou24 cm02/ https://youtu.be/v-djL7SPw4c?si=qRK dBVZ2lob99EV https://onlinecourses.swayam2.ac.in/aic20 sp60/preview https://youtu.be/v-djL7SPw4c?si=qRK dBVZ2lob99		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षा (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20 अंक** खंड–बः– वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

चार वर्षीय स्नातक पाठ्यक्रम (2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–द्वितीय	सत्र 2024–25
1	कोर्स कोड	सीओएससी–05		
2	कोर्स शीर्षक	व्यावसायिक गणित		
3	कोर्स प्रकार	डिसिप्लिन स्फेसिफिक कोर कोर्स (सीओएससी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• समस्याओं को हल करने के लिए व्यावसायिक गणितीय तकनीकों के अनुप्रयोग का अन्वेषण करें। • अनुपात, अनुपात, भिन्नता और प्रतिशत को हल करें और विभिन्न क्षेत्रों में इसके अनुप्रयोग का निर्धारण करें। • व्यापारिक लेनदेन से होने वाले लाभ या हानि का मूल्यांकन करें। • कमीशन, दलाली, लाभ और हानि, साधारण ब्याज और चक्रवृद्धि ब्याज से संबंधित व्यावहारिक अनुप्रयोग का वर्णन करें। • वैदिक गणित सूत्रों की सहायता से संख्यात्मक गणनाओं को शीघ्रता से हल करें।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)=60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	वैदिक गणित .भारतीय ज्ञान परम्परा में वैदिक गणित का संक्षिप्त इतिहास वैदिक गणित के माध्यम से, संख्याओं के जोड़, गुणा, भाग वर्ग एवं वर्गमूल की त्वरित गणना की विधियाँ एवं अभ्यास, योगांक से उत्तर के त्वरित सत्यापन की विधि **युगपतसमीकरण** :अर्थ एवं महत्व, दो चरों में रेखीय समीकरण को हल करने की विलोपन विधि, प्रतिस्थापन विधि, वज्रगुणन विधि एवं बिन्दुरेखीय विधियाँ।	15
2	**वित्तीय अंकगणित :साधारण एवं चक्रवृद्धि ब्याजः** मूलधन, मिश्रधन, ब्याज की वास्तविक एवं नाममात्र दर की अवधारणा साधारण ब्याज एवं चक्रवृद्धि ब्याज में अन्तर, ब्याज, समय, दर, मूलघन एवं मिश्रधन से सम्बन्धित व्यावहारिक समस्याएँ. **लघुगुणक एवं प्रतिलघुगुणकः** लघुगुणक एवं प्रतिलघुगुणक सारिणी का व्यावहारिक उपयोग.	15
3	**वाणिज्यिक गणित:1**–अनुपात एवं समानुपात,अंकगणितीय औसत, प्रतिशत.	15
4	**वाणिज्यिक गणित:2**–कमीशन, दलाली,अपहार, लाभ–हानि.	15
प्रमुख शब्द	**वैदिक गणित, युगपत समीकरण, सरल और चक्रवृद्धि ब्याज, लघुगणक और प्रतिलघुगणक, अनुपात, समाअनुपात,, औसत, प्रतिशत, कमीशन, ब्रोकरेज,छूट, लाभ हानि.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

10/06/24

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. डॉ.एस.एम.शुक्ला, साहित्य भवन प्रकाशन, आगरा ;हिन्दी एवं अंग्रेजी माध्यम. 2..डॉ. करीम और अग्रवाल, बिजनेस मैथमेटिक्स एसबीपीडी पब्लिशिंग हाउस, आगरा ;हिंदी और अंग्रेजी माध्यम. 3. अग्रवाल डॉ. महेश बिजनेस मैथमेटिक्स, रामप्रसाद एंड संस, भोपाल नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1.मगर डॉ. अभिलाषा बिजनेस मैथमेटिक्स, हिमालय प्रकाशन, मुंबई 2. संचेती और कपूर बिजनेस गणित सुल्तान चंद एंड संस, नई दिल्ली 3.शर्मा जे.के. बिजनेस मैथमेटिक्स आईके इंटरनेशनल प्राइवेट लिमिटेड लिमिटेड, नई दिल्ली 4.कुमार मृत्युंजय बिजनेस मैथमेटिक्स एस. चंद पब्लिशिंग, नई दिल्ली		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टल': https://onlinecourses.swayam2.ac.in/nou24_cm08/preview https://www.geektonight.com/business-mathematics-notes/ https://open.umn.edu/opentextbooks/textbooks/642 https://byjus.com/maths/business-mathematics/ https://www.youtube.com/watch?v=FWj2joeVKEU		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न–2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

18.6.24

10/06/24

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–द्वितीय	सत्र 2024–25
1	कोर्स कोड	सीओएससी–06		
2	कोर्स शीर्षक	व्यावसायिक वातावरण		
3	कोर्स प्रकार	डिसिप्लिन स्फेसिफिक कोर कोर्स (सीओएससी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• पर्यावरण और व्यवसाय के बीच संबंध को समझें। • व्यावसायिक वातावरण के वैचारिक ढाँचे का प्रदर्शन और विकास करना और अंतर्राष्ट्रीय व्यापार में रुचि पैदा करना। • स्थानीय व्यावसायिक वातावरण की प्रकृति और उसके घटक की पहचान करें। • सरकार का प्रदर्शन करें. व्यावसायिक संगठन के उद्भव, उत्थान और सुचारू संचालन के लिए नीतियां और विभिन्न भूमिकाएँ। • औद्योगिक नीति और नीति आयोग का ज्ञान बढ़ाएं।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड(01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**व्यवसायिक पर्यावरण** :पर्यावरण के प्रकार– आंतरिक, बाहय, सूक्ष्म एवं वृहद पर्यावरण, उद्योग की प्रतिस्पर्धी संरचना, विश्लेषणात्मक पर्यावरण एवं कूटनीतिक प्रबंधन, प्रबंधन विविधता, व्यवसाय के क्षेत्र, व्यवसाय की विशेषताएं, उद्देश्य और अध्ययन का उपयोग, विश्लेषणात्मक पर्यावरण की प्रक्रिया एवं सीमाएं	15
2	**विकास की आर्थिक समस्याएं** : मुद्रा स्फीति, समानांतर अर्थव्यवस्था, औद्योगिक रूग्णता **विकास के आर्थिक तत्व** : प्रत्यक्ष विदेशी विनियोग (FDI), विदेशी पोर्टफोलियो निवेश (FPI), सूक्ष्म, लघु और मध्यम उद्यम (MSMES)	15
3	**सरकारी नीतियां** : आयात–निर्यात नीति, मौद्रिक एवं राजकोषीय नीति, निजीकरण, उदारीकरण, वैश्वीकरण, नोटबंदी / विमुद्रीकरण, विनिवेश,भारतीय आर्थिक नियोजन की संक्षिप्त विवरण,नीति आयोग,छ.ग.राज्य की औद्योगिक नीति.	15
4	**अंतर्राष्ट्रीय पर्यावरणः** विश्व व्यापार की प्रवृत्ति एवं विकासशील देशों की समस्याएं, विदेशी व्यापार एवं आर्थिक विकास. अंतर्राष्ट्रीय आर्थिक समूहः गैट (GATT), विश्व व्यापार संगठन (WTO), अंकटाड(UNCTAD), विश्व बैंक अंतर्राष्ट्रीय मुद्रा कोष (IMF), ट्रिप्स (TRIPS), ट्रिम्स (TRIMS) क्षेत्रीय व्यापार समझौतेः यूरोपियन यूनियन (EU) ASEAN, SAARC, NAFTA	15
प्रमुख शब्द	व्यावसायिक वातावरण, विकास की आर्थिक समस्या, विकास के आर्थिक कारक, सरकार] नीतियाँ, आर्थिक योजना, औद्योगिक नीति, अंतर्राष्ट्रीय पर्यावरण, अंतर्राष्ट्रीय आर्थिक समूह, क्षेत्रीय व्यापार का समझौता.	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत् / साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1.सिन्हा वी.सी., बिजनेस एनवायरनमेंट, एसबीपीडी प्रकाशन आगरा, ;हिंदी और अंग्रेजी. 2.डॉ.जे.पी.मिश्रा,साहित्य भवन प्रकाशन,आगरा;हिन्दी माध्यम. 3. सिंह रंजीत, बिजनेस एनवायरनमेंट, कल्याणी पब्लिशर्स नई दिल्ली. 4. उपाध्याय शर्मा दयाल, बिजनेस एनवायरनमेंट ;हिन्दी, रमेश बुक डिपो जयपुर 5. सिंहए डॉ. एस.के., बिजनेस एनवायरनमेंट ;हिन्दी, साहित्य भवन प्रकाशन आगरा 6. जैन डॉ. एस.सी., व्यावसायिक पर्यावरण ;हिन्दी, कैलाश पुस्तक सदन, भोपाल 7.जोशी रोज़ी. कपूर संगम. बिजनेस एनवायरनमेंट ;हिंदी, कल्याणी पाब्लि. नई दिल्ली। नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1. शेख सलीम, बिजनेस एनवायरनमेंट, पियर्सन 2. फ्रांसिस, चेरुनिलन, बिजनेस एनवायरनमेंट, हिमालय पब्लिशिंग हाउस 3. गुप्ता सी.बी., बिजनेस एनवायरनमेंट सुल्तान चंद एंड संस 4. पलिवार वीणा केशव, बिजनेस एनवायरनमेंट. पीएचआई लर्निंग प्राइवेट लिमिटेड. दिल्ली		
ऑनलाईन स्त्रोतः– ई–स्त्रोत / ई–पुस्तक / ई–पोर्टलः https://onlinecourses.swayam2.ac.in/imb24_mg33/preview https://egyankosh.ac.in/handle/123456789/3142 https://www.youtube.com/watch?v=Q1yw7Tchsc8 https://www.youtube.com/watch?v=9jUHXPGEBEM https://www.youtube.com/playlist?list=PLJtJv03aaWe2oQxrJov7CfDFDC3aebxi1		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक – 100 अंक	सतत् आंतरिक मूल्याकंन **(CIA)** : 30 अंक अंत सेमेस्टर परीक्षा **(ESE)** : 70 अंक	
सतत् आंतरिक मूल्याकंन**(CIA)**: (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा / प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार / सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः **(ESE)**	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20 अंक** खंड–बः– वर्णात्मक प्रकार के प्रश्न–2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (सर्टिफिकेट / डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–द्वितीय	सत्र 2024–25
1	कोर्स कोड	सीओएसईसी–01		
2	कोर्स शीर्षक	प्रत्येक के लिए लेखाकंन		
3	कोर्स प्रकार	स्किल इन्हान्समेंट कोर्स (सीओएसईसी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• लेखांकन सिद्धांतों और लेनदेन रिकॉर्डिंग तकनीकों को समझें। • मैन्युअल रूप से और सॉफ़्टवेयर का उपयोग करके वित्तीय विवरण तैयार करें। • वार्षिक रिपोर्ट और वित्तीय प्रकटीकरण की प्रभावी ढंग से व्याख्या करें। • पाठ्य और संख्यात्मक वित्तीय जानकारी का विश्लेषण करें।		
6	केडिट महत्व	2 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–50 अंक		उत्तीर्णांक–20

खण्ड–बः कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–30 कालखंड (30घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	लेखाकंन का परिचयः लेखाकंन का अर्थ,महत्व और आवश्यकता,इसके उद्देश्य और व्यावसायिक प्रतिष्ठानों और अन्य संगठनों और व्यक्तियों के लिए प्रासंगिकता.लेखाकंन जानकारी अर्थ,उपयोगकर्त्ता और उपयोगिताएँ,लेखाकंन जानकारी के स्त्रोत,आधारभूत शर्ते–लेन–देन,खाता संपत्ति,देनदारी,पूँजी,व्यय और आय, राजस्व, लाभ, अधिशेष,हानि,घाटा,विकलन और समाकलन,लेखावर्ष,वित्तीय वर्ष.	8
2	लेन–देन और लेन–देन की रिकार्डिंगः रिकॉर्ड करने योग्य लेन–देन और घटनाओं की विशेषताएँ,रिकॉर्डिंग का आधार–व्हाउचर और अन्य आधार,लेन–देन की रिकॉर्डिंगःव्यक्तिगत खाता,वास्तविक खाता और नाममात्र खाता,विकलन और समाकलन के नियम,दोहरी लेखा प्रविष्टी प्रणाली,लेनदेन का लेखा करना, खाता–बही, रोकड़ पुस्तक तैयार करना बैंक लेन–देन सहित.	7
3	वित्तीय विवरण तैयार करनाःआधारभूत लेखाकंन समीकरण, परीक्षा सूची तैयार करना,आय और पूंजी की अवधारणा,व्यापार और लाभ–हानि खाता,स्थिति विवरण तैयार करना.	7
4	कम्प्यूटरीकृत लेखा प्रणालियॉः किसी भी प्रचलित लेखा सॉफ्टवेयर का उपयोग करने कम्प्यूटरीकृत खातेः एक कंपनी बनाना,कॉन्फ़िगर और सुविधाएँ की सेटिंग्स,लेखाकेन बहीखाता और समूह बनाना,स्टॉक आइटम और समूह बनाना,व्हाउचर की प्रविष्टि,रिपोर्ट तैयार करना–कैश बुक,लेजर खाते,परीक्षा सूची,लाभ और हानि खाता,स्थिति विवरण,रोकड़ प्रवाह विवरण किसी कम्पनी का चयन करना और उसे बंद करना,किसी कम्पनी का डेटा बैकअप और रीस्टोर करना.	8
प्रमुख शब्द	**लेखांकन, लेनदेन,वित्तीय विवरण, कम्प्यूटरीकृत प्रणाली, कंपनी खाते, वार्षिक रिपोर्ट.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10.6.24

Shashi

10/06/24

खंड–सः अध्ययन स्त्रोत्/साधन

पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य

अनुशंतित ग्रंथः–

- सिद्दीकी. एस. ए. नई दिल्ली, लक्ष्मी प्रकाशन प्रा. लिमिटेड.
- सहगल. डी. वित्तीय लेखांकन, नई दिल्ली. विकास पब्लिशिंग हाउस प्राइवेट लिमिटेड.
- अरोड़ा. एम.एन. प्रबंधन लेखांकन, विकास पब्लिशिंग हाउस. नई दिल्ली.
- डॉ.एस.एम.शुक्ला, साहित्य भवन प्रकाशन, आगरा, ;हिन्दी एवं अंग्रेजी माध्यम.
- डॉ. करीम एवं खनूजा. एसबीपीडी पब्लिशिंग हाउस. आगरा ;हिन्दी एवं अंग्रेजी माध्यम.

नोटः शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।

संदर्भग्रंथः

- तुलसियान, पी. सी. नई दिल्ली, टाटा मैकग्रा हिल पब्लिशिंग कंपनी लिमिटेड.
- मुखर्जी, ए., और हनीफ, एम. नई दिल्ली, टाटा, मैकग्राहिल पब्लिशिंग कंपनी लिमिटेड.
- माहेश्वरी, एस.एन. एवं माहेश्वरी, एस्के. नई दिल्ली, विकास पब्लिशिंग हाउस प्रा. लिमिटेड.
- खान. एम.वाई. और जैन, पी.के. प्रबंधन लेखांकन, मैकग्रा हिल एजुकेशन.
- हैटफील्ड, एल. लेखांकन मूल बातें, अमेज़ॅन डिजिटल सर्विसेज एलएलसी.
- हॉर्नग्रेन, सी.टी., सुंडेम. जी.एल., इलियट, जे.ए., और फिलब्रिक, डी. लंदन, पियर्सन एजुकेशन.

ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः

https://accountingforeveryone.com/definitive-guide-bookkeeping/
https://accountingforeveryone.com/
https://www.coursera.org/collections/accounting-for-beginners
https://www.taxmann.com/virtualbooks/product/9699-accounting-for-everyone-ge-4-ugcf-virtual-book
https://www.accounting.com/resources/basic-accounting-terms/

खंड–दः आंकलन और मूल्याकंन

अनुशंसित सतत् मूल्याकंन प्रविधिः

पूर्णांक – 50 अंक	सुझाई गई सतत मूल्यांकन विधियाँः अधिकतम अंक 50 अंक सतत आंतरिक मूल्यांकन (सीआईए): 15 अंक अंतिम सेमेस्टर परीक्षा (ईएसई) : 35 अंक	
सतत् आंतरिक मूल्याकंन(CIA): (कोर्स शिक्षक द्वारा)	आंतरिक परीक्षण/प्रश्नोत्तरी (2): 10 एवं 10 असाइनमेंट/सेमिनार+उपस्थितिः 05 कुल अंक 15	दो टेस्ट/क्विज़ में से उच्चतम अंक असाइनमेंट/सेमिनार में प्राप्त अंक 15 अंकों में से माने जाएंगे.
अंत सेमेस्टर परीक्षाः (ESE)	प्रयोगशालाः/क्षेत्र कौशल प्रदर्शन/ मौके पर मूल्यांकन एसीखे गए कौशल के आधार पर कार्य निष्पादित किया: 20 अंक टूल्स पर आधारितः बी-स्पॉटिंग ;लिखितः 10 अंक सी. वाइवा.वोसी ;सिद्धांत, प्रौद्योगिकी पर आधारित,: 05 अंक	स्किलिंग के अनुसार समन्वयक द्वारा प्रबंधित.

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10-6-24

Shashi

10/06/24

चार–वर्षीय स्नातक पाठ्यक्रम

2024–28

कोर्स–कॅरिकुलम सेमेस्टर–तृतीय

वाणिज्य संकाय

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रम: बैचलर इन कॉमर्स (डिप्लोमा / डिग्री / ऑनर्स)		सेमेस्टर–तृतीय		सत्र 2024–25
1	कोर्स कोड	सीओएससी–07		
2	कोर्स शीर्षक	निगमीय लेखाकंन		
3	कोर्स प्रकार	डिसीप्लिन स्फेसिफिक कोर कोर्स (सीओएससी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• कॉर्पोरेट लेखांकन प्रणाली के वैचारिक ज्ञान का उपयोग करें और भारतीय एएस के ढांचे के भीतर कंपनियों के वित्तीय विवरण तैयार करने की तकनीक सीखें। • शेयरों और डिबेंचर को जारी करने और भुनाने की प्रक्रिया को समझें। • ज्वाइंट स्टॉक कंपनी लिमिटेड के वित्तीय विवरण का विश्लेषण करें। • कंपनियों के समामेलन और अवशोषण में शामिल प्रक्रिया की व्याख्या करें। • ख्याति और शेयरों के मूल्यांकन की प्रक्रिया लागू करें।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उर्त्तीणांक–40

खण्ड–ब: कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड(01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	अंश एवं ऋणपत्र: अंशों का निर्गमन, अंशों का हरण और उनका पुनर्निर्गमन, बोनस अंशों का निर्गमन, अंशों का अभिगोपन, पूर्वाधिकार अंशो का शोधन,ऋणपत्रों का निर्गमन और शोधन.	15
2	वित्तीय विवरण एवं कंपनी के अंतिम खाते , कंपनी का समापन.	15
3	कंपनियों के समामेलन एवं आंतरिक पुनर्निर्माण के लिए लेखांकन.	15
4	ख्याति व अंशों का मूल्यांकन एवं सूत्रधारी कंपनियों का समेकित चिठ्ठा केवल एक सहायक कंपनी के साथ.	15
प्रमुख शब्द	शेयर एवं डिबेंचर, कंपनियों के अंतिम खाते, कंपनी का परिसमापन, कंपनियों का समामेलन और पुनर्निर्माण, ख्याति और शेयर का मूल्यांकन, सूत्रधारी कंपनी की समेकित बैलेंस शीट.	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/6/24

Shashi

10/06/24

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. डॉ. एस.एम. शुक्ल एवं डॉ. के.एल.गुप्ता, साहित्य भवन प्रकाशन आगरा, ;हिन्दी एवं अंग्रेजी माध्यम. 2. डॉ मंगल मेहता और अग्रवाल, इंदौर प्रकाशित किया. 3. डॉ करीम और खनूजा, एसबीपीडी, प्रकाशन, आगरा, ;हिंदी और अंग्रेजी माध्यम. 4. गुप्ता आर.एल., राधास्वामी एम. कंपनी खाते, सुल्तान चंद एंड संस, नई दिल्ली. 5. जे.आर. मोंगा. कॉरपोरेट अकाउंटिंग के बुनियादी सिद्धांत, मयूर पेपर बैक, नई दिल्ली. नोटः–शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1. एम.सी. शुक्ला, टी.एस. ग्रेवाल, और एस.सी. गुप्ता, उन्नत खाते, खंड.II] एस. चंद एंड कंपनी, नई दिल्ली. 2. एस.एन. माहेश्वरी, और एस. के. माहेश्वरी, निगमित लेखांकन, विकास पब्लिशिंग हाउस, नई दिल्ली. 3. अशोक सहगल, कॉरपोरेट अकाउंटिंग के बुनियादी सिद्धांत, टैक्समैन प्रकाशन, नई दिल्ली, 4. वी.के. गोयल और रुचि गोयल, निगमित लेखांकन, पीएचआई लर्निंग. 5. जैन.एस.पी. और के.एल. नारंग, निगमित लेखांकन, कल्याणी पब्लिशर्स, नई दिल्ली. 6. भूषण कुमार गोयल, फंडामेंटल्स ऑफ कॉरपोरेट अकाउंटिंग, इंटरनेशनल बुक हाउस. 7. पी. सी. तुलस्यान और भरत तुलस्यान, कॉर्पोरेट अकाउंटिंग, एस.चंद. 8. अमिताभ मुखर्जी, मोहम्मद हनीफ, कॉर्पोरेट अकाउंटिंग, मैकग्रा हिल एजुकेशन		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://www.geektonight.com/corporate-accounting-notes/ https://commercemates.com/corporate-accounting/ https://academy.tax4wealth.com/blog/corporate-accounting https://www.youtube.com/watch?v=p0rxpzkSDLU https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/19		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन(CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा/डिग्री/ऑनर्स)			सेमेस्टर–तृतीय	सत्र 2024–25
1	कोर्स कोड	सीओएससी–08		
2	कोर्स शीर्षक	कम्पनी अधिनियम		
3	कोर्स प्रकार	डिसीप्लिन स्फेसिफिक कोर कोर्स (सीओएससी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• भारत में कंपनी के माहौल के कानूनी ढांचे को समझें और उसका मूल्यांकन करें और भारतीय कंपनी कानून का प्रारंभिक ज्ञान प्राप्त करें। • कंपनी के उद्देश्य, संचालन की सीमाओं और अन्य आवश्यक विवरणों की रूपरेखा। • कंपनी सचिव की भूमिका को समझें जो छात्रों को अपना करियर बनाने में मदद करती है। • कंपनी कानून के विभिन्न खंडों की व्याख्या करें जिन्हें एक व्यवसाय प्रबंधक को बेहतर निर्णय लेने के लिए जानना चाहिए और कंपनियों को बंद करने की प्रक्रिया को भी समझना चाहिए। • कानूनी समस्याओं के समाधान तक पहुंचने के लिए तर्क और समस्या-समाधान कौशल द्वारा कानूनी विश्लेषण की क्षमता विकसित करें।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन/प्रशिक्षण/प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषय वस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**परिचय, कंपनियों का प्रवर्तन एवं समामेलनः**परिचयः कंपनी की परिभाषा, विशेषताऐं एवं सीमाऐं, निगमन का आवरण उठाना, कंपनी के प्रकार।निगमों का सामाजिक उत्तरदायित्व प्रवर्तन–प्रवर्तक–अर्थ, वैधानिक स्थिति, कर्त्तव्य, दायित्व एवं अधिकार, पारिश्रमिक। कंपनी गठन के क्रियात्मक पहलू।समामेलन–रजिस्ट्रार के पास जमा किये जाने वाले प्रपत्र, समामेलन का प्रमाणपत्र, पंजीयन, प्रारंभिक अनुबंध –पार्षद सीमानियम, पार्षद अंर्तनियम–अर्थ, उद्देश्य, विषय सामग्री एव उसमें परिवर्तन । रचनात्मक सूचना का सिद्धांत, आंतरिक प्रबंध का सिद्धांत एवं इसके अपवाद।	15
2	**पूंजी प्रबंध एवं सदस्यताः**पूंजीप्रबंध–कंपनी के ऋण लेने के अधिकार, बंधक एवं प्रभार, ऋणपत्र, प्रतिभूतियों का अभौतिकीकरण एव पुनः भौतिकीकरण।कंपनी में सदस्यता–सदस्य एवं अंशधारी, सदस्य कौन बन सकताहै ? सदस्यता की समाप्ति, सदस्यों के अधिकार एवं उत्तरदायित्व, सदस्यों का रजिस्टर एव अनुक्रमाणिका।	15
3	**निगमीय व्यक्तित्व**– संचालक–अर्थ, नियुक्ति, पारिश्रमिकएवंकर्तव्य, प्रबंध संचालक, महिला संचालक, पूर्णकालिक संचालक।कंपनी सचिव–नियुक्ति, वैधानिक स्थिति एवं योग्यताएं, अधिकार, कर्तव्य एवं उत्तरदायित्व, पेशेवर कदाचार।	15
4	**कंपनी की सभाऐंएवं कंपनी सचिव**–कंपनी की सभाएंप्रकार, सूचना गणपूर्ति, कार्यसूची, मताधिकार, प्रतिपुरूष, प्रस्ताव, सूक्ष्म।कंपनी की सभाओं में कंपनी सचिव की भूमिका–सूचना, कार्यसूची, सूक्ष्म, प्रस्ताव के मसौदे तैयार करना।कंपनी का समापन–समापन की विधियां।निस्तारक–नियुक्ति, कर्तव्य, दायित्व एवं अधिकार पारिश्रमिक।	15

10/06/24 10.6.24

प्रमुख शब्द	प्रवर्तन,कंपनी, समामेलन, निगमन, पूंजी जारी करना, प्रविवरण, कॉर्पोरेट व्यक्तित्व, कंपनी की बैठक, कंपनी सचिव.

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत् / साधन
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य
अनुशंतित ग्रंथः– 1.डॉ.एस.एम.शुक्ला, एवं डॉ. आई.एम.शाया, साहित्य भवन प्रकाशन, आगरा, ;हिन्दी माध्यम. 2.डॉ.एस.एम.शुक्ला, और डॉ.के.जैन, साहित्य भवन प्रकाशन आगरा, ;अंग्रेजी माध्यम. 3.. डॉ. जी.के. वार्ष्णेय, साहित्य भवन प्रकाशन, आगरा, ;अंग्रेजी माध्यम. 4. प्रो. अग्रवाल एवं कोठारी, एसबीपीडी, प्रकाशन, आगरा ;हिन्दी माध्यम. 5. .डॉ.ओ.पी.गुप्ता,एसबीपीडी,प्रकाशन,आगरा ;हिन्दी एवं अंग्रेजी माध्यम. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।
संदर्भग्रंथः 1. सिंह अवतार, कंपनी लॉ, ईस्टर्न बुक कंपनी लखनऊ.
ऑनलाईन स्त्रोतः– ई–स्त्रोत / ई–पुस्तक / ई–पोर्टलः https://onlinecourses.swayam2.ac.in/cec20_hs23/preview https://www.mca.gov.in/content/mca/global/en/acts-rules/companies-act/companies-act-2013.html https://www.nls.ac.in/course/corporate-law/ https://www.claonline.in/icsi/ https://www.youtube.com/c/CorporateLawLectures

खंड–दः आंकलन और मूल्याकंन

अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूर्णांक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा / प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार / सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

10/06/24

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर– तृतीय	सत्र 2024–25
1	कोर्स कोड	सीओएससी–09		
2	कोर्स शीर्षक	प्रबंध के सिद्धान्त		
3	कोर्स प्रकार	डिसीप्लिन स्फेसिफिक कोर कोर्स (सीओएससी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• प्रबंधन के सिद्धांत की अवधारणा को बुनियादी सिद्धांतों और मानदंडों के साथ समझें। • प्रबंधन और नियंत्रण के सिद्धांत के क्षेत्र से जुड़ी शब्दावली को उनकी प्रासंगिकता के साथ समझें। • विभिन्न समस्याओं के समाधान के लिए प्रबंधन के सिद्धांत की उपयुक्त विधि और तकनीक की पहचान करें। • व्यवसाय और उद्योग संबंधी समस्याओं को हल करने के लिए बुनियादी व्यवसाय प्रबंधन सिद्धांतों को लागू करें। • योजना, आयोजन, निर्देशन, प्रेरणा और नियंत्रण आदि की अवधारणा को समझें।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांकं–100 अंक		उर्त्तीणांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड(60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	प्रबंध :–परिचय, अवधारणा, विशेषताएँ, प्रकृति, प्रक्रिया तथा महत्त्व, प्रबंध की भूमिका (मिन्ट्जबर्ग), प्रबंध के कार्यात्मक क्षेत्रों का अवलोकन, प्रबंध विचारधारा का विकास, प्राचीन एवं नवप्राचीन प्रणाली, आकस्मिकता दृष्टिकोण, प्रणाली दृष्टिकोण.	15
2	**नियोजनः**–अवधारणा, विशेषताएँ, प्रक्रिया, महत्व, प्रकार प्रभावी नियोजन के तत्व . **निर्णयन** :–अवधारणा, प्रक्रिया, प्रकार एवंमहत्व, उद्दश्यो द्वारा प्रबंध. **संगठनः**–अवधारणा, प्रकृति, प्रक्रिया, महत्व, अधिकार तथा उत्तरदायित्व संबंध,केन्द्रीयकरण तथा विकेन्द्रीकरण विभागीयकरण, संगठन संरचना–प्रारूप	15
3	**निर्देशन**–अर्थ, विशेषताएँ, अवधारणा तथा तकनीक,सिद्वांत, महत्व, **समन्वय** :– अर्थ, विशेषताएँ, प्रकृति, सिद्वांत, महत्व, लाभ तथा सीमाएँ.**सम्प्रेषण**–प्रकृति, प्रक्रिया, महत्व, प्रकार,नेटवर्क तथा बाधाऐं, प्रभावी सम्प्रेषण, प्रतिपुष्टि. **नियुक्तियाँः**–भर्ती की अवधारणा–भर्ती और चयन,उन्मुखीकरण,प्रशिक्षण तथा विकास, कॅरियर (आजीविका) विकास, केस स्टडी के साथ प्रदर्शन मूल्यांकन।	15
4	**अभिप्रेरणाः**–अवधारणा, प्रकार, महत्व, विचारधाराएं :–मैस्लो, हर्जबर्ग, मैकग्रेगर,आउची, मौद्रिक तथा अमौद्रिक प्रोत्साहन अभिप्रेरणा.**नेतृत्व** :–अर्थ, अवधारणा, कार्य तथा नेतृत्व शैली, प्रकार, गुण, बाधाएँ, लिकर्ट की चार नेतृत्व प्रणाली, केस स्टडी द्वारा विचारधारा का महत्व.**नियंत्रण**– अर्थ, विशेषताएँ, महत्व, प्रक्रिया, प्रभावी नियंत्रण प्रणाली, नियंत्रण की विभिन्न तकनीक.	15
प्रमुख शब्द	**प्रबंध, योजना, निर्णय लेना, संगठन, निर्देशन, समन्वय, संचार, स्टाफिंग, प्रेरणा, नेतृत्व, नियंत्रण.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1..डॉ. एस.सी.सक्सेना साहित्य भवन प्रकाशन, आगरा ,अंग्रेजी माध्यम. 2..डॉ.आर.सी.गुप्ता, साहित्य भवन प्रकाशन, आगरा ,हिन्दी माध्यम. 3. प्रो. आर.सी.अग्रवाल, एसबीपीडी प्रकाशन, आगरा, ,हिन्दी मीडियम. 4..डॉ. मिश्रा एवं गुप्ता, एसबीपीडी, प्रकाशन, आगरा ,अंग्रेजी माध्यम. 5.यादव. पंकज, नील कमल प्रकाशन, दिल्ली. 6. जगदीश प्रकाश, किताब महल प्रकाशक. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1.वेइरिच और कून्ट्ज़., टाटा मैकग्रा हिल. नई दिल्ली. 2. स्टीफन पी. रॉबिंस, प्रबंधन, पियर्सन 3. कून्ट्ज़ और ओडोनेल, प्रबंधन, मैकग्रा हिल. 4. एल एम प्रसाद, प्रबंधन के सिद्धांत, सुल्तान चंद एंड संस 5. वी.एस.पी- राव/बजाज, प्रबंधन प्रक्रिया और संगठन, एक्सेल बुक्स.जीएच. 6. टी. रामास्वामी, प्रबंधन के सिद्धांत, एचपीएच.		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://www.youtube.com/watch?v=6jobOJy96jM https://onlinecourses.swayam2.ac.in/nou21_cm01/preview https://open.umn.edu/opentextbooks/textbooks/50 https://openstax.org/books/principles-marketing/pages/1-unit-introduction		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

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Shashi

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–तृतीय	सत्र 2024–25
1	कोर्स कोड	सीओएसई–01 (ग्रुप–1–प्रबंध)		
2	कोर्स शीर्षक	मानव संसाधन प्रबंध (ग्रुप–1–प्रबंध)		
3	कोर्स प्रकार	डिसीप्लिन स्फेसिक इलेक्टिव कोर्स (सीओएसई) (ग्रुप–1–प्रबंध)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• एचआरएम के क्षेत्र में मौजूदा सिद्धांत और व्यवहार का आलोचनात्मक मूल्यांकन करें। • गुणात्मक और मात्रात्मक अनुसंधान करने की क्षमता विकसित करना। • एचआरएम की योजना बनाएं, एचआर नीति विकसित करें और रणनीतिक एचआरएम लागू करें। • भर्ती, चयन, मुआवज़े और लाभ की प्रक्रिया को समझें। • प्रदर्शन मूल्यांकन और कर्मचारी मूल्यांकन का मूल्यांकन करें।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उर्त्तीणांक–40

खण्ड–ब: कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड(01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	मानव संसाधन प्रबन्ध– आशय एवं परिभाषा,अवधारण, उद्देश्य, कार्य, सिद्धान्त, उद्भव एवं विकास, मानव संसाधन एवं सेविवर्गीय प्रबंध में अन्तर,मानव संसाधन प्रबंध विभाग का संगठनात्मक ढॉचा,मानव संसाधन प्रबंधक की परिवर्तनीय भूमिका,मानव संसाधन की चुनौतियॉ. मानव संसाधन नीतियां एवं रणनीतियां– अर्थ एवं परिभाषा एवं विषय वस्तु, मानव संसाधन नीति के स्रोत, वर्गीकरण, सिद्धान्त, मानव संसाधन नीति बनाने की प्रकिया, आदर्श मानव संसाधन नीति की विषेशतायें, मानव संसाधन प्रबन्ध रणनीति. मानव संसाधन नियोजन– अर्थ एवं परिभाषा,विषेशतायें,अवधारणा,प्रकिया, मानव संसाधन की मांग और पूर्ति को प्रभावित करने वाले घटक, मानव संसाधन पूर्वानुमान की विधियां, मानव संसाधन नियोजन के मात्रात्मक पक्ष तथा गुणात्मक पक्ष,, मानव संसाधन नियोजन की आवश्कता एवं महत्व,पंरपरागत एच.आर.एम. विरुद्ध रणनीतिक एच.आर.एम., मानव संसाधन प्रबन्ध रणनीति का विकास और लागू करने की नीति.	15
2	भर्ती – भर्ती प्रकिया को प्रभावित करने वाले कारक, भर्ती के श्रोत– भर्ती के आन्तरिक श्रोत व बाह्य श्रोत,कार्य विश्लेषण एवं उसके उद्देश्य,भर्ती एजेंसियों की भूमिका.चयन – चयन विधि,साक्षात्कार और साक्षात्कार के प्रकार,मनोवैज्ञानिक परीक्षण,चयन की की ऑनलाइन प्रकिया. उन्मुखीकरण–उन्मुखीकरण कार्यक्रम,कालान्तर में दोहराने स्वरुप जानकारी देना. क्षतिपूर्ति एवं लाभ,रिटेंशन एवं अभिप्रेरणाा	15
3	प्रशिक्षण एवं विकास– अर्थ, उद्देश्य,आवश्यकता और महत्व एवं क्षेत्र,प्रशिक्षण की योग्यता एवं प्रकिया,प्रभावी प्रशिक्षण कार्यक्रम की रुपरेखा,प्रभावी प्रशिक्षण कार्यक्रम का मूल्याकंन,प्रशिक्षण के पूर्व चुनौतियॉ,प्रशिक्षण प्रतिपुष्टि. निष्पादन मूल्यांकन–विशेषताऍ,लाभ एवं हानि, विधियॉ,प्रकार व प्रकिया,निष्पादन मूल्याकंन में इथिकल पहलू,निष्पादन मूल्याकंन की विधियॉ. वृत्ति(कॅरियर)नियोजन एवं विकास– महत्त्व, तत्व, उद्देश्य, लाभ, कॅरियर नियोजन के विभिन्न चरण, वृत्ति(कॅरियर) विकास– आन्तरिक गतिशीलता बाह्य गतिशीलता.	15
4	मजदूरी एवं वेतन प्रशासन– अर्थ, विशेषतायें,न्यूनतम मजदूरी, आदर्श मजदूरी के लाभ,मजदूरी निर्धारक घटक,मजदूरी भुगतान की पद्धतियॉ, भारत में मजदूरी नीति का विकास,न्यूनतम मजदूरी नीति की कठिनाइयॉ. कर्मचारी की क्षतिपूर्ति– लाभ, क्षतिपूर्ति के लिये नियोक्ता का दायित्व, क्षतिपूर्ति की राशि, देय होने पर क्षतिपूर्ति का भुगतान तथा त्रुटि के लिए दण्ड की व्यवस्था, क्षतिपूर्ति का वितरण, दुर्घटना लाभ सम्बन्धी प्रावधान, आश्रित लाभ सम्बन्धी प्रावधान. पदोन्नति तथा स्थानान्तरण–अर्थ एवं परिभाषा,लक्षण, पदोन्नति के कारण एवं उद्देश्य,पदोन्नति के प्रकार,पदोन्नति नीति, पद–अवनति सम्बन्धी नीति,	15
प्रमुख शब्द	निवेश, सेबी, डिपॉजिटरी अधिनियम 1996, डेरिवेटिव, द्वितीयक बाजार, प्रत्यक्ष विदेशी निवेश.	

10.6.24

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत् / साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. डॉ. कामेश्वर पंडित एवं प्रीति रैना, साहित्य भवन प्रकाशन, आगरा (हिन्दी एवं अंग्रेजी माध्यम) 2.प्रो.आर.सी. अग्रवाल एवं सुरेश फौजदार, एसबीपीडी प्रकाशन, आगरा (हिन्दी एवं अंग्रेजी माध्यम) 3.डॉ.एफ.सी.शर्मा एवं अजं अग्रवाल, एसबीपीडी प्रकाशन, आगरा (हिन्दी माध्यम) 4.डॉ.सी.बी.मामोरिया एवं कामेश्वर पंडित, प्रीति रैना साहित्य भवन प्रकाशन, आगरा (हिन्दी माध्यम) 5.डॉ. गौरव संकल्प, साहित्य भवन प्रकाशन, आगरा (अंग्रेजी माध्यम)		
संदर्भग्रंथः– 1.के.अश्वथप्पा सधानब, टाटा मैकग्राहिल, नई दिल्ली, (अंग्रेजी माध्यम) 2.अशोक खुराना एवं प्रवीण खुराना, वी.के.पब्लिकेशन (हिन्दी मीडियम) नोट: शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
ऑनलाईन स्त्रोतः– ई–स्त्रोत / ई–पुस्तक / ई–पोर्टलः https://www.youtube.com/watch?v=A2HFusWQIeE https://www.youtube.com/playlist?list=PLaAhQ2ofZZRAvoakShzYLkQ22Yd3eCyMM https://www.youtube.com/watch?v=bI9RZjF-538 https://onlinecourses.swayam2.ac.in/nou20_mg02/preview https://onlinecourses.nptel.ac.in/noc20_mg15/preview		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूर्णांक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा / प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार / सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–



चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा/डिग्री/ऑनर्स)			सेमेस्टर–तृतीय	सत्र 2024–25
1	कोर्स कोड	सीओएसई–01 (ग्रुप–2–वित्त)		
2	कोर्स शीर्षक	वित्तीय प्रबंध (ग्रुप–2–वित्त)		
3	कोर्स प्रकार	डिसीप्लिन स्फेसिफिक इलेक्टिव कोर्स (सीओएसई) (ग्रुप–2–वित्त)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• वित्तीय प्रबंधन की प्रकृति और दायरे तथा विभिन्न व्यावसायिक निर्णयों में धन के समय मूल्य पर इसके प्रभाव की व्याख्या करें. • पूंजी बजटिंग प्रक्रिया का विश्लेषण करें और व्यावसायिक निर्णयों के लिए पूंजी बजटिंग तकनीक लागू करें. • आज के प्रतिस्पर्धी उद्योग में वित्त के विभिन्न स्रोतों पर चर्चा करें. • विभिन्न पूंजी संरचना सिद्धांतों की व्याख्या करें और पूंजी संरचना निर्णयों को प्रभावित करने वाले कारकों का विश्लेषण करें. • वित्तीय आवश्यकताओं के आकलन के आधार पर कार्यशील पूंजी नीति डिजाइन करें.		
6	केडिट महत्व	4 केडिट	1केडिट = 15घंटे का अध्ययन/प्रशिक्षण/प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु

कुल अध्यापन कालखंड(01 घंटा प्रति कालखंड) – 60 कालखंड (60घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	वित्तीय प्रबंध का प्रारंभिक परिचयः–वित्तीय प्रबंध की प्रकृति,क्षेत्र और उद्देश्य,लाभ अधिकतमीकरण विरुद्ध वित्त(धन) अधिकतमीकरण,मूल्य अधिकतमीकरण–अवधारणा और प्रभाव, आर्थिक और बाजार मूल्य संवर्द्धन(EVA)(MVA),वित्त प्रबंधक के कार्य एवं दायित्व,मुद्रा का समय मूल्य,जोखिम एवं रिटर्न विश्लेषण. पूंजीकरण और वित्त के स्त्रोतः अति पूंजीकरण,न्यून पूंजीकरण,इसके लाभ और हानि,वित्त के अल्पकालीन और दीर्घकालीन स्त्रोत.	15
2	पूंजी बजटिंगःपूंजी बजटिंग प्रकिया,रोकड़ प्रवाह अनुमान,पूंजी बजटिंग की विधियॉ–पे–बेक पीरियड विधि,अपहारित पे–बेक पीरियड विधि,लेखाकंन की प्रत्याय दर,शुद्ध वर्तमान मूल्य,शुद्ध टर्मिनल मूल्य,आंतरिक प्रत्याय की दर,लाभदायकता निर्देशांक,जोखिम और अनिश्चितता के तहत पूंजी बजटिंग एवं जोखिम के अन्तर्गत समायोजित अपहारित दर विधि,पूंजी बजटिंग निर्णय और वैज्ञानिक पूंजी निर्णय तकनीक,बजटिंग विश्लेषण	15
3	पूंजी की लागत और वित्त निर्णयःदीर्घकालीन वित्त के स्त्रोत, पूंजी लागत के घटक,समता की लागत की गणना की विधि,रोकी गई प्राप्तियों की लागत, ऋण की लागत पूर्वाधिकार अंश पूंजी की लागत,भारित औसत पूंजी की लागत और सीमातं पूंजी की लागत. पूंजी ढॉचाः पूंजी ढॉचा (संरचना) के सिद्धांत,(शुद्ध आय,शुद्ध परिचाली आय),एम.एम. परिकल्पना,पंरपरागत दृष्टिकोण, अनुकूलतम पूंजी संरचना के निर्धारकतत्व,वित्तपोषण निर्णय में आधुनिक तकनीक का उपयोग.	15
4	लीवरेज–परिचालन लीवरेज,वित्तीय लीवरेज और संयुक्त लीवरेज, EBIT-EPS विश्लेषण,लाभांश नीतियॉ–लाभांश नीति के मुद्दे,लाभांश मॉडल्स–वाल्टर मॉडल,गोर्डन मॉडल,एम.एम.परिकल्पना, लाभांश भुगतान के रुप,लाभांश नीति के प्रकार एवं लाभांश नीति के निर्धारक तत्व. कार्यशील पूंजी का प्रबंधनःअवधारणा, प्रकृति, एवं महत्व,परिचालन चक्र और कार्यशील पूंजी की आवश्यकता के निर्धारक तत्व,कार्यशील पूंजी का अनुमान, रोकड़ प्रबंध,प्राप्तियों का प्रबंध और स्कंध का प्रबंध.	15
प्रमुख शब्द	**वित्तीय प्रबंधन, पूंजीकरण, पूंजी बजटिंग, पूंजी की लागत, पूंजी संरचना, वित्तपोषण निर्णय, उत्तोलन, लाभांश नीति और मॉडल, कार्यशील पूंजी और कार्यशील पूंजी का प्रबंधन.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. डॉ. कुलश्रेष्ठ एवं राठी, एसबीपीडी पब्लिकिंग हाउस, आगरा (हिन्दी एवं अंग्रेजी माध्यम) 2.डॉ.एस.पी.गुप्ता, साहित्य भवन प्रकाशन, आगरा (हिन्दी एवं अंग्रेजी माध्यम) 3.अग्रवाल एवं अग्रवाल, रमेश बुक डिपो, जयपुर (हिन्दी माध्यम)		
संदर्भग्रंथ :– 1.चंद्र पी., वित्तीय प्रबंधन सिद्धांत और अभ्यास, टाटा मैकग्रा हिल नई दिल्ली 2. पांडे, आई.एम., विकास प्रकाशन नई दिल्ली, (अंग्रेजी माध्यम) 3. सिंह, पी., अने बुक्स प्रा. लिमिटेड नई दिल्ली।(अंग्रेजी माध्यम) 4. सिंह जे.के., गलगोटिया पब्लिशिंग हाउस, नई दिल्ली (अंग्रेजी माध्यम) 5.प्रसन्न चंद्रा, वित्तीय प्रबंधन सिद्धांत और अभ्यास, टाटा मैकग्रा हिल न्यू दिल्ली (अंग्रेजी माध्यम) 6. नोट: शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://www.icai.org/post.html?post_id=19152 https://egyankosh.ac.in/handle/123456789/3161 https://onlinecourses.swayam2.ac.in/cec20_mg05/preview https://www.youtube.com/watch?v=CCQwz_Gwo6o https://www.youtube.com/watch?v=825TSuxTiQU		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आतंरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा.
अंत सेमेस्टर परीक्षाः (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा/डिग्री/ऑनर्स)			सेमेस्टर–तृतीय	सत्र 2024–25
1	कोर्स कोड	सीओएसई–01 (ग्रुप–3–विपणन)		
2	कोर्स शीर्षक	विपणन प्रबंध (ग्रुप–3–विपणन)		
3	कोर्स प्रकार	डिसीप्लिन स्फेसिक इलेक्टिव कोर्स (सीओएसई)(ग्रुप–3–विपणन)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• विपणन, विपणन दर्शन और विपणन निर्णयों को प्रभावित करने वाली पर्यावरणीय स्थितियों की समझ विकसित करें। • उत्पाद विकास से जुड़े विपणन निर्णयों की प्रक्रिया और मूल्य निर्माण में इसकी भूमिका का विश्लेषण करें। • उत्पाद संवर्धन से जुड़े विपणन निर्णयों की प्रक्रिया और ग्राहकों के लिए संचार मूल्य बनाने में इसकी भूमिका का विश्लेषण करें • विपणन वितरण चैनलों की मूल बातें और इसकी भूमिका को समझना. • बेहतर निर्णय लेने और विपणन क्षेत्र में अपनी भूमिका को समझने में विपणन पेशेवर बनने की आकांक्षा।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन/प्रशिक्षण/प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उर्त्तीणांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**विपणन** : अवधारणां,प्रकृति, क्षेत्र एवं महत्व,परंपरागत डिजिटल विपणनःविपणन रणनीति,विपणन मिश्रण,विपणन वातावरण. **विपणन सूचना प्रणालीः** परिभाषा,उद्देश्य,क्षेत्र एवं तत्व	15
2	**उपभोक्ता व्यवहारः**: प्रकृति,क्षेत्र, एवं महत्व, उपभोक्ता क्रय निर्णय को प्रभावित करने वाले तत्व. **बाजार विभक्तिकरण (खंडकरण):**अवधारणा एवं महत्व,बाजार विभाजन के आधार तत्व,सेवा विपणन एवं विक्रय उपरांत सेवा.	15
3	**उत्पादः** उत्पाद की अवधारणा,उपभोक्ता एवं औद्योगिक वस्तु (सामान),उत्पाद नियोजन और विकास,उत्पाद जीवन चक्र,पैकेजिंग,**बांड मूल्य निर्धारणः**विपणन मिश्रण में कीमत का महत्व,उत्पाद/सेवा के मूल्य निर्धारण को प्रभावित करने वाले तत्व.	15
4	**वितरण वाहिकाएँ (माध्यम) एवं भौतिक वितरणः** वितरण माध्यम–अवधारणा एवं भूमिका,वितरण माध्यम के प्रकार, वितरण माध्यमों के चुनाव को प्रभावित करने वाले तत्व,खुदरा विक्रेता और थोक व्यापारी. **विक्रय संवर्द्धन**–संवर्द्धन की विधियॉं,अनुकूलतम संवर्द्धन मिश्रण. **विज्ञापन माध्यम** : विज्ञापन के गुण–दोष सीमाएं.	15
प्रमुख शब्द	**विपणन, विपणन सूचना प्रणाली, उपभोक्ता व्यवहार, बाजार विभाजन, उत्पाद, ब्रांड मूल्य निर्धारण, वितरण चैनल, बिक्री संवर्धन, विज्ञापन मीडिया.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. प्रो. अग्रवाल एवं कोठारी, एसबीपीडी प्रकाशन गृह, आगरा, (हिन्दी माध्यम) 2.डॉ.एन.मिश्रा, एसबीपीडी पब्लिशिंग हाउस, आगरा (अंग्रेजी माध्यम) 3.डॉ.एम.सी.जैन, साहित्य भवन प्रकाशन, आगरा (हिन्दी माध्यम) 4.डॉ. आर.सी. अग्रवाल, आगरा(हिन्दी मीडियम) 5.डॉ. एस.सी.सक्सेना, आगरा(हिन्दी माध्यम) 6.डॉ. एस.के. जैन हिन्दी ग्रंथ अकादमी म.प्र.		
संदर्भग्रंथः– 1.फिलिप कोटलरः मार्केटिंग प्रबंधन एंगलवुड क्लिफ्स। 2.विलम एम.प्राइड और ओ.सी. फेरेल मार्केटिंगः हॉटन - मिफ्लिन बोस्टन। 3.कोटलर फिलिप और आर्मस्ट्रांग गैरीः मार्केटिंग के सिद्धांतः प्रेंटिस हॉल ऑफ इंडिया, नई दिल्ली। नोटः शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://onlinecourses.nptel.ac.in/noc19_mg48/preview https://onlinecourses.swayam2.ac.in/cec23_mg12/preview https://onlinecourses.nptel.ac.in/noc20_mg04/preview https://www.youtube.com/watch?v=NUnOd-Vf4RA https://www.youtube.com/playlist?list=PLmrZooTDUg_cn8zjg7S1dbfgfOnocpljY		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक – 100 अंक	सतत् आंतरिक मूल्याकंन **(CIA)** : 30 अंक अंत सेमेस्टर परीक्षा **(ESE)** : 70 अंक	
सतत् आंतरिक मूल्याकंन **(CIA)**: (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः **(ESE)**	दो खंड– अ तथा ब· खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20 अंक** खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा/डिग्री/ऑनर्स)			सेमेस्टर–तृतीय	सत्र 2024–25
1	कोर्स कोड	सीओवीएसी–02		
2	कोर्स शीर्षक	स्कंध बाजार के मूल तत्व		
3	कोर्स प्रकार	वेल्यू एडेड कोर्स (सीओवीएसी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• निवेश की अवधारणाओं को समझना और भारतीय प्रतिभूति बाजार के माहौल को समझें। • शेयर बाजार की कार्यप्रणाली और सेबी के नियामक ढांचे को समझें। • मौलिक एवं तकनीकी विश्लेषण के अंतर्गत प्रतिभूतियों के विश्लेषण की विभिन्न तकनीकों का वर्णन करें।		
6	केडिट महत्व	2 केडिट	केडिट=15घंटे का अध्ययन/प्रशिक्षण/प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–50 अंक		उत्तीर्णांक–20

खण्ड–बः कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–30 कालखंड (30घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	निवेश का परिचय–अर्थ,दायरा और इसके प्रकार,प्राथमिक बाजार–अर्थ, महत्व और इसके साधन,शेयर बाजार में 'सेबी' की भूमिका.	8
2	द्वितीयक बाज़ार–अर्थ, महत्व और इसके साधन,राष्ट्रीय सुरक्षा डिपॉजिटरी लिमिटेड–परिचय,प्रबंध,लाभ.	7
3	एन.एस.डी.एल. द्वारा उठाए गए सुरक्षा उपाय और दी गई सेवाएँ,डिपॉजिटरी अधिनियम 1996–लाभ,डिपॉजिटरी भागीदार, डीमटेरियलाइजेशन,	8
4	व्युत्पन्न(डेरिवेटिव)–व्युतपन्न का भविष्य,व्युत्पन्न विकल्प अनुबंध,एफ.डी.आई.–अर्थ,महत्व और प्रकार	7
प्रमुख शब्द	**निवेश, सेबी, डिपॉजिटरी अधिनियम 1996, डेरिवेटिव, द्वितीयक बाजार, प्रत्यक्ष विदेशी निवेश.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

खंड–सः अध्ययन स्त्रोत् / साधन
पाठ्यपुस्तक,संदर्भग्रंथ एवं अन्य
अनुशंतित ग्रंथः– • डॉ. अग्रवाल एवं कुमार, एसबीपीडी पब्लिशिंग हाउस, आगरा ;हिन्दी माध्यम. · प्रो.वी.पी.अग्रवाल, साहित्य भवन प्रकाशन, आगरा ;हिन्दी माध्यम. · डॉ. बिमल जयसवाल एवं बी. वेंकटरमण, साहित्य भवन प्रकाशन, आगरा ;अंग्रेजी. · डॉ.आई.एम.सहाय, एसबीपीडी पब्लिशिंग हाउस, आगरा ;अंग्रेजी माध्यम.
संदर्भग्रंथः– . जैक बोगल द्वारा लिखित सामान्य ज्ञान निवेश की छोटी पुस्तक. · बर्टन जी द्वारा वॉल स्ट्रीट पर एक यादृच्छिक सैर, मल्कीएल · रॉबर्ट जी द्वारा वॉरेन बुफे तरीका, हैगस्ट्रॉम नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।
ऑनलाईन स्त्रोतः– ई–स्त्रोत / ई–पुस्तक / ई–पोर्टलः http://www.nseindia.com/ http://www.economictimes.indiatimes.com/markets http://www.investing.com/ http://www.screener.in/ http://www.moneycontrol.com/

खंड–दः आंकलन और मूल्याकंन

अनुशंसित सतत् मूल्याकंन प्रविधिः

पूर्णांक – 50 अंक	सुझाई गई सतत मूल्यांकन विधियाँः अधिकतम अंक 50 अंक सतत आंतरिक मूल्यांकन (सीआईए): 15 अंक अंतिम सेमेस्टर परीक्षा (ईएसई) : 35 अंक		
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक परीक्षण / प्रश्नोत्तरी (2):	10 एवं 10	दो टेस्ट / क्विज़ में से उच्चतम अंक प्राप्त अंक असाइनमेंट को 15 अंकों में से माना जाएगा
	असाइनमेंट / सेमिनार+उपस्थिति –	05	
	कुल अंक:	15	
अंत सेमेस्टर परीक्षाः (ESE)	दो खंडः ए और बी अनुभाग ए– प्रश्न 1.वस्तुनिष्ठ प्रकार.–05x1=5 अंक. प्रश्न–2.लघुउत्तर प्रकार.5x2=10 अंक. अनुभाग बी– वर्णनात्मक प्रकार प्रश्न– प्रत्येक इकाई से 2 में से 1=4x5=20 अंक		

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

चार–वर्षीय स्नातक पाठ्यक्रम

2024–28

कोर्स–कॅरिकुलम सेमेस्टर–चतुर्थ

वाणिज्य संकाय

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–चतुर्थ	सत्र 2024–25
1	कोर्स कोड	सीओएससी–10		
2	कोर्स शीर्षक	व्यावसायिक सांख्यिकी		
3	कोर्स प्रकार	डिसीप्लिन स्फेसिफिक कोर कोर्स (सीओएससी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• डेटा संग्रह और विभिन्न सांख्यिकीय प्राथमिक उपकरणों के बुन्यिादी ज्ञान को समझें. • प्रबंधन निर्णय में सहायता के लिए सार्थक जानकारी प्रदान करने के लिए डेटा का विश्लेषण और व्याख्या करने की क्षमता विकसित करना. • विभिन्न प्रकार के डेटा के लिए उपयुक्त ग्राफिकल और संख्यात्मक वर्णनात्मक आँकड़े लागू करें. • आवृत्ति वितरण और संचयी आवृत्ति वितरण, केंद्रीय प्रवृत्ति के माप, फैलाव और स्थान का उपयोग करके ग्राफिक रूप से सांख्यिकीय डेटा का विश्लेषण करें. • वक्र फिटिंग और सहसंबंध.प्रतिगमन विश्लेषण की सहायता से दो या दो से अधिक घटनाओं के बीच अंतर.संबंध का पता लगाएं.		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उर्त्तीणांक– 40

खंड–ब: कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	सांख्यिकी का परिचय –अर्थ, क्षेत्र, महत्व और सीमांए, सांख्यिकी अनुसंधानः योजना और संगठन, सांख्यिकीय इकाइयाँ, अनुसंधान की विधि, संगणना और प्रतिदर्श,समंको का संकलन–प्राथमिक एवं द्वितीयक संमक, समंको का सम्पादन, समंको का वर्गीकरण, आवृत्ति वितरण और सांख्यिकीय श्रृंखला, संमकों का सारणीयन, समंको का आरेखीय और बिंदुरेखीय प्रस्तुतिकरण।	15
2	केन्द्रीय प्रवृत्ति की मापः –माध्य, माध्यिका और बहुलक, गुणोत्तर एवं हरात्मक माध्य,अपकिरणः–विस्तार, चतुर्थक, शतमक, चतुर्थक विचलन, माध्य विचलन, प्रमाप विचलन एवं इसके गुणांक, विचरण एवं विचरण गुणांक, अपकिरण और विषमता की जांच एवं इसका महत्व,विषमता गुणांक, विभाजन मूल्य	15
3	सहसंबंधः –अर्थ, अनुप्रयोग, प्रकार एवं सहसंबंध के परिणाम, विधियाँ –निक्षेप चित्र अथवा बिंदु चित्र, कार्ल–पियर्सन के सहसंबंध गुणांक, स्पियरमैन की कोटिक्रम सहसंबंध गुणांक,प्रतीपगमन विश्लेषण–अर्थ एवं परिभाषा, प्रतीपगमन विश्लेषण की उपयोग और उपयोगिता, प्रतीपगमन रेखाओं का निर्माण, प्रतीपगमन गुणांक, प्रतीपगमन गुणांक द्वारा सह–संबंधगुणांक का निर्धारण, प्रतीपगमन गुणांको की विशेषताएँ, प्रतीपगमन विश्लेषण और सहसंबंध में तुलना	15
4	निर्देशांक–अर्थ, प्रकार और उपयोग, मूल्य निर्देशांक रचना की विधियाँ –स्थिर आधार विधि, श्रृंखला आधार विधि, आधार परिवर्तन, निर्देशांक की आधार वर्ष परिवर्तन, अपस्फीति एवं शिरोबंधन, उपभोक्ता मूल्य निर्देशांक, फिशर का आदर्श निर्देशांक, समय और तत्व उत्क्राम्यता परीक्षण,काल श्रेणियों का विश्लेषण–काल श्रेणी काअर्थ, महत्व एवं संघटक, काल श्रेणी का विघटन, वर्ग प्रवृत्ति का मापन.	15

प्रमुख शब्द	सांख्यिकी, समकों का संग्रह, आवृत्ति वितरण, केंद्रीय प्रवृत्ति के उपाय, अपकिरण और विषमता सहसंबंध, प्रतिगमन, सूचकांक संख्या, कालश्रेणी का विश्लेषण।

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत् / साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. डॉ. एस.एम.शुक्ला एवं डॉ. एस. पी.सहाय, साहित्य भवन प्रकाशन, आगरा ;हिन्दी एवं अंग्रेजी माध्यम. 2. गुप्ता, एस.सी. फंडामेंटल ऑफ स्टैटिस्टिक्स, हिमालय प्रकाशन। 3. गुप्ता एस.पी. और गुप्ता अर्चना, प्राथमिक सांख्यिकी, ;अंग्रेजी और हिंदी. सुल्तान चंद एंड संस, नई दिल्ली। 4. डॉ. गुप्ता, शर्मा, दांडेकर, एसबीपीडी, पब्लिशिंग हाउस, आगरा ;हिंदी और अंग्रेजी माध्यम. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1.हेन्ज़. कोहलर, बिजनेस एंड इकोनॉमिक्स के लिए सांख्यिकी, हार्पर कॉलिन्स. 2.शर्मा जे.के., बिजनेस स्टैटिस्टिक्स, पर्सन एजुकेशन।		
ऑनलाईन स्त्रोतः– ई–स्त्रोत / ई–पुस्तक / ई–पोर्टलः https://www.youtube.com/watch?v=UjPTKJ2API8 https://www.youtube.com/playlist?list=PLCyCyhRyXPpb6l5Aru-fMvXHMVjBWlL9l https://www.youtube.com/playlist?list=PL9Cd7H8NFRQzA0_e8epz4l5rBCP2-mBWT https://onlinecourses.swayam2.ac.in/cec20_mg13/preview https://www.classcentral.com/course/swayam-bcoc-134-business-mathamatics-and-statistics-59093		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूर्णांक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन(CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा / प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार / सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षा (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रम: बैचलर इन कॉमर्स (डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–चतुर्थ	सत्र 2024–25
1	कोर्स कोड	सीओएससी–11		
2	कोर्स शीर्षक	लागत लेखाकंन		
3	कोर्स प्रकार	डिसीप्लिन स्फेसिफिक कोर कोर्स (सीओएससी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• लागत लेखांकन का वैचारिक ज्ञान प्राप्त करें और व्यवसाय में होने वाली विभिन्न निर्णय लेने की समस्याओं को हल करने में सक्षम हों. • विभिन्न पारंपरिक और समकालीन लागत प्रणालियों की लागत और लाभों का मूल्यांकन करें. • लागत के विभिन्न तत्वों को समझें और सामग्री और श्रम लागत की गणना करें. • किसी उत्पाद की लागत जानने के लिए लागत पत्र तैयार करने में सक्षम. • अनुबंध लागत, कार्य.लागत, बैच लागत और प्रक्रिया लागत निर्धारित करें.		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–ब: कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)=60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**लागत लेखांकन की अवधारणा और प्रकृति**–परिव्यय एवं परिव्ययांकन की अवधारणा, परिव्ययांकन का महत्व और विशेषताएं, लागत वर्गीकरण, लागत इकाई की अवधारणा, लागत केंद्र, एक आदर्श लागत लेखा प्रणाली की स्थापना. **सामग्री के लिए लेखाकंन** – प्रत्यक्ष और अप्रत्यक्ष सामग्री, सामग्री का मूल्यांकन, सामग्री के मूल्यांकन का सिद्धांत, सामग्री नियंत्रण, क्रय ,क्रय विभाग के उद्देश्य एवं कार्य, स्कंध नियंत्रण –अर्थ और स्कंध नियंत्रण की तकनीक.	15
2	**श्रम लागत**–श्रम लागत का अर्थ और श्रम लागत का वर्गीकरण, एक आदर्श मजदूरी भुगतान पद्धति की विशेषताएँ और प्रेरणात्मक / प्रोत्साहन प्रणाली की आवश्यकता, समय एवं कार्यभाग दर पद्धति, लाभ–सहभागिता, कर्मचारी / श्रम उत्पादकता और लागत , **श्रम लागत नियंत्रण**–तकनीक, श्रम आवर्त, पारिश्रमिक एवं प्रेरणात्मक योजनाएं (रोवन एवं हाल्से योजना)। **उपरिव्यय**–परिभाषा एव वर्गीकरण, उत्पादन उपरिव्यय –लागत का आबंटन एवं अविभाजन, लागत अवशोषण का आशय एवं विधियाँ , उपरिव्ययों का कम या अधिक अवशोषण का लेखा, प्रशासन विक्रय एवं वितरण उपरिव्यय निर्धारण की विधियां.	15
3	**इकाई एवं उत्पादन परिव्ययांकन**–उत्पादन उपरिव्ययांकन की अवधारणा एव आवश्यकता , लागतपत्र एवं लागत विवरणपत्र तैयार करना, निविदा मूल्य की गणना।**परिव्यय लेखोंका वित्तीय लेखों से (मिलान)समाधान**।	15
4	**ठेका परिव्ययांकन**–ठेका परिव्ययांकन में लागत निर्धारण की विधियाँ , वृद्धि वाक्यांश,अतिरिक्त लाभ ठेका ,**उपकार्य परिव्ययांकन**–उपकार्य लागत का आशय, उपकार्य लागतपत्र तैयार करना , समूह परिव्ययांकन, समूहलागत का आशय एवं आधुनिक उद्योग में समूह लागत का प्रयोग,**प्रक्रिया अथवा विधि परिव्ययांकन**–प्रक्रिया परिव्ययांकन का आशय एवं प्रयोग, प्रक्रिया परिव्ययांकन में लागत निर्धारण की विधियाँ , सामान्य क्षय , असामान्य क्षय एवं असामान्य बचत का लेखांकन, संयुक्त–उत्पाद एवं उपोत्पाद का लेखांकन।	15
प्रमुख शब्द	**लागत लेखांकन, सामग्री के लिए लेखांकन, इन्वेंटरी नियंत्रण, कर्मचारी लागत, ओवरहेड, यूनिट आउटपुट लागत, सुलहए अनुबंध लागत, प्रक्रिया लागत.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत् / साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. जैन एस.पी. और नारंग के.एल., लागत लेखांकनय कल्याणी, नई दिल्ली. 2. अरोड़ा एम.एन., लागत लेखांकन,सिद्धांत और अभ्यास, विकास, नई दिल्ली. 3. जवाहर लाल लागत लेखांकन, मैकग्रा हिल एजुकेशन 4. एम.एल. अग्रवाल एवं के.एल.गुप्ता] साहित्य भवन आगरा, ;हिन्दी एवं अंग्रेजी माध्यम. 5. डॉ.बी.के. मेहता, एसबीपीडी, पब्लिशिंग हाउस, आगरा, ;हिंदी और अंग्रेजी माध्यम. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1. बनर्जी, बी. लागत लेखांकन सिद्धांत और व्यवहार नई दिल्ली. 2. टैक्समैन की लागत लेखांकन, नई दिल्ली 3. अयंगर, एस.पी. लागत लेखांकन,सुल्तान चंद एंड संस. 4. माहेश्वरी एस.एन., लागत लेखांकन में उन्नत समस्याएं और समाधानय सुल्तान चंद, नई दिल्ली.		
ऑनलाईन स्त्रोतः– ई–स्त्रोत / ई–पुस्तक / ई–पोर्टलः https://onlinecourses.nptel.ac.in/noc23_mg81/preview https://sultan-chand.com/books/view/604 https://www.youtube.com/playlist?list=PLaAhQ2ofZZRBTKhB-Moy11opzd18YAstV https://www.youtube.com/watch?v=-d3bMxsxzQY https://www.youtube.com/playlist?list=PLJ_81_DlRlyecX0A3ajkTVmpIeeU_uzHg		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूर्णांक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा / प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार / सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20 अंक** खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

20.6.24

Dhimes
10/06/24

Shashi

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–चतुर्थ	सत्र 2024–25
1	कोर्स कोड	सीओएससी–12		
2	कोर्स शीर्षक	उद्यमिता के मूल तत्व		
3	कोर्स प्रकार	डिसीप्लिन स्फेसिफिक कोर कोर्स (सीओएससी)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (**CLO**)	• उद्यमशीलता संस्कृति और औद्योगिक विकास का पता लगाएं ताकि उन्हें अपनी छोटी इकाइयां स्थापित करने और प्रबंधित करने के लिए तैयार किया जा सके। • उद्यमिता को करियर के रूप में चुनें और स्टार्टअप में हिस्सा ले सकते हैं। • उद्यमिता गतिविधियों के लिए उपलब्ध सरकारी सहायता का पता लगाएं। • उद्यमी अवधारणाओं को समझाएं, वित्तीय संस्थान, परियोजना रिपोर्ट प्रोत्साहन और सब्सिडी के बारे में ज्ञान प्राप्त करें। • उद्यमशीलता प्रक्रिया, व्यक्तिगत रचनात्मकता और उद्यमशीलता पहल के चरणों को समझें।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**उद्यमिताः** आशय, परिभाषा, उत्पत्ति एवं विकास, अवधारणाएं, विशेषताएं, महत्व, उद्यमिता की विचारधाराएं, सामाजिक–आर्थिक वातावरण की भूमिका, उद्यमी वर्ग का उद्भव, आंतरिक उद्यमिता, टेक्नो–प्रेन्योरशिप,नेट–प्रेन्योरशिप,इको–प्रेन्योरशिप **उद्यमीः** आशय, परिभाषा, विशेषताएं, महत्व, कार्य एवं गुण **महिला उद्यमीः** अभिप्रेरक तत्व, अवसर, समस्याएं एवं चुनौतियां, महिला उद्यमियों के लिए प्रोत्साहन	15
2	**उद्यम का प्रवर्तनः**व्यावसायिक उद्यम की अवधारणा, एक उद्यम के प्रवर्तन की अवस्थाएं, **बाह्य पर्यावरणीय विश्लेषणः** आशय, तत्व एवं तकनीकें, प्रारंभिक समस्याओं का मूल्यांकन, **नवीन इकाई की स्थापना के लिए वैधानिक आवश्कताएं, कोषों को जुटानाः** कोषों की आवश्यकता, कोषों की आवश्कताओं के प्रकार, कोषों को जुटाने के स्त्रोत, **उद्यम पूंजीः** आशय, स्त्रोत एवं प्रलेखो की आवश्यकता.	15
3	**उद्यमीय व्यवहारः** आशय, लक्षण, उद्यमी व्यवहारों का उद्भव, उद्यमी व्यवहारों की प्रवृत्तियां **नवाचार एवं उद्यमीः** नवाचार का आशय, विशेषताएं, प्रकार, बाधाएं, अवस्थाएं एवं प्रक्रिया, नवाचारों के लिए व्यूहरचनाएं. **उद्यमी एवं जोखिम वहन क्षमताः** जोखिम का आशय, विशेषताएं, वर्गीकरण, जोखिमों की अवस्थाएं, जोखिम प्रबंधन प्रकिया **उद्यमीय कौशलः** अर्थ एवं मूलतत्व, परियोजना विकास अथवा तकनीकी कौशल, उपक्रम प्रबंध कौशल, उपक्रम निर्माण कौशल. उद्यमिता का सामाजिक उत्तरदायित्व.	15
4	**उद्यमिता विकास कार्यक्रमः** अर्थ, उद्देश्य, भूमिका, प्रासंगिकता, उपलब्धियां, भारत में उद्यमिता विकास कार्यक्रम, उद्यमिता विकास कार्यक्रम को संगठित करने में सरकार की भूमिका, आलोचनात्मक मूल्यांकन एवं सुझाव. **उद्यमिता के प्रोत्साहन हेतु भारत सरकार की पहलः** स्टार्ट अप इंडिया, स्टैंड अप इंडिया, मेकइन इंडिया, डिजिटल इंडिया, अटल इनोवेशन मिशन, प्रधानमंत्री कौशल विकास योजना, नेशनल स्किल डेवलपमेंट मिशन, प्रधानमंत्री मुद्रा योजना आदि.	15
प्रमुख शब्द	**उद्यमिता, उद्यमिता, महिला उद्यमी, उद्यम का प्रचार, उद्यमशीलता व्यवहार नवाचार, जोखिम, कौशल, सामाजिक उत्तरदायित्व, उद्यमशीलता विकास.**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत/साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. प्रो.आर.सी.अग्रवाल, एसबीपीडी पब्लिशिंग हाउस, आगरा ;हिन्दी माध्यम. 2. गुप्ता डॉ. ओ.पी., एंटरप्रेन्योरशिप एसबीपीडी पब्लिशिंग हाउस, आगरा ;अंग्रेजी माध्यम. 3. डॉ. अमिस्ट कुमार एवं डॉ. अमिता दुबे, साहित्य भवन प्रकाशन, आगरा ;अंग्रेजी माध्यम. 4. डॉ.ए.के.मिश्रा एवं डॉ.पी.के.अग्रवाल, साहित्य भवन प्रकाशन, आगरा ;हिन्दी माध्यम. 5. कोठारी, मिश्रा, सक्सेना उद्यमिता विकास, रमेश बुक डिपो, जयपुर 6. खानखा एस.एस., उद्यमिता विकास, एस. चंद एंड कंपनी, दिल्ली. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1. अरोड़ा रवेन्द्र सूद एस.के., उद्यमीकरण के मूल सिद्धांत, कल्याणी पब्लिशर्स नई दिल्ली. 2. हिफ्रिच, मणिमाला, पीटर्स एंड शेफर्ड, उद्यमिता, मैकग्रा हिल 3. देसाई, वसंत, डायनामिक्स ऑफ एंटरप्रेन्योरियल डेवलपमेंट एंड मैनेजमेंट, हिमालय पब्लिशिंग हाउस, नई दिल्ली. 4. प्रसन्ना चंद्रा, परियोजना तैयारी, मूल्यांकन और कार्यान्वयन टाटा मैकग्रा हिल, नई दिल्ली		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://onlinecourses.swayam2.ac.in/cec20_mg19/preview https://onlinecourses.nptel.ac.in/noc23_mg126/preview https://onlinecourses.nptel.ac.in/noc24_mg67/preview https://www.youtube.com/watch?v=UEngvxZ11sw https://www.youtube.com/playlist?list=PLXPpRtAbi0JxktoB8gwkqHt1jDCm0oqsS		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूर्णांक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन(CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–10X1=10 अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– 5X4=20 अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–4X10=40 अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–चतुर्थ	सत्र 2024–25
1	कोर्स कोड	सीओएससी–02 (ग्रुप–01–प्रबंध)		
2	कोर्स शीर्षक	व्यावसायिक संगठन (ग्रुप–01–प्रबंध)		
3	कोर्स प्रकार	डिसीप्लिन स्फेसिफिक इलेक्टिव कोर्स (सीओएसई) (ग्रुप–01–प्रबंध)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• व्यावसायिक संगठन के विभिन्न रूपों की अवधारणा को समझने की क्षमता। • व्यवसाय में उपयोग किए जाने वाले प्रबंधकीय कौशल को पहचानें और समझाएं। • व्यावसायिक संगठन के बुनियादी कानूनों और मानदंडों के साथ.साथ व्यावसायिक संगठन की अवधारणा को समझने की क्षमता। • व्यावसायिक संगठन के क्षेत्र से जुड़ी शब्दावली को उनकी प्रासंगिकता के साथ समझने की क्षमता। • विभिन्न समस्याओं के समाधान के लिए व्यावसायिक संगठन की उचित प्रकार की कार्यप्रणाली की पहचान करने की क्षमता।		
6	केडिट महत्व	4 केडिट	केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	**व्यावसायिक संगठन की अवधारणा एवं स्वरुप** :–व्यवसाय,व्यापार,उद्योग एवं वाणिज्य की अवधारणा–उद्देश्य एवं व्यवसाय के कार्य,व्यवसाय का सामाजिक उत्तरदायित्व,जिम्मेदार व्यवसाय,नैतिक एवं मानवीय मूल्य,**व्यावसायिक संगठन के स्वरुप**–एकल स्वामित्व व्यवसाय का आशय,विशेषताएँ,लाभ व हानियॉ,साझेदारी व्यवसाय के लाभ व हानि,साझेदारी के प्रकार,साझेदारी संलेख,सीमित दायित्व साझेदारी की अवधारणा–आशय,विशेषताएँ,लाभ व हानि,हिन्दू अविभाजित परिवार–आशय,लाभ व हानि,सहकारी संगठन का आशय लाभ व हानि.	15
2	**सयुक्त स्कंध कम्पनीः** सयुक्त स्टॉक कम्पनी–आशय,परिभाषा,विशेषताएँ,लाभ व हानि,व्यावसायिक आचार संहिता,कम्पनी के प्रकार, प्रर्वतन,प्रर्वतन के स्तर,**प्रर्वतक**–विशेषताएँ,महत्वपूर्ण दस्तावेजों की तैयारी–पार्षद सीमानियम वाक्य,पार्षद अंर्तनियम–विषय सामग्री,प्रविवरण–विषय सामग्री,रेड हेरिंग प्रविवरण,स्थानापन्न प्रविवरण(कंपनी अधिनियम–2103 के अनुसार)	15
3	**व्यवसाय संयोजन और उत्पादन नियोजनः**व्यवसाय संयोजन–आशय ,विशेषताएँ, उद्देश्य, कारण, व्यवसाय संयोजन के स्वरुप एवं प्रकार, युक्तिकरण– आशय,विशेषताएँ,उद्देश्य,सिद्धांत, गुण व दोष,राष्ट्रीयकरण एवं युक्तिकरण में अंतर.	15
4	**उत्पाद नियोजन एवं मूल्य नीतिः**आशय,परिभाषा,विशेषताएँ,क्षेत्र,महत्व,उत्पाद नियोजन के लाभ,उत्पाद नियोजन की तकनीक व नियंत्रण. **मूल्य नीति**–आशय,मूल्य नीति के घटक ,उद्देश्य,मूल्य नीति के उद्देश्य,महत्व,मूल्य नीति को प्रभावित करने वाले कारक,मूल्य निर्धारण रणनीति एवं मूल्य नीति.	15
प्रमुख शब्द	व्यवसाय संगठन, सामाजिक उत्तरदायित्व, एकल स्वामित्व, साझेदारी, एचयूएफ, संयुक्त स्टॉक कंपनियां, पदोन्नति, व्यवसाय संयोजन, उत्पादन योजना, मूल्य निर्धारण, उत्पाद.	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24 — 10.6.24

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. अग्रवाल, आर.सी., मॉडर्न बिजनेस ऑर्गनाइजेशन, साहित्य भवन, आगरा] ;हिंदी और अंग्रेजी माध्यम. 2.. अग्रवाल] आर.सी., व्यापार संगठन, नवयुग साहित्य भवनए आगरा ;हिन्दी माध्यम. 3.. गुप्ता, आर.सी., बिजनेस ऑर्गनाइजेशन, शिवलाल अग्रवाल एंड कंपनी, इंदौर नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1.बस;सी. आर. व्यापार संगठन और प्रबंधन। नई दिल्ली, मैकग्रा हिल 2. छाबड़ा, टी.एन., व्यापार संगठन और प्रबंधन, नई दिल्ली, सन इंडिया प्रकाशन. 3. गुप्ता, सी. बी. आधुनिक व्यापार संगठन, नई दिल्ली, मयूर पेपरबैक्स. 4. कौल, वी.के., व्यवसाय संगठन और प्रबंधन, पाठ और मामले] नई दिल्ली, पियर्सन एजुकेशन. 5. कून्ट्ज़, एच., और वेइरिच, एच. प्रबंधन की अनिवार्यताए, न्यूयॉर्क, मैकग्रा हिल एजुकेशन. 6.सिंह. बी.पी., और सिंह, ए.के- प्रबंधन की अनिवार्यताएँ, नई दिल्ली, एक्सेल बुक्स.		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://www.ppup.ac.in/e-Content/ edetails.php?id=539 https://onlinecourses.swayam2.ac.in/cec22_mg07/preview https://www.classcentral.com/course/swayam-bussiness-organisation-and-management-59102 https://youtu.be/AX2FQtKFFmY?si=G66x-gpkgekelhqz https://youtu.be/2TZXH3YE3Hw?si=3pGKk2F8O4u-O0hL		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूर्णांक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षा (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20 अंक** खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

10.6.24

Shashi

चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–चतुर्थ	सत्र 2024–25
1	कोर्स कोड	सीओएसई–02 (ग्रुप–02–वित्त)		
2	कोर्स शीर्षक	वित्तीय बाजार परिचालन (ग्रुप–02–वित्त)		
3	कोर्स प्रकार	डिसीप्लिन स्फेसिफिक इलेक्टिव कोर्स (सीओएसई) (ग्रुप–02–वित्त)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुसरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• पूंजी बाजार और मुद्रा बाजार की बुनियादी अवधारणाओं को समझाने में सक्षम। • वित्तीय बाजारों के संचालन के विशेष संदर्भ में वित्त और निवेश सिद्धांत को लागू करें और आलोचनात्मक मूल्यांकन करें। • सेबी के मुख्य प्रावधानों और निवेशकों के सामने आने वाले जोखिमों को समझें। • विश्लेषण करें कि वित्तीय बाज़ार और उपकरण कैसे संचालित होते हैं और आर्थिक उद्देश्यों को प्राप्त करने के लिए उनका उपयोग कैसे किया जा सकता है। • सेबी के दिशानिर्देशों के अनुसार प्रदान की गई वित्तीय सेवाओं का मूल्यांकन करें।		
6	केडिट महत्व	4 केडिट	1केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01 घंटा प्रति कालखंड)–60 कालखंड (60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	भारत में वित्तीय बाजार एक सिंहावलोकनः मुद्रा बाजारःभारतीय मुद्रा बाजार की संरचना और बनावट,(अ–स्वीकृति घर) (ब–अपहारित घर) (स–काल मॅनी मार्केट), भारतीय पूंजी बाजार की आधुनिक प्रवृत्तिया.	15
2	पूंजी बाजारःप्रतिभूति बाजार–(अ)नया निर्ममित बाजार (ब)सहायक बाजारः स्कंध बाजार की भूमिका एवं कार्य, सूचीयन प्रकिया, एवं कानूनी आवश्यकता, सार्वजनिक निर्गमन–मूल्य निर्धारण एवं विपणन, स्टॉक एक्सचेंज– नेशनल स्टॉक एक्सचेंज,बाम्बे स्टॉक एक्सचेंज	15
3	प्रतिभूति अनुबंध और विनियामक अधिनियमःमुख्य प्रावधान,निवेशकों की सुरक्षा,स्टॉक एक्सचेंज में लेनदेन प्रकिया से सबंधित शिकाएते और उनके समाधान ,स्टॉक एक्सचेंज में शिकायत निवारण प्रकोष्ठ. सेबी,कंपनी लॉ बोर्ड,न्यायालय के माध्यम से समाधान उपाय.	15
4	स्टॉक एक्सचेंज की कार्य गतिविधियॉःदली, सह दलाल,बाजार निर्माता,जॉबर्स, पोर्टफोलियो सलाहकार,संस्थागत निवेशक एवं एन.आर.आई. वित्तीय सेवाऍः मर्चेन्ट बैकिंग–कार्य एवं भूमिका, सेबी– दिशा ,निर्देश, केडिट–रेटिंग–अवधारणा,कार्य और प्रकार	15
प्रमुख शब्द	वित्तीय बाजार, मुद्रा बाजार, पूंजी बाजार, स्टॉक एक्सचेंज, एनएसई, प्रतिभूतियां, सेबी, पोर्टफोलियो, वित्तीय सेवाएं, मर्चेंट बैंकिंग, क्रेडिट रेटिंग.		

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

20.6.24

10/06/24

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. डॉ. अग्रवाल एवं कुमार, एसबीपीडी पब्लिशिंग हाउस, आगरा ;हिन्दी माध्यम, 2. डॉ.आई.एम.साही. एसबीपीडी, पब्लिशिंग हाउस, आगरा ;अंग्रेजी माध्यम. 3. प्रो.वी.पी.अग्रवाल, साहित्य भवन प्रकाशन, आगरा ;हिन्दी माध्यम. 4. डॉ. बिमल जयसवाल और डॉ. भुवन वेंकटरमन, साहित्य भवन प्रकाशन ;अंग्रेजी माध्यम. 5. डॉ. निधि बंसल, डॉ. एस. शर्मा, एस. गुप्ता, ठाकुर पब्लिकेशंस प्राइवेट लिमिटेड, लखनऊ। नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथ 1.वी.ए. अवधानी, भारत में निवेश और प्रतिभूति बाजारए हिमालय पब्लिशिंग हाउस 2.प्रसन्न चंद्रा, सुरक्षा विश्लेषण और पोर्टफोलियो प्रबंधन, टाटा मैकग्रा.हिल 3.संजीव अग्रवाल, ए गाइड टःइंडियन कैपिटल मार्केट, भारत पब्लिशर्स 4.रवि पुलियानी और महेश पुलियानी, सेबी का मैनुअल, भारत प्रकाशन		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://www.youtube.com/playlist?list=PLZ5wXJSSOMWPoh5mmbs_DmdUCcXIXtSoh https://www.youtube.com/watch?v=SifBmGH5QQo https://www.youtube.com/watch?v=7zqk3O_TJmY https://onlinecourses.swayam2.ac.in/imb20_mg17/preview https://onlinecourses.nptel.ac.in/noc20_mg10/preview		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूंर्णाक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षाः (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10** अंक, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20** अंक खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40** अंक	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–



चार वर्षीय स्नातक पाठ्यक्रम(2024–28)
वाणिज्य संकाय
कोर्स कॅरिकुलम

खंड–अ:परिचय				
पाठ्यक्रमः बैचलर इन कॉमर्स (डिप्लोमा / डिग्री / ऑनर्स)			सेमेस्टर–चतुर्थ	सत्र 2024–25
1	कोर्स कोड	सीओएसई–02 (ग्रुप–03–विपणन)		
2	कोर्स शीर्षक	अन्तर्राष्ट्रीय बाजार (ग्रुप–03–विपणन)		
3	कोर्स प्रकार	डिसीप्लिन स्फेसिफिक इलेक्टिव कोर्स (ग्रुप–03–विपणन)		
4	पूर्व अपेक्षित (यदि हो)	आवश्यकतानुरुप		
5	कोर्स लर्निंग आउटकम (CLO)	• कई विदेशी देशों में अंतरराष्ट्रीय बाजार और ग्राहकों की जरूरतों को समझें। • निर्यात आयात नीति की व्याख्या करें और निर्यात व्यवसाय की समझ विकसित करें। • अंतर्राष्ट्रीय मूल्य निर्धारण और तरीकों का मूल्यांकन करें। • विज्ञापन, व्यक्तिगत बिक्री के लिए अंतर्राष्ट्रीय विपणन कौशल विकसित करें। • किसी भी समाज के आर्थिक विकास पर अंतर्राष्ट्रीय विपणन के प्रभाव का विश्लेषण करें।		
6	केडिट महत्व	4 केडिट	1केडिट = 15घंटे का अध्ययन / प्रशिक्षण / प्रवेक्षण	
7	कुल अंक	अधिकतम पूर्णांक–100 अंक		उत्तीर्णांक–40

खण्ड–बः कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड(01 घंटा प्रति कालखंड)=60 कालखंड(60घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
1	अन्तर्राष्ट्रीय विपणनःपरिभाषा,प्रकृति एवं क्षेत्र,घरेलू विपणन विरुद्ध अन्तर्राष्ट्रीय विपणन,अन्तर्राष्ट्रीय वातावरण– आंतरिक एवं बाह्य,विदेशी बाजार की पहचान व चयनः विदेशी बाजार में प्रवेश हेतु माध्यमों का चयन.	15
2	**अन्तर्राष्ट्रीय बाजार के उत्पाद नियोजनः**उत्पाद डिजाइनिंग,मानकीकरण विरुद्ध अनुकूलन,ब्रांडिग और पैकेजिंग,लेबलिंग और गुणवत्ता के मुद्दे, विक्रय उपरान्त सेवा. **अन्तर्राष्ट्रीय मूल्य निर्धारणः**अन्तर्राष्ट्रीय मूल्य को प्रभावित करने वाले तत्व,मूल्य निर्धारण प्रकिया और विधियॉं, अन्तर्राष्ट्रीय मूल्य निविदा और भुगतान की शर्तें	15
3	**विदेशों मे प्रचार और उत्पाद / सेवाएँः** अन्तर्राष्ट्रीय प्रचार की विधियॉं, प्रत्यक्ष मेल और विक्रय साहित्य,विज्ञापन,व्यक्तिगत विक्रय,व्यापार मेले और प्रदर्शनियॉं. **अन्तर्राष्ट्रीय वितरणः** वितरण माध्यम और लॉजिस्टिक्स(सम्भार) निर्णय, विदेशी एजेन्ट्स का चयन और नियुक्ति.	15
4	भारत की **निर्यात नीति और प्रथाएं(पद्धतियॉं):**विदेशी व्यापार नीति (एक्जिम पालिसी) एक सिंहावलोकन, भारत के विदेशी व्यापार की प्रवृत्ति, विदेशी व्यवसाय के लिए उठाये जाने वाले प्रारंभिक कदम,उत्पाद का चयन,बाजार का चयन,निर्यात मूल्य नीति,निर्यात वित्त,दस्तावेजीकरण (प्रलेखीकरण),निर्यात प्रकिया, निर्यात सहायता और प्रोत्साहन.	15
प्रमुख शब्द	**अंतर्राष्ट्रीय विपणन, अंतर्राष्ट्रीय पर्यावरण, विदेशी बाज़ार, उत्पाद योजना, अंतर्राष्ट्रीय मूल्य निर्धारण, प्रचार, उत्पाद, वितरण, निर्यात नीति, EXIM नीति, विदेश व्यापार।**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

10/06/24

10/06/24

खंड–सः अध्ययन स्त्रोत्/साधन		
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य		
अनुशंतित ग्रंथः– 1. डॉ.एस.सी.जैन. साहित्य भवन प्रकाशन, आगरा ;हिन्दी माध्यम. 2. डॉ.शालिनी अग्रवाल, साहित्य भवन प्रकाशन, आगरा ;अंग्रेजी माध्यम. 3. डॉ.आई.एम.सहाय, एसबीपीडी पब्लिशिंग हाउस, आगरा ;हिंदी और अंग्रेजी माध्यम. 4.पी.के.वासुदेव, इंटरनेशनल मार्केटिंग एक्सेल पुस्तकें. नोटः– शिक्षार्थियों को पाठ्य पुस्तकों के नवीनतम संस्करण का उपयोग करने की सलाह दी जाती है।		
संदर्भग्रंथः 1. आर. श्रीनिवासन, इंटरनेशनल मार्केटिंग, प्रेंटिस हॉल इंडिया. 2. वॉरेन जे. कीगन. मार्क ग्रीन, ग्लोबल मार्केटिंग ई, प्रेंटिस हॉल 3. राठौड़, जानी राठौड़, इंटरनेशनल मार्केटिंग, हिमालय पब्लिशिंग हाउस. 4. एस.ए. शेरलेकर, वी.एस. शेर्लेकर, ग्लोबल मार्केटिंग मैनेजमेंट, हिमालय पब्लिशिंग हाउस		
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://www.youtube.com/watch?v=t3Yf75xtDNg https://www.youtube.com/playlist?list=PLWOx4cbGdwRLMWVWsTKWF1VoMD0dkUWY7 https://onlinecourses.swayam2.ac.in/cec21_mg17/preview https://onlinecourses.nptel.ac.in/noc22_mg50/preview https://www.gelato.com/blog/international-marketing		
खंड–दः आंकलन और मूल्याकंन		
अनुशंसित सतत् मूल्याकंन प्रविधिः		
पूर्णांक – 100 अंक	सतत् आंतरिक मूल्याकंन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE) : 70 अंक	
सतत् आंतरिक मूल्याकंन (CIA): (कोर्स शिक्षक द्वारा)	आंतरिक जॉच परीक्षा/प्रश्नोत्तरी परीक्षा(दो): 20+20 कार्यभार/सेमीनार+उपस्थितिः– 10 कुल अंक– 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक+कार्यभार में प्राप्तांक– 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा.
अंत सेमेस्टर परीक्षा (ESE)	दो खंड– अ तथा ब खंड–अः– प्र.01–वस्तुनिष्ठ प्रश्न–**10X1=10 अंक**, एवं प्र.02– लघुउत्तरीय प्रश्न– **5X4=20 अंक** खंड–बः– वर्णात्मक प्रकार के प्रश्न– 2 प्रति इकाई में से 1–1 प्रश्न हल करना–**4X10=40 अंक**	

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

खंड–सः अध्ययन स्त्रोत/साधन
पाठ्य पुस्तक,संदर्भग्रंथ एवं अन्य
अनुशंतित ग्रंथः– 1. अवतार सिंह द्वारा बैंकिंग और परक्राम्य लिखत 2. प्रो. बिमल जयसवाल , डॉ. लीना एस. शिम्पी, एसबीपीडी, प्रकाशन, आगरा, बैंकिंग परिचालन 3. व्यवसाय वित्त डॉ. एस.पी. गुप्ता, एसबीपीडी, प्रकाशन, आगरा.
संदर्भग्रंथः 1.डॉ. उमा रानी, पीएम, श्री बिप्लब कुमार डे, डॉ. आर.एस. मिश्रा डॉ. पंकज चौधरी, बैंकिंग सिद्धांत और अभ्यास, एसआईपीएच
ऑनलाईन स्त्रोतः– ई–स्त्रोत/ई–पुस्तक/ई–पोर्टलः https://app1.unipune.ac.in/external/course-material/Fundamental-of-Banking-English.pdf https://macmillaneducation.in/wp-content/uploads/2023/02/IIBF_Brochure-New-2023.pdf https://icmai.in/upload/BI/BFSI_CHRONICLE_13th_EDITION.pdf https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/411%20Banking_and_Insurance_X.pdf

खंड–दः आंकलन और मूल्याकंन

अनुशंसित सतत् मूल्याकंन प्रविधिः

पूर्णांक – 50 अंक	सुझाई गई सतत मूल्यांकन विधियाँः अधिकतम अंक 50 अंक सतत आंतरिक मूल्यांकन (सीआईए): 15 अंक अंतिम सेमेस्टर परीक्षा (ईएसई) : 35 अंक	
सतत् आंतरिक मूल्याकंन(CIA): (कोर्स शिक्षक द्वारा)	आंतरिक परीक्षण/प्रश्नोत्तरी(2) 10 एवं 10 असाइनमेंट/सेमिनार+उपस्थिति– 05 कुल अंक– 15	दो टेस्ट/क्विज़ में से उच्चतम अंक असाइनमेंट में प्राप्त अंक+उपस्थिति होगी के विरुद्ध माना गयाः15 अंक
अंत सेमेस्टर परीक्षाः (ESE)	प्रयोगशाला/क्षेत्र कौशल प्रदर्शन/ मौके पर मूल्यांकन ए–सीखे गए कौशल . के आधार पर कार्य निष्पादित किया–20 अंक बी–स्पॉटिंग टूल्स पर आधारित ;लिखितः 10 अंक सी–वाइवा.वॉसी ;सिद्धांत/प्रौद्योगिकी पर आधारितः 05 अंक	समन्वयक के द्वारा योग्यता के आधार पर प्रबंधित किया जावेगा.

हस्ताक्षर–सदस्य एवं संयोजक (केन्द्रीय अध्ययन मंडल):–

NATIONAL EDUCATION POLICY-2020

DEPARTMENT OF C.G.HIGHER EDUCATION

FOUR YEAR UNDERGRADUATE PROGRAM

2024-28

CURRICULUM

FACULTY OF COMMERCE

Bachelor of Commerce

Programme Outcome

Upon completion of B.Com. Degree Programme, the graduates will be able to:

PO-01	The students will be able to acquire in-depth and contemporary knowledge in the field of business studies, commerce and management.
PO-02	The program will develop an aptitude and attitude of working effectively and efficiently in modern business environment.
PO-03	Understand the conceptual knowledge of accounting and acquire skills of maintaining accounts.
PO-04	Acquire entrepreneurial, legal and managerial skills.
PO-05	Identify the avenues of marketing and banking both traditional and modern.
PO-06	Develop the skills and techniques of communication to be successful in business and personal life.
PO-07	Improve competency to make eligible and employable in the job market.
PO-08	Recognize different value systems and ethics, understand the moral dimensions and accept responsibility.
PO-09	Students will develop research skills to comprehend, analyse, reflect and critically evaluate information gathered from primary and secondary sources.
PO-10	The program will equip students with relevant technological and analytical skills to be career ready and globally competitive.
PO-11	The program will build a strong foundation for pursuing higher studies and professional courses.
PO-12	The program will sensitize students towards sustainable development and environmental concerns.

Name and Signature of Convener & Members (CBoS) :

10.6.24 Shashi 10.6.24 20/06/24

Bachelor of Commerce

Programme Specific Outcome (PSO)

PSO-01	Apply different concepts in starting and managing business and realize the social responsibilities, social realities and inculcate an essential value system.
PSO-02	Prepare financial statements of business using accounting principles, concepts, conventions and provisions.
PSO-03	Develop necessary professional knowledge and skills in finance and taxation.
PSO-04	Implement traditional and modern strategies and practices of costing, banking, economics, marketing, management, auditing and taxation
PSO-05	Practice different techniques of communication and apply it in business and Profession.
PSO-06	Use mathematical and statistical tools in academics, business and research.
PSO-07	Develop competency in students to make them employable in the global market.
PSO-08	Develop the skills of students to equip themselves as successful entrepreneurs.
PSO-09	Use analytical and reflective thinking techniques to identify and analyze problems, develop viable alternatives, and make effective decisions.
PSO-10	Foster Analytical and critical thinking abilities for data-based decision making.

Name and Signature of Convener & Members (CBoS) :



STRUCTURE OF FOR FOUR YEAR UNDERGRADUATE PROGRAMMES (FYUGP)-2024-28

FACULTY OF COMMERCE

Semester	Category & Paper Code	Subjects/Paper Titles	L	T	P	Credits	Max. Marks
FIRST	COSC-01	Fundamental of Accounting	3	1	-	4	100
	COSC-02	Business Law	3	1	-	4	100
	COSC-03	Business Economics	3	1	-	4	100
	COGE-01	**(Choose any one from Pool in Other Faculty as per rule)**	3	1	-	4	100
	COAEC-01	Environmental Studies	1	1	-	2	50
	COVAC-01	Concept of Business **OR (Choose any one from Pool Group)**	1	1	-	2	50
	TOTAL CREDIT & TOTAL MARKS					**20**	**500**
SECOND	COSC-04	Business Accounting	3	1	-	4	100
	COSC-05	Business Mathematics	3	1	-	4	100
	COSC-06	Business Environment	3	1	-	4	100
	COGE-02	**(Choose any one from Pool in Other Faculty as per rule)**	3	1	-	4	100
	COAEC-02	**English Language**	1	1	-	2	50
	COSEC-01	Accounting For Every One **OR (Choose any one from Pool Group)**	1	1	-	2	50
	TOTAL CREDIT & TOTAL MARKS					20	500
	Students on exit shall be awarded undergraduate Certificate in the Field of Multidisciplinary study after securing the requisite 44 Credits in Sem. I & II (Extra 4 Credits of Voc /Skill Course have to be earned from any ODL platform)					40	1000
THIRD	COSC-07	Corporate Accounting	3	1	-	4	100
	COSC-08	Company Law	3	1	-	4	100
	COSC-09	Principles of Management	3	1	-	4	100
	COSE-01 *OR* COGE-03	Gr.-I-Management – Human Resource Management Gr.-II-Finance – Financial Management Gr.-III-Marketing– Marketing Management **(One-COSE –Choose any one Gr. from Own Pool as per rule)** **OR** **(One-GE-03-Choose any one from Pool in Other Faculty as per rule)**	3	1	-	4	100
	COAEC-03	Hindi Language	1	1	-	2	50
	COVAC-02	Fundamentals of Stock Market **OR (Choose any one from Pool Group)**	1	1	-	2	50
	TOTAL CREDIT & TOTAL MARKS					20	500
FOURTH	COSC-10	Business Statistics	3	1	-	4	100
	COSC-11	Cost Accounting	3	1	-	4	100
	COSC-12	Fundamentals of Entrepreneurship	3	1	-	4	100
	COSE-02 *OR* COGE-04	Gr.-I-Management – Business Organisation Gr.-II-Finance – Financial Market Operations Gr.-III-Marketing– International Marketing **(One-COSE –Choose any one Gr. from Own Pool as per rule)** **OR** **(One-GE-04-Choose any one from Pool in Other Faculty as per rule)**	3	1	-	4	100

10/06/24

	COAEC-03	Communicative English/Other	1	1	-	2	50
	COSEC-02	Banking Operation **OR** **(Choose any one from Pool Group)**	1	1	-	2	50
	TOTAL CREDIT & TOTAL MARKS					20	500
	Students on exit shall be awarded undergraduate Diploma in the Field of Multidisciplinary study after securing the requisite 84 Credits on completion of Semester IV (extra 4 Credits of Voc/skill course have to be earned from any ODL platforms)					80	2000
FIFTH	COSC-13	Income Tax Law & Accounts	3	1	-	4	100
	COSC-14	Auditing	3	1	-	4	100
	COSC-15	Management Accounting	3	1	-	4	100
	COSE-03 *OR* **COGE-05**	Gr.-I-Management – Production Management Gr.-II-Finance – Financial Institution & Market Gr.-III-Marketing– Sales Management **(One-COSE –Choose any one Gr. from Own Pool as per rule) OR (One-GE-05-Choose any one from Pool in Other Faculty as per rule)**	3	1	-	4	100
	COVAC-03	Investing in Stock Markets **OR** **(Choose any one from Pool Group)**	1	1	-	2	50
	COSEC-03	i. Communication & Documentation in Business **OR** ii. E-Filling of Returns **OR** **(Choose any one from Pool Group)**	1	1	-	2	50
	TOTAL CREDIT & TOTAL MARKS					20	500
SIXTH	COSC-16	Indirect Tax with GST	3	1	-	4	100
	COSC-17	Managerial Economics	3	1	-	4	100
	COSC-18	Principle & Practice of Insurance	3	1	-	4	100
	COSE-04 *OR* **COGE-06**	Gr.-I-Management – Strategic Management Gr.-II-Finance – Financial Service Gr.-III-Marketing– Advertising & Sales Promotion **(One-COSE –Choose any one Gr. from Own Pool as per rule) OR (One-GE-06-Choose any one from Pool in Other Faculty as per rule)**	3	1	-	4	100
	INTERNSHIP	**(2 C) Compulsory for all**	1	1	-	2	50
	COSEC-04	i. Logistics Management **OR** ii. Computerized Accounting **OR** **(Choose any one from Pool Group)**	1	1	-	2	50
	TOTAL CREDIT & TOTAL MARKS					20	500
	Students on exit shall be awarded Bachelor degree of in (Field of Multidisciplinary Study) after VI Semester					**120**	**3000**
For Award of Bachelor degree with Honors (Students securing less than 7.5 CGPA)							
SEVENTH	**COSC-19**	**Advanced Accounting**	3	1	-	4	100
		Gr.-I Management					
	COSE-05	Organisational Behaviour	3	1	-	4	100
	COSE-06	Human Resource Development	3	1	-	4	100
	COSE-07	Retail Management	3	1	-	4	100
	COSE-08	Operational Managment	3	1	-	4	100

10/06/24

		Gr.-II Finance					
	COSE-05	Financial Analysis	3	1	-	4	100
	COSE-06	Indian Financial System	3	1	-	4	100
	COSE-07	Security Analysis & Portfolio Management	3	1	-	4	100
	COSE-08	Cost & Management Audit	3	1	-	4	100
		Gr.-III Marketing					
	COSE-05	Service Marketing	3	1	-	4	100
	COSE-06	Rural & Agriculture Marketing	3	1	-	4	100
	COSE-07	Consumer Behaviour	3	1	-	4	100
	COSE-08	Digital Marketing	3	1	-	4	100
		(Choose 4- DSE(5 to 8)From any One Group from Own 4x4=16)					
	TOTAL CREDIT & TOTAL MARKS					**20**	**500**
EIGHTH	**COSC-20**	**Statistical Analysis**	3	1	-	4	100
		Gr.-I Management					
	COSE-09	Business Research Method	3	1	-	4	100
	COSE-10	Management of Public Enterprises	3	1	-	4	100
	COSE-11	Material Management	3	1	-	4	100
	COSE-12	Industrial Relation	3	1	-	4	100
		Gr.-II Finance					
	COSE-09	Investment Management	3	1	-	4	100
	COSE-10	Business Finance	3	1	-	4	100
	COSE-11	Project Planning & Analysis	3	1	-	4	100
	COSE-12	Corporate Legal Framework	3	1	-	4	100
		Gr.-III Marketing					
	COSE-09	Marketing Research	3	1	-	4	100
	COSE-10	International Business	3	1	-	4	100
	COSE-11	Product and Brand Management	3	1	-	4	100
	COSE-12	E-Commerce	3	1	-	4	100
		(Choose 4- DSE (9 to 12)From any One Group from Own faculty 4x4=16)					
	TOTAL CREDIT & TOTAL MARKS					**20**	**500**
	GRAND TOTAL CREDITS(I to VIII)					**160**	**4000**
For Award of Bachelor Degree with Honors & Research (Students Securing 7.5 CGPA)							
SEVENTH	**COSC-19**	**Advanced Accounting**	3	1	-	4	100
		Gr.-I Management					
	COSE-05	Organisational Behaviour	3	1	-	4	100
	COSE-06	Human Resource Development	3	1	-	4	100
	COSE-07	Retail Management	3	1	-	4	100
		Gr.-II Finance					
	COSE-05	Financial Analysis	3	1	-	4	100
	COSE-06	Indian Financial System	3	1	-	4	100
	COSE-07	Security Analysis & Portfolio Management	3	1	-	4	100
		Gr.-III Marketing					
	COSE-05	Service Marketing	3	1	-	4	100
	COSE-06	Rural & Agriculture Marketing	3	1	-	4	100
	COSE-07	Consumer Behaviour	3	1	-	4	100
		(Choose 3- DSE(5 to 7) From any One Group from Own faculty 4x3=12)					
	DS	**Research Methodology (4c) (Compulsory Paper for all)**	3	1	-	4	20
	TOTAL CREDIT & TOTAL MARKS					**20**	**500**

EIGHTH	COSC-20	**Statistical Analysis**	3	1	-	4	100
		Gr.-I Management					
	COSE-08	Business Research Method	3	1	-	4	100
	COSE-09	Management of Public Enterprises	3	1	-	4	100
	COSE-10	Material Management	3	1	-	4	100
		Gr.-II Finance Financial Research Techniques					
	COSE-08	Investment Management	3	1	-	4	100
	COSE-09	Business Finance	3	1	-	4	100
	COSE-10	Project Planning & Analysis	3	1	-	4	100
		Gr.-III Marketing					
	COSE-08	Marketing Research	3	1	-	4	100
	COSE-09	International Business	3	1	-	4	100
	COSE-10	Product and Brand Management	3	1	-	4	100
		(Choose 3- DSE (8 to 10) From any One Group from Own faculty 4x3=12 c)	-	-		-	
		+ Research Work (Dissertation) (4+4 Credit)				8	200
	TOTAL CREDIT & TOTAL MARKS					**24**	600
	GRAND TOTAL CREDIT (I TO VIII)					**164**	**4100**

Awarded Bachelor of(in the Field of Multidisciplinary Study){Honors (160 C) or Honors with Academic Research(164 C)} after securing the requisite Credits on Completion of Semester VIII

Name and Signature of Convener & Members (CBoS) :

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10/06/24

FOUR YEAR UNDERGRADUATE PROGRAM (FYUGP)

2024-28

CURRICULUM

SEMESTER-I

FACULTY OF COMMERCE

FOUR YEAR UNDERGRADUATE PROGRAM- 2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction				
Program : Bachelor in Commerce (Certificate/Diploma/Degree /Honors)		**Semester- I**		**Session : 2024-25**
1	**Course Code**	COSC-01		
2	**Course Title**	Fundamental of Accounting		
3	**Course Type**	Discipline Specific Core Course(COSC)		
4	**Pre-requisite (if any)**	As per program		
5	**Course Learning Outcomes (CLO)**	• Explain the process and methods of financial decision making. • Identify appropriate financial theory and techniques to solve various corporate financial problems. • Identify fundamental concepts of generally accepted accounting principles and can also Identify challenges of accounting • Classify capital and revenue concept, understand basic principles, concepts and conventions of financial accounting • Construct final accounts of firm and apply various aspects of computerised accounting system.		
6	**Credit Value**	**4 Credits**	Credit= 15 Hours-learning & Observation	
7	**Total Marks**	Max. Marks :100	Minimum Passing Marks :40	

PART - B : Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60 periods (60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Accounting: An introduction:** Development, Definition, Needs, Objectives, Branches of Accounting, Basic Accounting Principles Concept and Conventions. Accounting standard: National & International. Brief History & Contribution of Father of the accountancy profession in India : Shree K.S. Aiyear (1859-1940)	15
II	**Accounting Transaction:** Concept of Single and Double entry system, Books of original Records, journal, ledger, Sub division of Journal cash book (including GST Transaction) and Trial balance. Depreciation accounting; methods of recording depreciation. Depreciation of different assets.	15
III	**Final Accounts:** Manufacturing Accounts, Trading Accounts, Profit Loss Account, Balance Sheet, Adjustment Entries with various provision and reserves. Rectifications of Errors: Classification of errors, location of errors, Suspense account, Effect on profit.	15
IV	**Computerized Accounting System**-Theoretical application, Practical Application (using any popular accounting software); Creation of Vouchers; recording transactions; preparing reports, cash book, bank book, ledger accounts, Trial balance, Profit and loss account, Balance Sheet. Selecting and shutting a Company, Backup and Restore data of a Company.	15
Key Words	Accounting, National, International, Contribution, Double Entry System, Journal, Depreciation, Final Accounts, Rectification, Suspense Account, Computerized Accounting.	

Signature of Convener & Members (CBoS) 23/10.6.24

10/06/24

PART-C:Learning Resource

Text Books, Reference Books and Others

Text Books Recommended:-

1.Shukla S.M.; Financial Accounting ; Sahitya Bhawan Publication ; Agra. .(Hindi & English Medium)
2.Karim & Khanuja; Financial Accounting; SBPD Publishing House; Agra.(Hindi & English Medium)
3.Agrawal & Mangal; Financial Accounting Universal Publication (Hindi Medium)

Note: Learners are advised to use latest edition of text books.

Reference Books:

1.Gupta, R.L. and Radhaswamy. M; Financial Accounting Sultan Chand and Sons , New Delhi.
2.Monga J.R. Ahuja Girish and Sehgal Ashok: Financial Accounting ; Mayur Paper Back, Noida.
3.Shukla M.C. Grewal T.S. and Gupta , S.C. : Advanced Accounts; S. Chand & Co. New Delhi.
4.Singh B.K. Financial Accounting ; Wisdom Publishing House, Varanasi.

On line Resources : * e-Resources/e-books and e-learning portals:

https://indianaccounting.org/econtent_book_finance.
https://onlinecourses.swayam2.ac.in/nou24_cm02/
https://youtu.be/v-djL7SPw4c?si=qRK_dBVZ2lob99EV
https://onlinecourses.swayam2.ac.in/aic20_sp60/preview
https://youtu.be/v-djL7SPw4c?si=qRK_dBVZ2lob99

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum Marks:100 Marks
Continuous Internal Assessment (CIA) : 30 Marks
End Semester Exam. (ESE) : 70 Marks

Continuous Internal Assessment(CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 (Assignment/Seminar): 10 Total Marks - 30	Highest Marks out of the Two Test/Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **SectionA:Q**.1-Objective-**10x1=10Marks**;Q.2-ShortAnswertype- **5x4= 20 Marks** **Section B :** Descriptive answer type qts. 1 out of 2 from each unit-**4x10=40 Marks**	

Name and Signature of Convener & Members of (CBoS) :

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FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction				
Program : Bachelor in Commerce (Certificate/Diploma/Degree /Honors		**Semester- I**		**Session : 2024-25**
1	**Course Code**	COSC-02		
2	**Course Title**	Business Law		
3	**Course Type**	Discipline Specific Core Course (COSC)		
4	**Pre-requisite (if any)**	As per program		
5	**Course Learning Outcomes (CLO)**	• Demonstrate the basic concepts terms & provisions of business law. • Classify various types of contract and illustrate the related case studies. • Interpret the regulation governing the Contract of Sale of Goods. • Discuss the laws governing partnership and legal consequences of the transactions and other actions in relation with the partnership, and examine contractual obligations and provisions governing limited liability partnership. • Explain the significant provisions of the Negotiable Instrument Act and provisions of the Consumer Protection Act to protect the interest of the consumers.		
6	**Credit Value**	**4 Credits**	Credit= 15 Hours-learning & Observation	
7	**Total Marks 100**	**Max. Marks : 100**		**Minimum Passing Marks : 40**

PART - B : Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60 Periods(60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Law of contract (1872):** Nature of contract classification; offer and acceptance, Capacity of parties to contract, free consent, considerations, Agreement declared void, Performance of Contract, and Discharge of Contract, Remedy for Breach of Contract.	15
II	**Special contracts**: Indemnity &; Guarantee, Bailment and pledge; Law of Agency- Meaning, Modes of creating Agency, Types of Agents, Personal Liability of an Agent and Termination of Agency.	15
III	**Sale of Goods Act (1930):** Definition, Sale &; Agreement to sale, Types of Goods, Conditions & Warranties, Sale by Non-owners, Unpaid Seller, CIF, FOB and Ex-Ship Contracts.**The Consumer Protection Act 2019**	15
IV	**Negotiable Instrument Act 1881:**Negotiable Instrument Act (1881) Definition of Negotiable instrument; Feature; promissory note; Bill of exchange cheque; Holder and holder in the due course; crossing of a cheque, types of crossing; Negotiation; dishonor and discharge of negotiable instrument, **Limited Liabilities Partnership Act 2008.**	15
Key Words	Law of Contract, Special Contract, Sale of Goods Act, Consumer Protection Act, Negotiable Instrument Act, Limited Liabilities Partnership Act.	

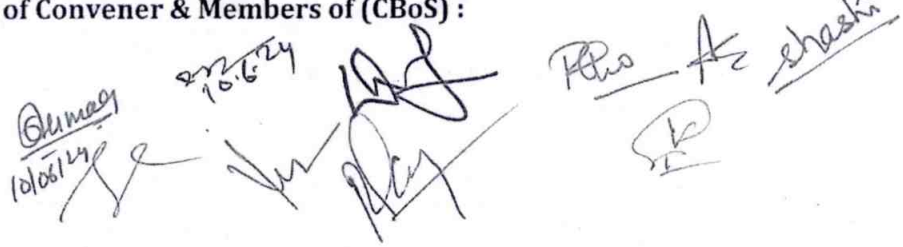
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Signature of Convener & Members (CBoS):

PART-C:Learning Resources		
Text Books, Reference Books and Others		
Text Books Recommended:- 1.Shukla & Sahaya, Sahitya Bhawan Publication, Agra(Hindi Medium) 2.Prof.R.C.Agrawal,SBPD Publication, Agra (HindiMedium) 3.Dr.O.P.Gupta,SBPD Publication, Agra (English Medium) 4. Dr. G.K. Varshney: Business Law; Sahitya Bhawan Publication Agra (English Medium) 5.Dr.B.K.Singh & Dr.A.Tiwari, Business Regulatory Framework, SBPD Publications (Hindi Medium) 6.R.L.Naulakha,Business Law, Ramesh Book Depo, Jaipur (Hindi Medium) 7.Dr.Arun Kumar Gangele, Business Regulartory Framework, Ramprasad & Sons,(Hindi Medium) **Note: Learners are advised to use latest edition of text books.**		
Reference Books: 1.Kuchal M.C. Business Law: Vikas publishing house, Delhi. (Hindi & English Medium) 2. Kapoor N.D.: Business Law; Sultanchand & Sons, New Delhi. (English Medium) 3. Chandha P.R.: Business Law; Galgotia New Delhi. (English Medium)		
On line Resources : * e-Resources/e-books and e-learning portals: https://onlinecourses.swayam2.ac.in/nou24_cm11/preview https://www.toppr.com/guides/business-law/ https://www.youtube.com/watch?v=BZshaldOlUo https://www.youtube.com/watch?v=HrF9D2V8lxk https://www.youtube.com/watch?v=ol2BXgF-P48		
PART-D:Assessment and Evaluation		
Suggested Continuous Evaluation Methods: Maximum Marks		**100 Marks**
Continuous Internal Assessment (CIA) :		**30 Marks**
End Semester Exam. (ESE) :		**70 Marks**
Continuous Internal Assessment(CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 (Assignment/Seminar)- 10 Total Marks - 30	Better Marks out of the Two Test/Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **Section A:** Q.1.Objective**10x1=10Marks;** Q.2.Short Answer type-**5x4=20 Marks** **Section B :** Descriptive answer type qts., 1 out of 2 from each unit-**4x10=40 Marks**	

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FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction				
Program : Bachelor in Commerce (Certificate/Diploma/Degree /Honors)		Semester- I	Session : 2024-25	
1	**Course Code**	COSC-03		
2	**Course Title**	Business Economics		
3	**Course Type**	Discipline Specific Core Course (COSC)		
4	**Pre-requisite (if any)**	As per program		
5	**Course Learning Outcomes (CLO)**	• Demonstrate how different economic systems function and evaluate implications of various economic decisions. • Understand how consumers try to maximize their satisfaction by spending on different goods. • Analyze the relationship between inputs used in production and the resulting outputs and costs. • Analyze and interpret market mechanism and behaviour of firms and response of firms to different market situations. • Discover various facets of pricing under different market situations.		
6	**Credit Value**	**4 Credits**	Credit= 15 Hours-learning & Observation	
7	**Total Marks**	**Max. Marks :100**		**Minimum Passing Marks : 40**

PART – B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60 Periods (60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Brief history and Contribution of Indian Economists:** Kautilya, Dada Bhai Naurogi, Gopal Krishna Gokhle, Dr. Gadgil, V K R V Rao, Amartya Sen. **Business Economics:** Meaning, Definition, objective and nature &Scope, Role and Responsibilities of a business Economist. **Market Demand Analysis:** Meaning of Demand and Determinants of Demand, Changes in Demand, Demand Function Law of Demand, Types of Demand and Exceptions of Law of Demand	15
II	**Consumer Behaviour and Elasticity of Demand:** Utility Analysis of Demand, Law of Diminishing marginal utility & Consumer Surplus, Indifference Curve technique, Price Line or Budget Line , Concept of Elasticity of Demand, Importance, Types, Calculations of different concepts of Elasticity, Methods of measurement of Price Elasticity of demand	15
III	**Production Analysis:** Meaning of Supply and Supply function, Concepts of Stock and Flow, Determinants of Supply, Law of Supply, Changes in Supply, Production Function: a) Law of Variable Proportions b) Law of Returns to Scale, Economies and Diseconomies of Scale	15
IV	**Market Morphology and Equilibrium of the Firm and Industry:** Meaning, Classification and Types of Market, Market structure formed on the basis of perfect and imperfect competition, Price and output determination under Perfect Competition, monopoly, Discrimination Monopoly, Monopolistic Competition, Oligopoly	15
Key Words	Business Economics, Demand, Elasticity, Consumer Behaviour, Production Analysis, Market Structure, Equilibrium of Firm & Industry.	

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PART- C: Learning Resources		
Text Books, Reference Books and Others		
Text Books Recommended:- 1. Dr. V.C. Sinha; SBPD Publishing House, Agra. (Hindi English and Hindi Medium) 2.Dr. Jai Prakash Mishra, Sahitya Bhawan Publication, Agra. (Hindi and English Medium) 3. M. L. Jhingan, Vrinda publication, Delhi. (English and Hindi medium) 4.Dr. J. K. Jain, Madhya Pradesh Hindi Granth Academy: Bhopal. (Hindi medium) **Note: Learners are advised to use latest edition of text books.**		
Reference Books: 1.Ahuja, H. L New Delhi: Sultan Chand Publishing House,Delhi 2. Koutsoyannis, A. London: Palgrave Macmillan. 3. Chaturvedi, D. D., & Gupta, S. L. International Book House Pvt. Ltd. . New Delhi: 4. Kennedy, M. J., Himalaya Publishing House. Mumbai:		
On line Resources : * e-Resources/e-books and e-learning portals: 1.https://onlinecourses.swayam2.ac.in/imb24_mg06/preview 2.https://www.businesseconomics.in/ 3.https://www.wallstreetmojo.com/business-economics/ 4.https://www.youtube.com/playlist?list=PLgC10_Xv-BGirAqOr-hU8e-N_Nz0UpgJ- 5.https://www.youtube.com/watch?v=9kai9P-KeNo 6. study material of ICAI: www.icai.org. 7. https://www.icsi.edu/media/website/Business%20Economic 8. https://www.businesseconomics.com/		
PART-D:Assessment and Evaluation		
Suggested Continuous Evaluation Methods: Maximum Marks: 100 Marks **Continuous Internal Assessment (CIA) : 30 Marks** **End Semester Exam. (ESE) : 70 Marks**		
Continuous Internal Assessment(CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Assignment/Seminar: 10 Total Marks- 30	Better Marks out of the Two Test/Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **Section A :**Q.1-Objective **10x1=10Marks**; Q.2.Short answer type-**5x4=20Marks** **Section B :** Descriptive answer type qts., 1 out of 2 from each unit-**4x10=40 Marks**	

Name and Signature of Convener & Members of (CBoS) :

18.6.24

10/06/24

FOUR YEAR UNDERGRADUATE PROGRAM- 2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program: Bachelor in Commerce (Certificate/Diploma/Degree /Honors)		Semester- I	Session: 2024-25
1	**Course Code**	COVAC-01	
2	**Course Title**	Concept of Business	
3	**Course Type**	Value Added Course (COVAC)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Analyze business operations and scale, evaluating size and scope effectively. • Demonstrate an understanding of business promotion strategies and growth mechanisms. • Identify various business structures and comprehend their implications. • Develop awareness of social responsibility, ethical principles, and their significance in business practices.	
6	**Credit Value**	**2 Credits** Credit- 15 Hours-learning & Observation	
7	**Total Marks**	**Max. Marks : 50**	**Minimum Passing Marks : 20**

PART – B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. Per Period) 30 Period (30 Hours)

Unit	Topics (Course Contents)	No. of Period
I	Introduction to Business, Business Undertakings, Size of A Business Unit and Scale of Operations, Promotion of Business, Business Combinations, Scientific Management, Rationalization, Plant Location, Structure & Forms of Business Organization.	8
II	Business & environment, Approaches towards relationship of Business & environment, Components & types of Environments	7
III	Social Responsibility & Business Ethics, Rationale of concept & Scope of social responsibility, emerging concepts of Doctrine of Social Responsibility,	8
IV	Business Ethics: Basic assumptions, characteristics, Principles, need & importance of Business Ethics, difference between business ethics & morality	7
Key Words	Business Undertakings, Size of a Business Unit and Scale of Operations, Promotion of Business, Business Combinations, Scientific Management, Plant Location, Structure & Forms of Business Organization, Business Ethics.	

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10/06/24

PART- C: Learning Resources

Text Books,Reference Books and Others

Text Books Recommended:-

- S.A. Sherlekar, Modern Business Organization and Management (Himalaya Publishing
- Y.K. Bhushan, Fundamental of Business Organization & Management - (S Chand Publishers)
- Basu,C.R.,BusinessOrganization and Management, Tata Mcgraw Hill, Publishing House, New Delhi,
- Chhabra, T. N. Business Organisation and Management. Sun India Publications. New Delhi.
- Vasishth, N., & Rajput N. Business Organisation & Management. Kitab Mahal. Delhi.

Note: Learners are advised to use latest edition of text books.

Reference Books:

- Redmond James, Robert Trager, media organization and management -, Biztantra, New Delhi
- Business Environment Text and Cases By F. Cherunilam (Himalaya Publication House)
- Kaul, V. K. ,Business Organisation Management. Pearson Education.

On line Resources : * e-Resources/e-books and e-learning portals:

Online Resources:

https://www.leanmethods.com/
https://sol.du.ac.in/library/
https://www.wto.org/

MOOCS:

1) Designing the Organization: From Strategy to Organizational Structure (Course)
2) Understanding Modern Business & Organisations (FutureLearn)
3) Managing the Organization: From Organizational Design to Execution (Course)

PART -D : Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum Marks — **50 Marks**
Continuous Internal Assessment (CIA) : — **15 Marks**
End Semester Exam. (ESE) : — **35 Marks**

Continuous Internal Assessment:(CIA) (By Course Teacher)	Internal Test/Quiz-(2):	10 & 10	Better Marks out of the Two Test/Quiz+ obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar+Attendance:	05	
	Total Marks-	15	
End Semester Exam. (ESE):	Two Section :- A & B **Section A :** Q.1.Objective **-5x1=05 Marks**; Q.2 Short ans.type-**5x2=10Marks.** **Section B :** Descriptive answer type qts.,1out of 2 from each unit **-4x5=20 Marks**		

Name and Signature of Convener & Members of (CBoS) :

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FOUR YEAR UNDERGRADUATE PROGRAM (FYUGP)

2024-28

CURRICULUM

SEMESTER-II

FACULTY OF COMMERCE

FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Certificate/Diploma/Degree /Honors		Semester- II	Session : 2024-25
1	Course Code	COSC-04	
2	Course Title	Business Accounting	
3	Course Type	Discipline Specific Core Course (COSC)	
4	Pre-requisite (if any)	As per program	
5	Course Learning Outcomes (CLO)	• Understand concept of partnership and can prepare financial statements of partnership firm. • Explain the accounting technique related to disposal of assets and payment of liabilities. • Utilize various methods of accounting for hire purchase transactions. • Identify main sources of Income and learn the technique of preparing Income and Expenditure account from Receipts and Payments account and also able to prepare Balance Sheet. • Understand concept of branch accounting and prepare the accounts on the basis of different methods.	
6	Credit Value	**4 Credits**	Credit- 15 Hours-learning & Observation
7	Total Marks	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART- B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period) - 60 Period (60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Accounting for Partnership Firm :** Fundamental of Partnership Firm ,Partnership Deed, Final Accounts of a Firm, Admission of new partner, Retirement and Death of a partner,	15
II	**Dissolution of a partnership firm**, Amalgamation of partnership Firms, Conversion of partnership firm into limited liability Company.	15
III	**Accounting for Hire-Purchase Transaction**, Journal entries and ledger account in the books of Hire Venders and Hire purchase for large value items including Default and repossession. **Accounting for Installment Purchase System.**	15
IV	**Accounting for Non Trading Institutions: Accounting for Inland Branches:** Concept of dependent and Independent branches, accounting aspects, debtor's system, stock and debtor's system, branch final accounts system and wholesale basis system. Preparation of consolidated profit and loss accounts and balance sheet with adjustments. **Departmental Accounts.**	15
Key Words	Partnership, Firm, Deed, Amalgamation, Limited Liability, Hire-Purchase, Installment Purchase, Non Trading Institutions, Departmental Accounts	

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Signature of Convener & Members (CBoS):

PART- C:Learning Resources		
Text Books, Reference Books and Others		
Text Books Recommended:- 1.Shukla S.M., Sahitya Bhawan Publication ; Agra. .(Hindi & English Medium) 2.Gupta, R.L. and Radhaswamy. M; Sultan Chand and Sons , New Delhi. 3.Karim & Khanuja; SBPD Publishing House; Agra.(Hindi & English Medium) 4.Agrawal & Mangal; Universal Publication (Hindi Medium) **Note: Learners are advised to use latest edition of text books.**		
Reference Books: 1.Monga J.R. Ahuja Girish and Sehgal Ashok: Mayur Paper Back, Noida. 2.Shukla M.C. Grewal T.S. and Gupta , S.C. : S. Chand & Co. New Delhi.(English Medium) 3.Singh B.K. ,Wisdom Publishing House, Varanasi.		
On line Resources : * e-Resources/e-books and e-learning portals: https://indianaccounting.org/econtent_book_finance. https://onlinecourses.swayam2.ac.in/nou24_cm02/ https://youtu.be/v-djL7SPw4c?si=qRK_dBVZ2lob99EV https://onlinecourses.swayam2.ac.in/aic20_sp60/preview https://youtu.be/v-djL7SPw4c?si=qRK_dBVZ2lob99		
PART-D:Assessment and Evaluation		
Suggested Continuous Evaluation Methods: Maximum Marks		**100 Marks**
Continuous Internal Assessment (CIA) :		**30 Marks**
End Semester Exam. (ESE) :		**70 Marks**
Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz -(2): 20 & 20 Assignment/Seminar- 10 Total Marks- 30	Better marks out of the two Test/Quiz+obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam. (ESE):	Two Section :- A & B **SectionA:**Q.1-Objective-**10x1=10Marks**; Q.2-ShortAnswertype-**5x4 =20 Marks** **Section B:**Descriptive answer type qts.,01 out of 02 from each unit-**4x10=40Marks**	

Name and Signature of Convener & Members of(CBoS) :

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10/06/24

FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Certificate/Diploma/Degree /Honors		**Semester-II**	**Session : 2024-25**
1	**Course Code**	COSC-05	
2	**Course Title**	Business Mathematics	
3	**Course Type**	Discipline Specific Core Course (COSC)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Explore the application of business mathematical techniques to solve problems. • Solve the ratio, proportion, variation and percentage and determine its application in different fields. • Evaluate the profit or loss arising out of business transactions. • Describe the practical application related to commission, brokerage, profit and loss, simple interest and compound interest. • Solve numerical computations quickly and faster with the help of Vedic mathematics sutras.	
6	**Credit Value**	4 Credits	Credit= 15 Hours-learning & Observation
7	**Total Marks**	**Max.Marks : 100**	**Minimum Passing Marks : 40**

PART – B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period) -60 Periods (60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Vedic mathematics:**-Brief history of Vedic mathematics in Indian knowledge tradition, methods and practice of quick calculation of addition, multiplication, division, square and square root of numbers through Vedic mathematics, method of quick verification of answers from Digit Sum. **Simultaneous Equation**:-Meaning, Characteristics, Methods of Solving Equation in Two Variables-Graphical, Substitution, Elimination and Cross Multiplication.	15
II	**Basic Financial Arithmetic:** Simple and Compound interest- Principal, amount, concept of real and nominal rate of interest, difference between simple interest and compound interest, practical problems related to interest, time, rate, principal and amount. **Logarithm and Antilogarithm**-Practical use of logarithm and antilogarithm table.	15
III	**Commercial Arithmetic**-I-Ratio & Proportion, Arithmetic Average, Percentage.	15
IV	**Commercial Arithmetic-II**-Commission, Brokerage, Discount, Profit and Loss.	15
Key Words	Vedic Maths, Simultaneous Equation, Simple & Compound Interest, Logarithm and Antilogarithm; Ratio, Proportion, Average, Percentage, Commission, Brokerage, Discount. Profit & Loss.	

Signature of Convener & Members (CBoS):

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10/06/24

PART- C:Learning Resources

Text Books, Reference Books and Others

Text Books Recommended:-

1. Dr.S.M.Shukla,&Dr.S.K.Jain,Sahitya Bhawan Publication,Agra (Hindi & English Medium)
2. Dr. Karim & Agrawal, Business Mathematics SBPD Publishing house, Agra(Hindi & English Medium)
3. Agrawal Dr. Mahesh, Business Mathematics Ramprasad and sons Bhopal

Note: Learners are advised to use latest edition of text books.

Reference Books:

1. Magar Dr. Abhilasha, Business Mathematics Himalaya publication Mumbai
2. Sancheti & Kapoor, Business Mathematics Sultan chand and sons New Delhi
3. Sharma J.K., Business Mathematics IK International pvt. Ltd. New Delhi
4. Kumar Mrityunjay, Business Mathematics S. Chand Publishing New Delhi

On line Resources : * e-Resources/e-books and e-learning portals:

https://onlinecourses.swayam2.ac.in/nou24_cm08/preview

https://www.geektonight.com/business-mathematics-notes/

https://open.umn.edu/opentextbooks/textbooks/642

https://byjus.com/maths/business-mathematics/

https://www.youtube.com/watch?v=FWj2joeVKEU

PART-D:Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum Marks 100 Marks
Continuous Internal Assessment (CIA) : 30 Marks
End Semester Exam. (ESE) : 70 Marks

Continuous Internal Assessment : (CIA)- (By Course Teacher)	Internal Test/Quiz : 20 & 20 (Assignment/Seminar): 10 Total Marks - 30	Better marks out of the two test/quiz+ obtained marks in Assessment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **Section A :** Q.1-Objective -**10x1=10Marks**; Q.2-Short Answer type-**5x4=20Marks** **Section B :** Descriptive answer type qts. 1 out of 2 from each unit-**4x10=40 Marks**	

Name and Signature of Convener & Members of (CBoS):



FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Certificate/Diploma/Degree /Honors		**Semester-II**	**Session : 2024-25**
1	**Course Code**	COSC-06	
2	**Course Title**	Business Environment	
3	**Course Type**	Discipline Specific Course (COSC)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Understand relationship between environment and business. • Demonstrate and develop conceptual frame work of business environment and generate interest in international business. • Indentify the nature of local business environment and its component. • Demonstrate govt. policies and different roles for the emergence, upliftment and smooth functioning of business organization. • Extend knowledge of Industrial Policy and NITI AYOG	
6	**Credit Value**	**4 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART –B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60 Periods (60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	Business Environment: Type of Environment-internal, external, micro and macro environment. Competitive structure of industry, environmental analysis and strategic management. Managing diversity. Scope of business, characteristics of business. Objectives and the uses of study. Process and limitations of environmental analysis.	15
II	Economic Problem of Growth: Inflation, Parallel Economy, Industrial Sickness . Economic Factors of Growth: Foreign Direct Investment (FDI), Foreign Portfolio Investment (FPI), Micro, Small and Medium Enterprises (MSMEs)	15
III	Govt. Policies: Export-Import Policy, Monetary & Fiscal Policy, Privatization, Liberalization, Globalization, Demonetization, Disinvestment. A brief Introduction of Indian Economic Planning: NITI AAYOG. Industrial Policy of Chhattisgarh.	15
IV	International Environment: Trends in World Trade & The Problems of Developing Countries, Foreign Trade & Economic Growth, International Economic Groups: GATT, WTO, UNCTAD, World Bank, IMF, TRIPS, TRIMS Regional Trade Agreements: European Union (EU), ASEAN, SAARC,NAFTA	15
Key Words	Business Environment, Economic Problem of Growth, Economic Factor of Growth, Govt. Policies, Economic Planning, Industrial Policy, International Environment, International Economic Group, Agreement of Regional Trade	

Signature of Convener & Members (CBoS):

10.6.24

10/06/24

PART-C:Learning Resources

Text Books, Reference Books and Others

Text Books Recommended:-

1.Sinha V.C., Business Environment, SBPD Publications Agra, (Hindi & English)
2.Dr.J.P.Mishra,Shahitya Bhawan Publication, Agra(Hindi Medium)
3. Singh Ranjeet ,Business Environment, Kalyani Publishers New Delhi.
4. Upadhyay Sharma Dayal, Business Environment (Hindi), Ramesh Book Depot Jaipur.
5. Singh, Dr. S.K., Business Environment (Hindi), Sahitya Bhawan Publication Agra
6. Jain Dr. S.C., Business Environment (Hindi), Kailash Pustak Sadan, Bhopal.
7. Joshi Rosy, Kapoor Sangam, Business Environment (Hindi), Kalyani Publishers New Delhi.

Note: Learners are advised to use latest edition of text books.

Reference Books:

1.Sheikh Saleem, Business Environment, Pearson.
2. Francis, Cherunilan, Business Environment, Himalaya Publishing House.
3. Gupta C.B., Business Environment Sultan Chand & Sons.
4. Paliwar Veena Keshav, Business Environment, PHI Learning Private Limited, Delhi.

On line Resources : * e-Resources/e-books and e-learning portals:

https://onlinecourses.swayam2.ac.in/imb24_mg33/preview
https://egyankosh.ac.in/handle/123456789/3142
https://www.youtube.com/watch?v=Q1yw7Tchsc8
https://www.youtube.com/watch?v=9jUHXPGEBEM
https://www.youtube.com/playlist?list=PLJtJvO3aaWe2oQxrJov7CfDFDC3aebxi1

PART-D:Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum Marks **100 Marks**
Continuous Internal Assessment (CIA) : **30 Marks**
End Semester Exam. (ESE) : **70 Marks**

Continuous Internal Assessment : (CIA)- (By Course Teacher)	Internal Test/Quiz : 20 & 20 (Assignment/Seminar): 10 Total Marks- 30	Better marks out of the two test/quiz+ obtained marks in Assessment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **Section A :** Q.1-Objective -**10x1=10** Marks; Q.2-Short Answer type-**5x4=20Marks** **Section B :** Descriptive answer type qts. 1 out of 2 from each unit-**4x10=40 Marks**	

Name and Signature of Convener & Members of (CBoS) :

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10/06/24

FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program: Bachelor in Commerce (Certificate/Diploma/Degree /Honors		**Semester- II**	**Session: 2024-25**
1	**Course Code**	COSEC-01	
2	**Course Title**	Accounting for Every One	
3	**Course Type**	Skill Enhancement Course(COSEC)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Understand accounting principles and transaction recording techniques. • Prepare financial statements manually and using the software. • Interpret the annual report and financial disclosure effectively. • analyze textual and numerical financial information.	
6	**Credit Value**	**2 Credits** Credit = 15 Hours-learning & Observation	
7	**Total Marks**	**Max. Marks : 50**	**Minimum Passing Marks : 20**

PART- B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period -30Periods (30 Hours)

Unit	Topics (Course Contents)	No. of Period
I	Introduction to Accounting: Accounting – Meaning, Importance and Need, Its objectives and relevance to business establishments and other organisations, and individuals. Accounting information: meaning, users and utilities, sources of accounting information. Some Basic Terms –Transaction, Account, Asset, Liability, Capital, Expense, Income, Revenue, Gain, Profit, Surplus, Loss, Deficit. Debit, Credit, Accounting Year, Financial Year.	8
II	Transactions and recording of transactions: Features of recordable transactions and events, Basis of recording – vouchers and another basis. Recording of transactions: Personal account, Real Account and Nominal Account; Rules for Debit and Credit; Double Entry System, journalizing transactions; Preparation of Ledger, Cash Book including bank transactions.	7
III	Preparation of Financial Statements: Fundamental Accounting Equation; Preparation of Trial Balance; Concept of revenue and Capital; Preparation of Trading and Profit & Loss Account, Balance Sheet.	7
IV	Computerized Accounting Systems: Computerized Accounts by using any popular accounting software: Creating a Company; Configure and Features settings; Creating Accounting Ledgers and Groups; Creating Stock Items and Groups; Vouchers Entry; Generating Reports - Cash Book, Ledger Accounts, Trial Balance, Profit and Loss Account, Balance Sheet, Cash Flow Statement. Selecting and shutting a Company; Backup and Restore data of a Company	8
Key Words	Accounting, Transactions, Financial Statements, Computerized Systems, Company Accounts, Annual Report.	

Signature of Convener & Members (CBoS):

10.6.24

10/06/24

PART- C:Learning Resources

Text Books, Reference Books and Others

Text Books Recommended:-

- Siddiqui, S. A. New Delhi: Laxmi, PublicationsPvt. Ltd.,
- Sehgal, D. Financial Accounting. New Delhi: Vikas Publishing House Pvt., Ltd.,
- Arora, M.N. Management Accounting, Vikas Publishing House, New Delhi,
- Dr.S.M.Shukla,Shahitya Bhawan Publication,Agra,(Hindi & English Medium)
- Dr.Karim & Khanuja,SBPD Publishing House,Agra(Hindi & English Medium)

Note: Latest edition of text books may be used.

Reference Books:

- Tulsian, P. C. New Delhi: Tata McGraw Hill Publishing, Co. Ltd.,
- Mukharji, A., & Hanif, M. New Delhi: Tata, McGrawHill Publishing Co. Ltd.,
- Maheshwari,S.N.& Maheshwari,S.K. New Delhi:, Vikas Publishing House Pvt. Ltd.,
- Khan, M.Y. and Jain, P.K. Management Accounting. McGraw Hill Education.,
- Hatfield, L. Accounting Basics. Amazon Digital Services LLC.,
- Horngren, C. T., Sundem, G. L., Elliott, J. A., & Philbrick, D. London: Pearson Education.

On line Resources : * e-Resources/e-books and e-learning portals:

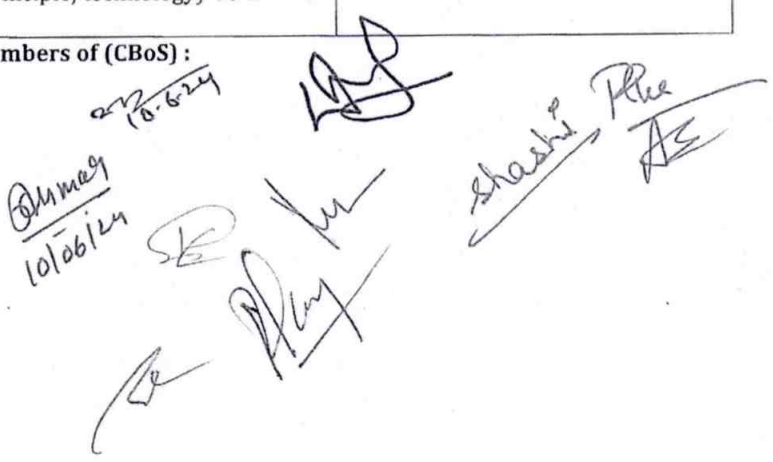
https://accountingforeveryone.com/definitive-guide-bookkeeping/
https://accountingforeveryone.com/
https://www.coursera.org/collections/accounting-for-beginners
https://www.taxmann.com/virtualbooks/product/9699-accounting-for-everyone-ge-4-ugcf-virtual-book
https://www.accounting.com/resources/basic-accounting-terms/

PART : D :- Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum Marks **50 Marks**
Continuous Internal Assessment (CIA) : **15 Marks**
End Semester Exam. (ESE) : **35 Marks**

Continuous Internal Assessment: (CIA): (By Course Teacher)	Internal Test/Quiz(2): **10 & 10** Assignment/Seminar+Attendance: **05** Total Marks- **15**	Better marks out of the two Test/Quiz + obtained marks in Assignment shall be considered against 15 Marks.
End Semester Exam.(ESE):	Laboratory/Field Skill Performance: On spot Assessment A-Performed the Task based on learned skill-**20 Marks** B-Spotting based on tools (written) **-10 Marks** C-Viva-Voce (based on Principle/technology)-**05 Marks**	**Managed by Coordinator as per Skilling**

Name and Signature of Convener & Members of (CBoS) :



FOUR YEAR UNDERGRADUATE PROGRAM (FYUGP)

2024-28

CURRICULUM

SEMESTER-III

FACULTY OF COMMERCE



FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors		**Semester-III**	**Session : 2024-25**
1	**Course Code**	COSC-07	
2	**Course Title**	Corporate Accounting	
3	**Course Type**	Discipline Specific Course (COSC)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Utilize conceptual knowledge of corporate accounting system and learn the techniques of preparing the financial statements of companies within the frame work of Indian AS • Understand the process for issue & redemption of shares & debentures. • Analyze the financial statement of Joint stock company ltd.. • Interpret the procedure involved in Amalgamation and absorption of companies. • Apply the process of Valuation of Goodwill and Shares.	
6	**Credit Value**	**4 Credits**	Credit= 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART-B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. Per Period)-60 Periods (60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Shares & Debentures:** Issue, forfeiture and reissue of shares, Issue of bonus share, under writing of share, redemption of preference shares, Issue and redemption of debentures.	15.
II	Financial Statements and Final Accounts of Companies, Liquidation of company.	15
III	Accounting for Amalgamation Internal reconstruction of companies.	15
IV	. Valuation of Goodwill and Shares Consolidated Balance Sheet of holding companies with one subsidiary only	15
Key Words	Share & Debenture, Final Accounts of Companies. Liquidation of Company, Amalgamation & Reconstruction of Companies, Valuation of Goodwill & Share, Consolidated Balance Sheet of Holding Company	

Signature of Convener & Members (CBoS):

PART -C:Learning Resources

Text Books, Reference Books and Others

Text Books Recommended:-

1. Dr. S. M. Shukla & Dr. K.L.Gupta,Sahitya Bhavan Publications Agra, (Hindi & English Medium)
2. Dr Mangal Mehta and Agrawal published Indore,
3. Dr Karim & Khanuja, SBPD,Publications, Agra, (Hindi & English Medium)
4. Gupta R. L., Radhaswamy M; Company Accounts; Sultan Chand and Sons, New Delhi.
5. J.R. Monga, Fudamentals of Corporate Accounting. Mayur Paper Backs, New Delhi.

Note: Learners are advised to use latest edition of text books.

Reference Books:-

1. M.C. Shukla, T.S. Grewal, and S.C. Gupta. Advanced Accounts. Vol.-II. S. Chand & Co., New Delhi.
2. S.N. Maheshwari, and S. K. Maheshwari. Corporate Accounting. Vikas Publishing House, New Delhi.
3. Ashok Sehgal, Fundamentals of Corporate Accounting. Taxman Publication, New Delhi.
4. V.K. Goyal and Ruchi Goyal,. Corporate Accounting. PHI Learning.
5. Jain, S.P. and K.L. Narang. Corporate Accounting. Kalyani Publishers, New Delhi.
6. Bhushan Kumar Goyal, Fundamentals of Corporate Accounting, International Book House.
7. P. C. Tulsian and Bharat Tulsian, Corporate Accounting, S.Chand.
8. Amitabha Mukherjee, Mohammed Hanif, Corporate Accounting, McGraw Hill Education.

On line Resources : * e-Resources/e-books and e-learning portals:

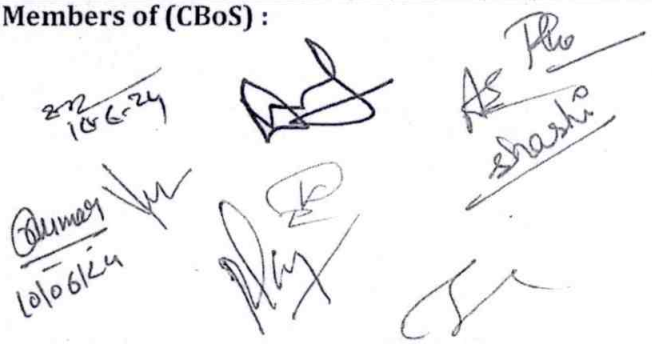
https://www.geektonight.com/corporate-accounting-notes/
https://commercemates.com/corporate-accounting/
https://academy.tax4wealth.com/blog/corporate-accounting
https://www.youtube.com/watch?v=p0rxpzkSDLU
https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/19

PART -D : Assessment and Evaluation :

Suggested Continuous Evaluation Methods: Maximum Marks 100 Marks
Continuous Internal Assessment (CIA) : 30 Marks
End Semester Exam. (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz :	20 & 20	Highest marks out of the Two Test/Quiz+obtained marks in Assignment shall be considered against 30 Marks
	Assignment/ Seminar:	10	
	Total Marks:	30	
End Semester Exam.(ESE):	Two Section :- A & B **Section A :** Q.1-Objective –**10x1=10 Marks**; Q.2-Short answer type-**5x4=20Marks** **Section B :** Descriptive answer type qts. 1out of 2 from each unit-**4x10=40 Marks**		

Name and Signature of Convener & Members of (CBoS) :



FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		**Semester- III**	**Session : 2024-25**
1	**Course Code**	COSC-08	
2	**Course Title**	Company Law	
3	**Course Type**	Discipline Specific Course (COSC)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Understand and evaluate the legal framework of company environment in India and gain elementary knowledge of Indian Company Law. • Outlines company's objective, boundaries of operation and other essential details. • Understand the role of Company Secretary which helps students in building their career. • Elaborate different clauses of Company Law which a business manager must know for better decision making and also understand the process of Winding up of the companies. • Develop ability of legal analysis by reasoning and problem-solving skills to arrive at solutions to legal problems.	
6	**Credit Value**	**4 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART-B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60 Periods(60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Introduction ; Promotion and Incorporation of Companies:** Introduction: Definition of Company, Characteristics and Limitations. Lifting of the Corporate Veil, Kinds of Company. Social Responsibility of company. Promotion and Incorporation of a Company Preliminary Contracts: Memorandum of Association, Articles of Association, Doctrine of Constructive Notice, Doctrine of Indoor Management and its exceptions.	15
II	**Capital Management and Membership:** Prospectus, Issue of Share Capital, Transfer and Transmission of shares. Borrowing powers, mortgages and charges, debentures. Membership in company.	15
III	**Corporate Personalities**:-Directors - Meaning, Appointment, Remuneration and duties. Managing Director, Women Director, and whole time director. Company Secretary-Appointment, Legal position and qualifications, Rights, Duties and liabilities, Professional misconduct.	15
IV	**Company Meetings and Winding up of company:** Company meetings - kinds, Notice, quorum, agenda, voting rights, proxy, resolutions, minutes. Role of Company Secretary in company meetings-Drafting of notice, agenda, minutes and resolutions. Winding up of companies, Modes of winding up. Liquidator - appointment, duties and rights, remuneration.	15

10/06/24

Key Words	Promotion, Incorporation, Issue of Capital, Prospectus, Corporate Personalities, Company Meeting, Company Secretary.

Signature of Convener & Members (CBoS):

PART-C:Learning Resources		
Text Books, Reference Books and Others		
Text Books Recommended:- 1.Dr.S.M. Shukla, & Dr. I.M.Shaya, Sahitya Bhawan Publications, Agra,(Hindi Medium) 2.Dr.S.M.Shukla, & Dr. K.Jain. SahityaBhawan Publications Agra,(English Medium) 3. Dr. G. K. Varshney, Sahitya Bhavan Publication, Agra (English Medium) 4.Prof.Agrawal & Kothari, SBPD, Publications, Agra (Hindi Medium) 5.Dr.O.P.Gupta,SBPD,Publications,Agra(Hindi & English Medium)		
Reference Books: 1. Singh Avatar; Company Law; Eastern Book Company Lucknow. **Note: Learners are advised to use latest edition of text books.**		
On line Resources : * e-Resources/e-books and e-learning portals: https://onlinecourses.swayam2.ac.in/cec20_hs23/preview https://www.mca.gov.in/content/mca/global/en/acts-rules/companies-act/companies-act-2013.html https://www.nls.ac.in/course/corporate-law/ https://www.claonline.in/icsi/ https://www.youtube.com/c/CorporateLawLectures		
PART -D : Assessment and Evaluation :		
Suggested Continuous Evaluation Methods: Maximum Marks 100 Marks **Continuous Internal Assessment (CIA) : 30 Marks** **End Semester Exam. (ESE) : 70 Marks**		
Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz (2): 20 & 20 Assignment/Seminar: 10 Total Marks: 30	Highest marks out of the Two Test/Quiz+ obtained marks in best two and Assignment shall be considered against -30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **SectionA**:Q.1-Objective -10x1=**10Marks**;Q.2-Short answer type-**5x4=20 Marks** **Section B :** Descriptive answer type qts.,1 out 2 from each unit-**4x10=40 Marks**	

Name and Signature of Convener & Members of (CBoS) :

FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		**Semester- III**	**Session : 2024-25**
1	**Course Code**	COSC-09	
2	**Course Title**	Principles of Management	
3	**Course Type**	Discipline Specific Course (COSC)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Understand the concept of Principle of management along with the basic principles and norms. • Understand the terminologies associated with the field of business management and control along with their relevance. • Identity the appropriate method and technique of Principle of Management for solving different problems. • Apply basic business Management principles to solve business and industry related problems. • Understand the concept of Planning, Organizing, Direction, Motivation and Control etc.	
6	**Credit Value**	**4 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART –B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. Per Period)-60 Period (60Hours)

Unit	Topics (Course Contents)	No. of Hrs
I	**Management Introduction**: Concept, Characteristics, Nature, Process and Significance of Management; Managerial Role (Mintzberg); An Overview of functional areas of Management; Development of Management Thought; Classical and Neo Classical System; Contingency Approach, System Approach.	15
II	**Planning:** Concept, Characteristics, Process, Importance and Type, Criteria of effective planning. Decision Making: Concept, Process, Types and Importance Management by Objective(MBO) **Organization:** Concept, Nature, Process and Significance, Authority and Responsibility Relationships, Centralization and Decentralization, Departmentation, Organizational Structure- Forms.	15
III	**Direction:** Meaning Characteristics, Concept and Techniques, Principle,Importance,**Coordination:**Meaning,Nature,Characteristics, Principle, Importance, advantages and Limitation. **Communication**: Nature, Process, Importance, Types, Networks and Barriers, Effective Communication, Feed-back, **Staffing:** Concept of Staffing- Recruitment and Selection; Orientation; Training and Development; Carrier Development; Performance Appraisal	15
IV	**Motivation**- Concept, Types, Importance, Theories- Maslow. Herzberg, McGregor, Ouchi, Financial and Non-Financial Incentives, **Leadership**: Meaning, Concept, Functions and Leadership Styles, Types, Qualities, Barrier, Likert's Four System of Leadership, Theories Importance with case study. **Control:** Meaning, Characteristics Importance and Process, Effective Control System, Techniques of Control.	15

10/06/24

Key Words	Management, Planning, Decision Making. Organization, Direction, Coordination, Communication, Staffing, Motivation, Leadership, Control.

Signature of Convener & Members (CBoS):

PART- C:Learning Resources

Text Books, Reference Books and Others

Text Books Recommended:-

1. Dr. S.C. Saxena Sahitya Bhawan Publications,Agra(English Medium)
2. Dr.R.C.Gupta,Sahitya Bhawan Publications,Agra (Hindi Medium)
3. Prof. R.C.Agrawal, SBPD, Publications, Agra. (Hindi Medium)
4. Dr. Mishra & Gupta,SBPD,Publications,Agra (English Medium)
5. Yadav, Pankaj, Neel Kamal Prakashan, Delhi.
6. Jagdish Prakash, Kitab Mahal Publishers.

Reference Books:

1. Weihrich and Koontz - Tata McGraw Hill, New Delhi.
2. Stephen P. Robbins, Management, Pearson
3. .Koontz and O"Donnell, Management, McGraw Hill.
4. M Prasad, Principles of management, Sultan Chand and Sons
5. V.S.P Rao/Bajaj, Management process and organization, Excel Books.GH25
6. T. Ramaswamy : Principles of Management, HPH

Note: Learners are advised to use latest edition of text books.

On line Resources : * e-Resources/e-books and e-learning portals:

https://www.youtube.com/watch?v=6jobOJy96jM

https://onlinecourses.swayam2.ac.in/nou21_cm01/preview

https://open.umn.edu/opentextbooks/textbooks/50

https://openstax.org/books/principles-marketing/pages/1-unit-introduction

PART - D : Assessment and Evaluation :

Suggested Continuous Evaluation Methods: Maximum Marks 100 Marks
Continuous Internal Assessment (CIA) : 30 Marks
End Semester Exam. (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz(2) :	20 & 20	Better marks out of the two Test/Quiz +obtained marks in Assignment shall be considered against 30 Marks
	Assignment/Seminar:	10	
	Total Marks:	30	
End Semester Exam. (ESE):	Two Section :- A & B **SectionA** :Q.1-Objective -**10x1=10Marks**;Q.2-Short answer type-**5x4=20** **Section B :** Descriptive answer type qts. 1 out 2 from each unit-**4x10=40Marks**		

Name and Signature of Convener & Members of (CBoS) :

FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		**Semester- III**	**Session : 2024-25**
1	**Course Code**	COSE-01 (Gr.-I-Management)	
2	**Course Title**	Human Resource Management (Gr.-I)Management	
3	**Course Type**	Discipline Specific Elective Course (COSE)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Critically assess existing theory and practice in the field of HRM • Develop an ability to undertake qualititative and quantitative research. • Plan HRM, develop HR policy and implement strategic HRM. • Perceive the process of recruitment, selection, compensation and benefits. • Evaluate the Performance Appraisal and employee assessment	
6	**Credit Value**	**4 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART –B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60Periods (60Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Human Resource Management**-Meaning, Definition, Concept, Objectives, Functions, Principles, Origin and Development, Difference between HRM and Personnel management, Organization Structure of HRM department, Changing Role of H.R. Manager, Challenges of HRM. **Human Resource Policies & Strategies**-Meaning, Definition, Contents, Sources of Human Resource Policy, Classification, Principles, Process of developing human resource policy, Characteristics of an ideal human resource polic.**Human Resource Planning**-Meaning, Definition, Characteristics, Concepts, Process, Factors affecting Demand and Supply of HRM, Forecasting methods of Human Resource, Quantitative and Qualitative aspects of HRP, Need and Importance of HRP.Traditional HRM v/s Strategic HRM, Developing and Implementing Strategic HRM Plans	15
II	**Recruitment**-Factors affecting recruitment process, Sources of recruitment-internal and external, Job Analysis and its objectives, Role of Recruitment Agencies, **Selection**-Methods of Selection, Interview and types of Interview, Psychological Testing, Online process of selection. **Induction**- Induction Program, Disseminating the information overtime, Compensation and Benefits, Retention and Motivation	15
III	**Training and Development**-Meaning, Objectives, Need and Importance, Scope, qualification and process of training, Designing of the effective training program, Evaluation of the effective training program, Challenges before trainers. Feedback.**Performance Appraisal**-Characteristics, Advantages and Disadvantages, Methods, Types, Process,Ethical aspects in performance appraisal, Performance Appraisal Methods.**Career Planning and Development**-Importance, Elements, Objectives, Advantages, Different steps in career planning, Career Development-Internal and External Dynamics	15
IV	**Wages and Salary Administration**-Meaning, Characteristics, Minimum wages, advantages of ideal wages, Factors determining wages, Methods of wage payment, Development of wage policy in India, Problems of Minimum Wages Policy.**Employees**	15

10/06/24 27/6/24

	Compensation and Benefits-Liability of employer for compensation, Compensation amount, Compensation on due date and penalty on default, Method of wage computation, Distribution of Compensation, Accidental benefits, Dependent Benefits. **Promotion and Transfer**-Elements and Characteristics, Causes and Objectives of Promotion, Types, Promotion Policy, Demotion Policy, Causes of promotion	
Key Words	Human Resource Management, HRM Policies & Strategic, HRM Planning, Recruitment, Job Analysis, Selection, Induction Programme, Training & Development, Performance Appraisal, Ethical Aspects, Career Planning & Development, Wages, and Salary Administration, Employees Compensation and Benefits, Promotion and Transfer	

Signature of Convener & Members (CBoS):

PART-C:Learning Resources			
Text Books, Reference Books and Others			
Text Books Recommended:- 1.Dr.Kameshwar Pandit & Preeti Raina,Sahitya Bhawan Publications, Agra (Hindi & English Medium) 2.Prof.R.C. Agrawal & Suresh Fauzdar,SBPD Publishing, Agra (Hindi & English Medium) 3.Dr.F.C.Sharma & Anju Agrawal,SBPD Publishing, Agra (Hindi Medium) 4.Dr.C.B.Mamoriya & Kameshwar Pandit ,Preeti Raina Sahitya Bhawan Publications, Agra(Hindi Medium) 5..Dr.Gaurav Sankalp,Sahitya Bhawan Publications,Agra (English Medium)			
Reference Books:- . 1.K.Aswthappa Sadhanab,Tata Mcgrawhill,New Delhi,(English Medium) 2.Ashok Khurana & Praveen Khurana,V.K.Publication(Hindi Medium) **Note: Learners are advised to use latest edition of text books.**			
On line Resources : * e-Resources/e-books and e-learning Others: https://www.youtube.com/watch?v=A2HFusWQIeE https://www.youtube.com/playlist?list=PLaAhQ2ofZZRAvoakShzYLkQ22Yd3eCyMM https://www.youtube.com/watch?v=bI9RZjF-538 https://onlinecourses.swayam2.ac.in/nou20_mg02/preview https://onlinecourses.nptel.ac.in/noc20_mg15/preview			
PART -D : Assessment and Evaluation :			
Suggested Continuous Evaluation Methods: Maximum Marks-100 Marks **Continuous Internal Assessment (CIA) : 30 Marks** **End Semester Exam. (ESE) : 70 Marks**			
Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz : Assignment/Seminar: Total Marks:	20 & 20 10 30	Highest marks out of the Test/Quiz+ obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam. (ESE):	Two Section :- A & B **Section A :** Q.1-Objective –**10x1=10Marks**;Q.2-Short answer type-**5x4=20Marks** **Section B** :Descriptive answer type qts,1 out of 2 from each Unit-**4x10=40 Marks**		

Name and Signature of Convener & Members of (CBoS) :

10.6.24

10/06/24

FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		Semester- III	Session : 2024-25
1	**Course Code**	COSE-01 (Gr.II-Finance)	
2	**Course Title**	Financial Management (Gr.-II-Finance)	
3	**Course Type**	Discipline Specific Elective Course (COSE) (Gr.-II-Finance)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Explain the nature and scope of financial management and its impact of time value of money in the different business decisions. • Analyze capital budgeting process and apply capital budgeting techniques for business decisions • Discuss the various sources of finance in today's competitive industry. • Explain various capital structure theories and analyze factors affecting capital structure decisions. • Design working capital policy based on the assessment of financial requirements.	
6	**Credit Value**	**4 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART –B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60Periods (60Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Financial Management:** Introduction, Nature, scope and objectives. Profit maximization Vs wealth maximization, Value maximization-concept and implications, Economic and Market Value Added (EVA) (MVA). Functions and Responsibilities of Finance Manager. Time value of money, Risk and Return Analysis. Financial Planning and Source of finance. **Capitalization:** Over Capitalization and Under Capitalization and its advantages & disadvantages. **Sources of Finance**: Short-term and Long-term	15
II	**Capital budgeting:** Capital Budgeting Process, Cash Flow Estimation, Capital Budgeting Methods-Payback Period Method, Discounted Payback Period Method, Accounting Rate of Return, Net Present Value (NPV), Net Terminal Value, Internal Rate of Return (IRR), Profitability Index, Capital budgeting under Risk and Uncertainty and Risk -Adjusted Discount Rate Method. Capital Budgeting decisions and scientific techniques of capital budgeting analysis. Factors affecting capital expenditure decisions. **Cost of Capital and Financing Decision** - Sources of long –term financing, Components of cost of capital, Methods for calculating Cost of Equity, Cost of Retained Earnings, Cost of Debt and Cost of Preference Capital, Weighted Average Cost of Capital and Marginal Cost of Capital.	15
III	**Capital structure** -Theories of Capital Structure (Net Income, Net Operating Income, MM Hypothesis, Traditional approach, Determinants of Optimum Capital Structure. Use of Expert System in Financing decisions. **Leverage-Operating Leverage, Financial Leverage and Combined Leverage**. EBIT-EPS analysis.	15
IV	**Management of Working Capital:** Concept, Nature, Significance of Working Capital, Operating cycle and factors determining working capital	15

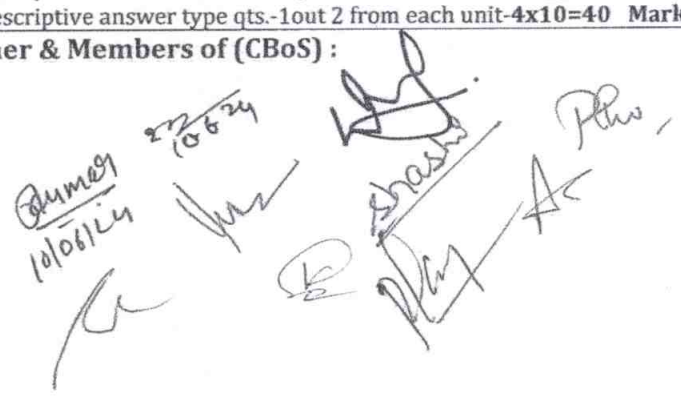
10/06/24 27/6/24

	requirement, working capital estimation. **Cash Management, Receivables management, inventory management.**	
Key Words	Financial Management, Capitalization, Capital Budgeting, Cost of Capital, Capital Structure, Financing Decisions, Leverage, Dividend Policy & Models, Working Capital & Management of Working Capital	

Signature of Convener & Members (CBoS):

PART- C:Learning Resources		
Text Book, Reference Book and Others		
Text Books Recommended- 1.Dr.Kulshrestha & Rathi,SBPD Publicing House,Agra (Hindi & English Medium) 2.Dr.S.P.Gupta,Sahitya Bhawan Publications,Agra (Hindi & English Medium) 3.Agrawal & Agrawal,Ramesh Book Depo ,Jaipur (Hindi Medium)		
Reference Books :- 1.Chandra P. ,Financial Management Theory and Practice, Tata McGraw Hill New Delhi 2. Pandey ,I.M., Vikas Publications New Delhi,(English Medium) 3. Singh, P., Ane Books Pvt. Ltd. New Delhi.(English Medium) 4. Singh J.K., ,Galgotia Publishing House, New Delhi (English Medium) 5..PrasannaChandra, Tata McGraw Hill New Delhi (English Medium) **Note: Learners are advised to use latest edition of text books.**		
On line Resources : * e-Resources/e-books and e-learning portals: https://www.icai.org/post.html?post_id=19152 https://egyankosh.ac.in/handle/123456789/3161 https://onlinecourses.swayam2.ac.in/cec20_mg05/preview https://www.youtube.com/watch?v=CCQwz_Gwo6o https://www.youtube.com/watch?v=825TSuxTiQU		
PART -D : Assessment and Evaluation :		
Suggested Continuous Evaluation Methods: Maximum Marks-100 Marks **Continuous Internal Assessment (CIA) : 30 Marks** **End Semester Exam. (ESE) : 70 Marks**		
Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz(2) : 20 & 20 (Assignment/Seminar : 10 Total Marks- 30	Highest marks out of the two Test/Quiz +obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam. (ESE):	Two Section :- A & B **SectionA**:Q.1-Objective-**10x1=10Marks**;Q.2-Short answer type-**5x4=20Marks** **Section B:** Descriptive answer type qts.-1out 2 from each unit-**4x10=40 Marks**	

Name and Signature of Convener & Members of (CBoS) :



FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		Semester- III	Session : 2024-25
1	Course Code	COSE-01 (Gr.-III Marketing)	
2	Course Title	Marketing Management (Gr.-III Marketing)	
3	Course Type	Discipline Specific Elective Course (COSE)(Gr.-III Marketing)	
4	Pre-requisite (if any)	As per program	
5	Course Learning Outcomes (CLO)	• Develop the understanding of marketing, marketing philosophies and environmental conditions effecting marketing decisions. • Analyze the process of marketing decisions involving product development and its role in value creation. • Analyze the Process of marketing decisions involving product Promotion and its role in creating communication value for customers • Understand the basics of marketing distribution channels and its role. • Aspiring to be marketing professionals in better decision making and understanding their role in the marketing sphere.	
6	Credit Value	4 Credits	Credit = 15 Hours-learning & Observation
7	Total Marks	Max. Marks : 100	Minimum Passing Marks : 40

PART- B: Content of the Course

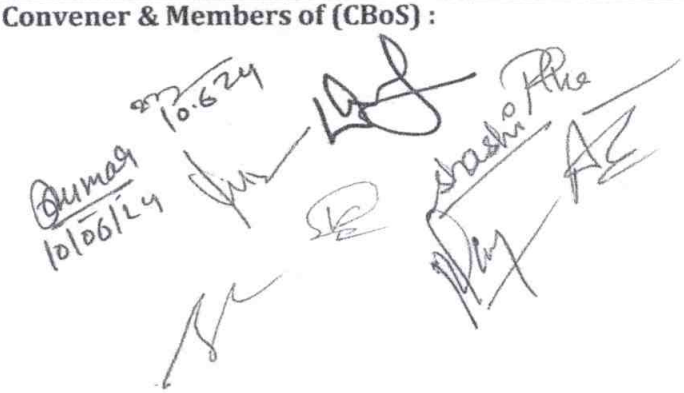
Total No. of Teaching-learning Periods (01 Hr. per period)-60Periods (60Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Marketing:** Concepts, Nature, Scope and Importance. Traditional and Digital Marketing. Marketing strategic, Marketing Mix, Marketing Environment. **Marketing Information System:** Definition, purpose, scope and Components.	15
II	**Consumer Behavior:** Nature, Scope And Significance. Factor Influencing Consumer Buying Decisions. **Market Segmentation** - Concept and Importance, Bases for Market Segmentation, Service Marketing and after sales services.	15
III	**Product** – Concept of Product, Consumer and Industrial Goods, Product Planning and Development, Product Life Cycle, Packaging, **Brand Pricing** - Importance of Pricing in the Marketing, Mix, Factors affecting Pricing of Product /Service.	15
IV	**Distribution Channels and Physical Distribution**- Distribution Channels – Concept and role; Types of Distribution Channels, Factors affecting Choice of a Distribution Channel, Retailer and Wholesaler. **Sales Promotion** – Methods of Promotion, Optimum Promotion Mix; **Advertising Media** –Their Relative Merits & demerits and their Limitation.	15
Key Words	Marketing, Marketing Information System, Consumer Behaviour, Market Segmentation, Product, Brand Pricing, Distribution Channels, Sales Promotion, Advertising Media	

Signature of Convener & Members (CBoS):

PART-C:Learning Resources		
Textbooks, Reference Books and Others		
Text Books Recommended:- 1. Prof. Agrawal & Kothari, SBPD Publishing Hourse, Agra,(Hindi Medium) 2. Dr.N. Mishra, SBPS Publishing House, Agra(English Medium) 3. Dr. M.C. Jain, Sahitya Bhawan Publications, Agra(Hindi Medium) 4. Dr. R.C. Agrawal, Agra(Hindi Medium) 5. Dr. S.C. Saxena, Agra(Hindi Medium) 6. Dr. S.K. Jain Hindi Granth Academy M.P.		
Reference Books:- 1. Philip Kotler : Marketing management Englewood Cliffs. 2. Willam M. Pride and O.C. Ferrell Marketing: Houghton – Mifflin Boston. 3. Koter Philip and Armstrong Gary: Principles of Marketing: Prentice Hall of India, New Delhi. **Note: Learners are advised to use latest edition of text books.**		
On line Resources : * e-Resources/e-books and e-learning portals: https://onlinecourses.nptel.ac.in/noc19_mg48/preview https://onlinecourses.swayam2.ac.in/cec23_mg12/preview https://onlinecourses.nptel.ac.in/noc20_mg04/preview https://www.youtube.com/watch?v=NUnOd-Vf4RA https://www.youtube.com/playlist?list=PLmrZooTDUg_cn8zjg7S1dbfgfOnocpljY		
PART -D : Assessment and Evaluation :		
Suggested Continuous Evaluation Methods: Maximum Marks		**100 Marks**
Continuous Internal Assessment (CIA) :		**30 Marks**
End Semester Exam. (ESE) :		**70 Marks**
Continuous Internal Assessment : :(CIA) (By Course Teacher)	Internal Test/Quiz (2) : 20 & 20 (Assignment/Seminar : 10 Total Marks : 30	Better marks out of the two Test/Quiz +obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam. (ESE):	Two Section :- A & B **Section A :**Q.1-Objective-10x1=**10Marks**;Q.2-Short answer type-**5x4=20 Marks** **Section B :** Descriptive answer type qts.-1out 2 from each unit-**4x10=40 Marks**	

Name and Signature of Convener & Members of (CBoS) :



FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program: Bachelor in Commerce (Diploma/Degree/Honors)		Semester- III	Session: 2024-25
1	**Course Code**	COVAC-02	
2	**Course Title**	Fundamental of Stock Market	
3	**Course Type**	Value Added Course (COVAC)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Explain the concepts of investment and understand the Indian securities market environment. • Understand the modus operandi of Stock market and regulatory framework of SEBI. • Describe various techniques of analyzing securities under fundamental and technical analysis.	
6	**Course Credits**	**2 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 50**	**Minimum Passing Marks : 20**

PART- B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. Per Period)-30 Periods (30Hours)

Unit	Topics (Course Contents)	No. of Period
I	Introduction of Investment- meaning, scope, and its types. Primary Market – meaning, importance, and its instrument, the role of SEBI in the stock market.	8
II	Secondary Market- meaning, importance, and its instruments. National Security Depository Limited- Introduction,Management, benefits.	7
III	Safety measures taken by NSDL, Services offered, Depository Act 1996- benefits, depository participant, dematerialization,	8
IV	Derivative - Derivative Future, Contract, Derivative Option Contract. FDI- meaning, importance, and its types.	7
Key Words	Investment, SEBI, Depository Act 1996, Derivative, Secondary Market. Foreign Direct Investment.	

Signature of Convener & Members (CBoS):



PART- C:Learning Resources

Text Books, Reference Books and Others

Text Books Recommended: -

- Dr.Agrawal & Kumar,SBPD Publishing House,Agra(Hindi Medium)
- Prof.V.P.Agrawal,Sahitya Bhawan Publications,Agra(Hindi Medium)
- Dr.Bimal Jaiswal & B.Venkatraman,Sahitya Bhawan Publications,Agra(English)
- Dr.I.M.Sahai,SBPD Publishing House,Agra(English Medium

REFERENCE BOOKS:

- The little book of common sense investing by Jack Bogle
- A random walk down wall street by Burton g. Malkiel
- The warren buffet way by Robert g. Hagstrom

Note: learners are advised to use latest edition of text books.

On line Resources : * e-Resources/e-books and e-learning portals:

1. The Psychology of Money
2. The Intelligent Investor
3. One Up on Wall Street
4. The Little Book That Still Beats the Market
5. Common Stocks and Uncommon Profits

E-Links

http://www.nseindia.com/
http://www.economictimes.indiatimes.com/markets
http://www.investing.com/
http://www.screener.in/
http://www.moneycontrol.com/

PART- D : Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum Marks 50 Marks
Continuous Internal Assessment (CIA) : 15 Marks
End Semester Exam. (ESE) : 35 Marks

Continuous Internal Assessment: (CIA): (By Course Teacher)	Internal Test/Quiz: 10 & 10 Assignment/Seminar+ Attendance 05 Total Marks 15	Better marks out of the Two Test/Quiz +obtained marks Assignment shall be considered against 15Marks
End Semester Exam.(ESE):	Two Section :- A & B **SectionA** :Q.1-Objective -**05x1=5Marks**;Q.2-Short answer type-**5x2=10Marks** **Section B** :Descriptive type qts.,1 out of 2 from each unit=**4x5=20Marks**	

Name and Signature of Convener & Members of BoS :

10.6.24

10/06/24

PART- C:Learning Resources

Text Books, Reference Books and Others

Text Books Recommended: -

- Dr.Agrawal & Kumar,SBPD Publishing House,Agra(Hindi Medium)
- Prof.V.P.Agrawal,Sahitya Bhawan Publications,Agra(Hindi Medium)
- Dr.Bimal Jaiswal & B.Venkatraman,Sahitya Bhawan Publications,Agra(English)
- Dr.I.M.Sahai,SBPD Publishing House,Agra(English Medium

REFERENCE BOOKS:

- The little book of common sense investing by Jack Bogle
- A random walk down wall street by Burton g. Malkiel
- The warren buffet way by Robert g. Hagstrom

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4. The Little Book That Still Beats the Market
5. Common Stocks and Uncommon Profits

E-Links

http://www.nseindia.com/
http://www.economictimes.indiatimes.com/markets
http://www.investing.com/
http://www.screener.in/
http://www.moneycontrol.com/

PART- D : Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum Marks 50 Marks
Continuous Internal Assessment (CIA) : 15 Marks
End Semester Exam. (ESE) : 35 Marks

Continuous Internal Assessment: (CIA): (By Course Teacher)	Internal Test/Quiz: 10 & 10 Assignment/Seminar+ Attendance 05 Total Marks 15	Better marks out of the Two Test/Quiz +obtained marks Assignment shall be considered against 15Marks
End Semester Exam.(ESE):	Two Section :- A & B **SectionA** :Q.1-Objective -**05x1=5Marks**;Q.2-Short answer type-**5x2=10Marks** **Section B** :Descriptive type qts.,1 out of 2 from each unit=**4x5=20Marks**	

Name and Signature of Convener & Members of BoS :

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10/06/24

FOUR YEAR UNDERGRADUATE PROGRAM (FYUGP)

2024-28

CURRICULUM

SEMESTER-IV

FACULTY OF COMMERCE



FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		**Semester- IV**	**Session : 2024-25**
1	**Course Code**	COSC-10	
2	**Course Title**	Business Statistics	
3	**Course Type**	Discipline Specific Course (COSC)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Understand the basic knowledge of data collection and various statistical elementary tools. • Develop the ability to analyse and interpret data to provide meaningful information to assist in management decision. • Apply appropriate graphical and numerical descriptive statistics for different types of data. • Analyse statistical data graphically using frequency distributions and cumulative frequency distributions, measures of central tendency, dispersion and location. • Find the inter-relation between two or more phenomena with the help of curve fitting and correlation-regression analysis.	
6	**Credit Value**	**4 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART- B: **Content of the Course**

Total No. of Teaching-learning Periods (01 Hr. per period)-60 Periods (60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Introduction to Statistics:** Meaning, Scope, Importance and Limitation, Collection of Data: Primary and Secondary Data, Editing of Data, Classification of Data, Frequency Distribution and Statistical Series, Tabulation of Data, Diagrammatical and Graphical Presentation of Data	15
II	**Measures of Central tendency**: Mean, Median, Mode, Geometric and Harmonic Mean; Dispersion: Range, Quartile, Percentile, Quartile Deviation, Standard Deviation and its Co-efficient, Co-efficient of Variations and Variance, Test of Skewness and Dispersion, Its Importance, Co-efficient of Skewness. Partition values.	15
III	**Correlation:** Meaning, Application, Types and Degree of Correlation, Methods-Scatter Diagram, Karl Pearson's Coefficient of Correlation, Spearman's Rank Coefficient of Correlation. **Regression Analysis:** Meaning and Definition, Uses and Utility of Regression Analysis, Constructions of Regression Lines, Regression Coefficient, Determination of Coefficient of Correlation by Regression Coefficients, Properties of Regression Coefficient, Comparison of Correlation and Regression Analysis.	15
IV	**Index Number:** Meaning, Types and Uses, Method of Constructing Price Index Number, Fixed: Based Method, Chain-Base Method, Base conversion, Base Shifting Deflating and Splicing. Consumer Price Index Number, Fisher's Ideal Index Number, Reversibility Test Time and Factor;**Analysis of Time Series**: Meaning, Importance and Components of a Time Series. Decomposition of Time Series: Measurement of Square Trend.	15

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Key Words	Statistics, Collection of Data Frequency Distribution, Measures of Central Tendency, Dispersion, Skewness, Correlation, Regression, Index Numbers, Analysis of Time Series.

Signature of Convener & Members (CBoS):

PART- C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended:-

1. Dr.S.M.Shukla & Dr. S.P.Sahaya,Sahitya Bhawan Publication,Agra(Hindi & English Medium)
2. Gupta, S.C. Fundamental of Statistics, Himalaya Publication.
3. Gupta S.P. & Gupta Archana, Elementary Statistics, (English and Hindi) Sultan Chand & Sons,New Delhi.
4. Dr.Gupta,Sharma,Dandekar,SBPD,Publishing House,Agra(Hindi & English Medium)

Note: Learners are advised to use latest edition of text books.

Reference Books:

1. Heinz, Kohler: Statistics for Business & Economics, HarperCollins;
2. Sharma J.K., Business Statistics, Person Education

On line Resources : * e-Resources/e-books and e-learning portals:

https://www.youtube.com/watch?v=UjPTKJ2API8
https://www.youtube.com/playlist?list=PLCyCyhRyXPpb6l5Aru-fMvXHMVjBWlL9l
https://www.youtube.com/playlist?list=PL9Cd7H8NFRQzA0_e8epz4l5rBCP2-mBWT
https://onlinecourses.swayam2.ac.in/cec20_mg13/preview
https://www.classcentral.com/course/swayam-bcoc-134-business-mathamatics-and-statistics-59093

PART -D : Assessment and Evaluation :

Suggested Continuous Evaluation Methods: Maximum Marks- 100 Marks
Continuous Internal Assessment (CIA) : 30 Marks
End Semester Exam. (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz(2): 20 & 20 Assignment/Seminar: 10 Total Marks: 30	Highest marks out of the Two Test/Quiz+obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **SectionA** :Q.1-Objective-**10x1=10Marks**;Q.2-Short answer type-**5x4=20 Marks** **Section B :** Descriptive answer type qts.,1 out 2 from each unit-**4x10=40Marks**	

Name and Signature of Convener & Members of (CBoS) :

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FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		**Semester- IV**	**Session : 2024-25**
1	**Course Code**	COSC-11	
2	**Course Title**	Cost Accounting	
3	**Course Type**	Discipline Specific Course (COSC)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Acquire conceptual knowledge of cost accounting and able to solve various decision-making problems that takes place in business. • Evaluate the costs and benefits of different conventional and contemporary costing systems • Understand different elements of cost and calculate material and labour cost. • Able to prepare cost sheet to know the cost of a product. • Determine contract cost, job-cost, batch cost, & process cost.	
6	**Credit Value**	**4 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART –B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60Periods (60Hours)

Unit	Topics (Course Contents)	No. of Period
Unit- 1	**Concept and Nature of Cost Accounting:** Meaning of cost and costing , Importance and features of costing , Cost classification , Concept of cost unit, Cost center, Establishment of an Idle cost accounting system. **Accounting for Material:** Direct and indirect material, Valuation of material, Principal of valuation of material, Material control, Purchases, Objective and functions of purchase department, **Inventory control-** Meaning and techniques of inventory control.	15.
Unit- 2	**Employee Cost**: Meaning and classification of employee cost, Requisite of a good wage and incentive system, Time and piece rate plans, Profit sharing, Employee productivity and cost. **Labour cost control-**techniques, Employee turnover, Remuneration and Incentive schemes (Rowan and Halsey Plan only) **Overheads** – Definition and classification, Production overheads -allocation and apportionment of cost, Meaning and Methods of cost absorption, Treatment of over-absorption & under-absorption of overheads, Administration and selling & distribution overheads.	15
Unit- 3	**Unit Output Costing** -Concept and Need for Unit Output Costing, Preparation of Cost Sheet & Cost Statement and Tender Price, **Reconciliation of Cost and Financial accounts.**	15
Unit- 4	**Contract Costing-** Methods of cost determination in contract costing, Escalation clause and cost- plus contract, **Job Costing-** Meaning of Job Cost, Preparation of Job Cost Sheet , Batch Costing- Meaning of Batch Cost and its application in today's Industry. **Process Costing -**Meaning and application of process costing, Methods of determination of cost in process costing, Normal and abnormal loss and gain, Costing of Joint-product and by-product	15
Key Words	Cost Accounting, Accounting for Material, Inventory Control, Employee Cost, Overheads, Unit Out-Put Cost, Reconciliation, Contract Costing, Process Costing	

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10/06/24

Signature of Convener & Members (CBoS):

PART- C:Learning Resources			
Text Books, Reference Books and Others			
Text Books Recommended:- 1. Jain S.P. and Narang K.L.: Cost Accounting ; Kalyani New Delhi 2. Arora M.N.; Cost Accounting -Principles and Practice , Vikas ,New Delhi 3. Jawahar Lal ; Cost Accounting : McGraw Hill Education 4. M.L. Agrawal & K.L.Gupta Sahitya Bhawan Agra,(Hindi & English Medium) 5. Dr.B.K. Mehata,SBPD,Publishing House,Agra,(Hindi & English Medium) **Note: Learners are advised to use latest edition of text books.**			
Reference Books: **1.** Banarjee, B. Cost Accounting – Theory and Practice New Delhi 2. Taxman's Cost Accounting ,New Delhi 3. Iyengar, S.P. Cost Accounting. Sultan Chand & Sons 4. Maheshwari S.N.: Advanced Problems and Solutions in Cost Accounting ; Sultan Chand, New Delhi			
On line Resources : * e-Resources/e-books and e-learning portals: https://onlinecourses.nptel.ac.in/noc23_mg81/preview https://sultan-chand.com/books/view/604 https://www.youtube.com/playlist?list=PLaAhQ2ofZZRBTKhB-Moy11opzd18YAstV https://www.youtube.com/watch?v=-d3bMxsxzQY https://www.youtube.com/playlist?list=PLJ_81_DlRlyecX0A3ajkTVmpleeU_uzHg			
PART -D : Assessment and Evaluation :			
Suggested Continuous Evaluation Methods: Maximum Marks			**100 Marks**
Continuous Internal Assessment (CIA) :			**30 Marks**
End Semester Exam. (ESE) :			**70 Marks**
Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz (2): Assignment/Seminar: Total Marks:	20 & 20 10 30	Highest marks out of the Two Test/Quiz+obtained marks in best two and Assignment shall be considered against 30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **SectionA** :Q.1-Objective-**10x1=10Marks**;Q.2-Short answer type-**5x4=20 Marks** **Section B :** Descriptive answer type qts.,1 out 2 from each unit-**4x10=40Marks**		

Name and Signature of Convener & Members of(CBoS) :

10/06/24

FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors		Semester- IV	Session : 2024-25
1	Course Code	COSC-12	
2	Course Title	Fundamental of Entrepreneurship	
3	Course Type	Discipline Specific Course (COSC)	
4	Pre-requisite (if any)	As per program	
5	Course Learning Outcomes (CLO)	• Explore entrepreneurial culture and industrial growth so as to preparing them to set up and manage their own small units. • Choose entrepreneurship as career and can take part in startups. • Explore government support available to entrepreneurship activities. • Explain the entrepreneur concepts, gain knowledge in the financial institution, project report incentives and subsidies. • Understand the stages of the entrepreneur process, personal creativity and entrepreneurial initiative.	
6	Credit Value	4 Credits	Credit = 15 Hours-learning & Observation
7	Total Marks	Max. Marks : 100	Minimum Passing Marks : 40

PART –B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60Periods (60Hours)

Unit	Topics (Course Contents)	No. of Period
I	**Entrepreneurship:** Meaning, Definition, Origin and Development, Concepts, Characteristics, Importance, Theories of Entrepreneurship, Role of socio-economic environment, Emergence of Entrepreneurial Class, Intra-preneurship, Techno-preneurship, Netr-preneurship, Eco-preneurship. **Entrepreneur:** Meaning, Definition, Characteristics, Importance, Functions and Qualities. **Women Entrepreneur:** Motivational Factors, Opportunities, Problems and Challenges, Incentives for Women Entrepreneurs.	15
II	**Promotion of a Venture:** Concepts of Business Venture, Stages for promotion of a Venture, External Environmental Analysis: Meaning, Factors & Techniques, Evaluation of Start-up Problem, **Legal Requirements for Establishment of a New Unit**, **Raising of Funds:** Fund Requirement, Types of Fund Requirement, Sources of Raising Funds, Venture Capital: Meaning, Sources and Documentation Required.	15
III	**Entrepreneurial Behaviour:** Meaning, Features, Emergence of Entrepreneurial Behaviours.Tendencies of Entrepreneurial Behaviours. **Innovation and Entrepreneur:**Meaning, Characteristics, Types, Barriers, Stages and Process of Innovation,Strategiesof Innovation.**Entrepreneur and Risk-Taking Capacity:** Meaning, Characteristics, Classification, Stages of Risk, Risk Management Process. **Entrepreneurial Skills:** Meaning & Basic Elements, Project Development or Technical Skills, Enterprise Management Skills, Enterprise Building Skills. Social Responsibility of Entrepreneurship	15
IV	**Entrepreneurial Development Programs (EDP):** Meaning, Objectives, Their Role, Relevance and Achievements, EDP in India, Role of Govt. in Organizing EDP,Critical Evaluation, Suggestion. **Initiatives of Government of India to Promote Entrepreneurship:** Start up India, Stand up India. Make in India, Digital India, Atal Innovation Mission, Pradhan Mantri KaushalVikasYojna, National Skill Development Mission, Pradhan Mantri Mudra Yojna etc.	15
Key Words	Entrepreneurship, Entrepreneur, Women Entrepreneur, Promotion of a Venture, Entrepreneurial Behaviour Innovation, Risk, Skill, Social Responsibility, Entrepreneurial Development	

Signature of Convener & Members(CBoS):

10/06/24

PART-C :Learning Resources

Text Book, Reference Books and Others

Text Books Recommended:-

1.Prof.R.C.Agrawal, SBPD Publishing House ,Agra (Hindi Medium)
2.Gupta Dr. O.P., Entrepreneurship SBPD Publishing House, Agra(English Medium)
3.Dr.Amist Kumar & Dr. Amita Dubey,Sahitya Bhawan Publications,Agra (English Medium)
4.Dr.A.K.Mishra &Dr.P.K.Agrawal,Sahitya Bhawan Publications, Agra (Hindi Medium)
5.Kothari, Mishra, Sahu, Entrepreneurship Development, Ramesh Book Depot, Jaipur
6.Arora Renu, Sood S.K., Udhyami karan ke Mool Siddhant, Kalyani Publishers New Delhi

Note: Learners are advised to use latest edition of text books.

Reference Books:

01. Hifrich, Manimala, Peters & Shephered, Entrepreneurship, McGraw Hill
02. Desai, Vasant, Dynamics of Entrepreneurial Development and Management, Himalaya Publishing House, New Delhi
03. Prasanna Chandra, Project Preparation, Appraisal & Implementation Tata McGraw Hill, New Delhi
04. Khankha S.S., Entrepreneurial Development, S. Chand & Company, Delhi,

On line Resources : * e-Resources/e-books and e-learning portals:

https://onlinecourses.swayam2.ac.in/cec20_mg19/preview
https://onlinecourses.nptel.ac.in/noc23_mg126/preview
https://onlinecourses.nptel.ac.in/noc24_mg67/preview
https://www.youtube.com/watch?v=UEngvxZ11sw
https://www.youtube.com/playlist?list=PLXPpRtAbi0JxktoB8gwkqHt1jDCm0oqsS

PART - D : Assessment and Evaluation :

Suggested Continuous Evaluation Methods: Maximum Marks 100 Marks
Continuous Internal Assessment (CIA) : 30 Marks
End Semester Exam. (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz (2): 20 & 20 Assignment/Seminar: 10 Total Marks: 30		Highest marks out of the Two Test/Quiz+obtained marks in best two and Assignment shall be considered against -30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **SectionA** :Q.1-Objective -**10x1=10Marks**;Q.2-Short answer type-**5x4=20 Marks** **Section B :** Descriptive answer type qts.,1 out 2 from each unit-**4x10=40Marks**		

Name and Signature of Convener & Members of (CBoS) :

10/6/24

10/06/24

FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		**Semester- IV**	**Session : 2024-25**
1	**Course Code**	COSE-02 (Gr.-I-Management)	
2	**Course Title**	Business Organization (Gr.-I-Management)	
3	**Course Type**	Discipline Specific Elective (COSE) (Gr.-I-Management)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Ability to understand the concept of various forms of business organization. • Identify and explain the managerial skills used in business. • Ability to understand the concept of business organization along with the basic laws and norms of business organization. • Ability to understand the terminologies associated with the field of business organization along with their relevance. • Ability to identify the appropriate types of functioning of business organization for solving different problems.	
6	**Credit Value**	**4 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART –B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60 Periods (60Hours)

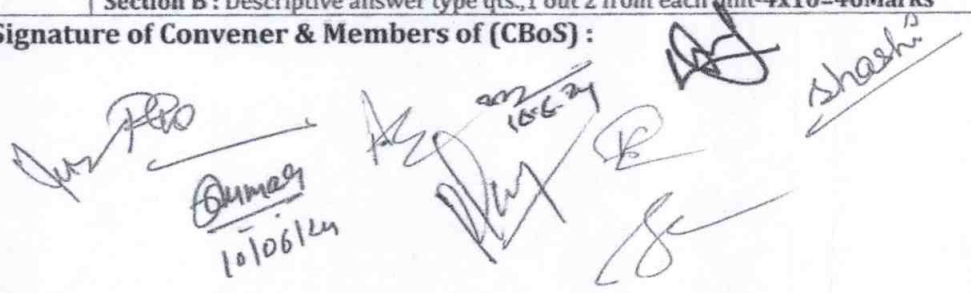
Unit	Topics (Course Contents)	No. of Period
I	**Concept and Forms of Business Organisations** :Concepts of Business, Trade, Industry and Commerce- Objectives and functions of Business–Social Responsibility of a business, Responsible Business, Ethical Conduct & Human Values. **Forms of Business Organisation**-Meaning, Characteristics, Advantages and Disadvantages of Sole Proprietorship – Meaning, Characteristics, Advantages and Disadvantages of Partnership - Kinds of Partners - Partnership Deed - Concept of Limited liability partnership – Meaning, Characteristics, Advantages and Disadvantages of Hindu Undivided Family – Meaning, Advantages and Disadvantages of Co-operative Organisation.	15
II	**JOINT STOCK COMPANY** : Joint Stock Company - Meaning, Definition, Characteristics - Advantages and Disadvantages, Code of Business Ethics. Kinds of Companies - **Promotion** - Stages of Promotion - Promoter - Characteristics - Kinds- Preparation of Important Documents - Memorandum of Association - Clauses - Articles of Association - Contents –Prospectus - Contents – Red herring Prospectus- Statement In lieu of Prospectus (as per Companies Act,2013).	15
III	**Business Combination & Production Planning** : Business Combination-Meaning, characteristics, objectives, causes, forms and kinds of business Combination, Rationalization-Meaning, characteristics, objective, Principle, Merits and Demerits, difference between Rationalization and Nationalization	15
IV	**Nature of Product Planning & Pricing** : Meaning, Definition, Characteristics, Scope, Importance and Advantages of Product Planning, Techniques of Product Planning and Control. **Pricing**- Meaning, Components of Pricing, Objective, Principle of Pricing, Importance, Factors affecting Pricing Decisions, Pricing Strategies and Pricing Policies.	15
Key	Business Organization, Social Responsibility, Sole Proprietorship, Partnership, HUF, Joint Stock	

Words	Companies, Promotion, Business Combination, Production Planning, Pricing, Product

Signature of Convener & Members (CBoS):

PART- C: Learning Resources		
Text Books,Reference Books and Others:		
Text Books Recommended:- 1. Agrawal,R.C.,Modern Business Organisation,Sahitya Bhawan ,Agra.(Hindi & English Medium) 2. Agrwal,R.C.,Business Organisation,Navyug Sahitya Bhawan,Agra(Hindi Medium) 3. Gupta,R.C.,Business Organisation,Shivlal Agrawal & Company,Indore **Note: Learners are advised to use latest edition of text books.**		
Reference Books: 1. Basu, C. R. Business Organization and Management. New Delhi: McGraw Hill 2. Chhabra, T. N., Business Organization and Management. New Delhi: Sun India Publications. 3. Gupta,C. B. Modern Business Organization. New Delhi: Mayur Paperbacks. 4. Kaul,V.K,.Business Organization and Management,Text and Cases. New Delhi: Pearson Education. 5. Koontz, H., & Weihrich, H. Essentials of Management. New York: McGraw Hill Education. 6. Singh, B. P., & Singh, A. K. Essentials of Management. New Delhi: Excel Books.		
On line Resources : * e-Resources/e-books and e-learning portals: https://www.ppup.ac.in/e-Content/ edetails.php?id=539https://onlinecourses.swayam2.ac.in/cec22_mg07/preview https://www.classcentral.com/course/swayam-bussiness-organisation-and-management-59102 https://youtu.be/AX2FQtKFFmY?si=G66x-gpkgekelhqz https://youtu.be/2TZXH3YE3Hw?si=3pGKk2F8O4u-O0hL		
PART -D : Assessment and Evaluation :		
Suggested Continuous Evaluation Methods: Maximum Marks		**100 Marks**
Continuous Internal Assessment (CIA) :		**30 Marks**
End Semester Exam. (ESE) :		**70 Marks**
Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz (2): 20 & 20 Assignment/Seminar: 10 Total Marks: 30	Highest marks out of the Two Test/Quiz+obtained marks in best two and Assignment shall be considered against -30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **SectionA** :Q.1-Objective -**10x1=10Marks**;Q.2-Short answer type-**5x4=20 Marks** **Section B :** Descriptive answer type qts.,1 out 2 from each unit-**4x10=40Marks**	

Name and Signature of Convener & Members of (CBoS) :



FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		**Semester- IV**	**Session : 2024-25**
1	**Course Code**	COSE-02 (Gr.-II – Finance)	
2	**Course Title**	Financial Market Operations (Gr.-II – Finance)	
3	**Course Type**	Discipline Specific Elective Course (COSE)(Gr.-II-Finance)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Explain the basic concepts of capital market and money market. • Apply and critically evaluate finance and investment theory with particular reference to the operation of financial markets. • Understand the main provisions of SEBI and risks faced by investors. • Analyze how financial markets and instruments operate and how they can be used to achieve economic objectives. • Evaluate the financial services provided according to the guidelines of SEBI.	
6	**Credit Value**	**4 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART- B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)-60Periods(60Hours)

Unit	Topics (Course Contents)	No. of Period
I	**An Overview of Financial Market in India:** **Money Market:** Indian money market's composition and structure; (a) Acceptance houses, (b) Discount houses and (c) Call money market; Recent trends in Indian money market.	15
II	**Capital Market:** Security market - (a) New issue market, (b) Secondary market; Functions and role of stock exchange; listing procedure and legal requirements; **Public issue** - pricing and marketing; Stock exchanges - National Stock Exchange, Bombay stock exchange	15
III	**Securities contract and Regulations Act:** Main provisions. Investors Protection: Grievances concerning stock exchange dealings and their removal; Grievance cells in stock exchanges; **SEBI**; Company Law Board; Press; Remedy through courts	15
IV	**Functionaries on Stock Exchanges:** Brokers, sub brokers, market makers, jobbers, portfolio consultants, institutional investors, and NRIs. **Financial Services :** Merchant banking-Functions and roles; SEBI guide-lines; **Credit rating** - Concept, Functions, and Types.	15
Key Words	Financial Market, Money Market, Capital Market, Stock Exchange, NSE, Securities, SEBI, Portfolio, Financial Services, Merchant Banking, Credit Rating	

Signature of Convener & Members (CBoS):

10.6.24

10/06/24

PART- C:Learning Resources		
Text Books, Reference Books and Others:		
Text Books Recommended:- 1.Dr.Agrawal & Kumar,SBPD Publishing House,Agra (Hindi Medium) 2.Dr.I.M.Sahi,SBPD,Publishing House,Agra(English Medium) 3.Prof.V.P.Agrawal,Sahitya Bhawan Publications,Agra(Hindi Medium) 4.Dr.Bimal Jaiswal & Dr.Bhuvana Venkatraman,Sahitya Bhawan Publications(English Medium) 5.Dr.Nidhi Bansal,Dr.S.Sharma,S.Gupta,Thakur Publications Pvt.Ltd.,Lucknow. **Note: Learners are advised to use latest edition of text books.**		
Reference Books: 1.V.A. Avadhani, Investment and Securities Market in India, Himalaya Publishing House. 2.Prasanna Chandra, Security Analysis and Portfolio Management,Tata McGraw-Hill. 3.SanjeevAgarwal, A Guide to Indian Capital Market, Bharat Publishers. 4.Ravi Puliani and Mahesh Puliani, Manual of SEBI, Bharat Publication.		
On line Resources : * e-Resources/e-books and e-learning portals: https://www.youtube.com/playlist?list=PLZ5wXJSSOMWPoh5mmbs_DmdUCcXIXtSoh https://www.youtube.com/watch?v=SifBmGH5QQo https://www.youtube.com/watch?v=7zqk3O_TJmY https://onlinecourses.swayam2.ac.in/imb20_mg17/preview https://onlinecourses.nptel.ac.in/noc20_mg10/preview		
PART-D : Assessment and Evaluation :		
Suggested Continuous Evaluation Methods: Maximum Marks		**100 Marks**
Continuous Internal Assessment (CIA) :		**30 Marks**
End Semester Exam. (ESE) :		**70 Marks**
Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz (2):20 & 20 Assignment/Seminar: 10 Total Marks: 30	Highest marks out of the Two Test/Quiz+obtained marks in best two and Assignment shall be considered against -30 Marks
End Semester Exam.(ESE):	Two Section :- A & B **SectionA** :Q.1-Objective -**10x1=10Marks**;Q.2-Short answer type-**5x4=20 Marks** **Section B** : Descriptive answer type qts.,1 out 2 from each unit-**4x10=40Marks**	

Name and Signature of Convener & Members of (CBoS) :

10/06/24

FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program : Bachelor in Commerce (Diploma/Degree/Honors)		**Semester- IV**	**Session : 2024-25**
1	**Course Code**	COSE-02 (Gr.-III-Marketing)	
2	**Course Title**	International Marketing (Gr.-III-Marketing)	
3	**Course Type**	Discipline Specific Elective Course(COSE)(Gr.-III-Marketing)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Understand the international market and customer needs across multiple foreign countries. • Explain export import policy and develop an understanding of export business. • Evaluate the international pricing and methods. • Develop international marketing skills for advertising, personal selling. • Analyze the impact of international marketing on economic growth of any society.	
6	**Credit Value**	**4 Credits**	Credit = 15 Hours-learning & Observation
7	**Total Marks**	**Max. Marks : 100**	**Minimum Passing Marks : 40**

PART-B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period)-60Periods (60Hours)		
Unit	Topics (Course Contents)	No. of Period
I	**International Marketing:** Nature, Definition and Scope of International Marketing, Domestic Marketing v/s International Marketing, International environment-external and internal. **Identifying and Selecting Foreign Market**: Foreign Market entry mode decision.	15.
II	**Product Planning for international market:** Product designing, Standardization vs. adaption, Branding and Packaging, Labeling and quality issues, after sales service. **International Pricing:** Factors influencing International Price, Pricing process and methods, international price quotation and payment terms.	15
III	**Promotion and Product/Services abroad:** Methods of International promotion, Direct mail and sales literature, Advertising, Personal selling, Trade fairs and exhibitions **International Distribution:** Distribution channels and logistics decisions, Selection and appointment of foreign sales agents.	15
IV	**Export Policy and Practices in India:** EXIM policy-an overview, Trends in India's foreign trade, steps in starting an export business, Product selection, Market selection, Export pricing, Export finance, Documentation, Export procedures, Export assistance and incentives.	15
Key Words	International Marketing, International Environment, Foreign Market, Product Planning, International Pricing, Promotion, Product, Distribution, Export Policy, EXIM Policy, Foreign Trade.	

10/6/24

10/06/24

Signature of Convener & Members (CBoS):

PART-C:Learning Resources		
Text Books,Reference Books and Others:		
Text Books Recommended:- 1.Dr.S.C.Jain,Sahitya Bhawan Publications,Agra (Hindi Medium) 2.Dr.Shalini Agrawal,Sahitya Bhawan Publications,Agra (English Medium) 3.Dr.I.M.Sahai,SBPD Publishing House,Agra(Hindi & English Medium) 4.Varshney& Bhattacharya: International marketing management, Sultan Chand & Sons. 5.P.K. Vasudeva, 'International Marketing' Excel books. **Note: Learners are advised to use latest edition of text books.**		
Reference Books: 1. R. Srinivasan, 'International Marketing' Prentice Hall India. 2. Warren J. Keagan, Mark Green, 'Global Marketing 3/e, Prentice Hall. 3. Rathor, Jani Rathor, 'International Marketing', Himalaya publishing House. 4. S.A. Sherlekar, V.S. Sherlekar, 'Global Marketing Management',Himalaya publishing House.		
On line Resources : * e-Resources/e-books and e-learning portals: https://www.youtube.com/watch?v=t3Yf75xtDNg https://www.youtube.com/playlist?list=PLWOx4cbGdwRLMWVWsTKWF1VoMD0dkUWY7 https://onlinecourses.swayam2.ac.in/cec21_mg17/preview https://onlinecourses.nptel.ac.in/noc22_mg50/preview https://www.gelato.com/blog/international-marketing		
PART -D : Assessment and Evaluation :		
Suggested Continuous Evaluation Methods: Maximum Marks 100 Marks **Continuous Internal Assessment (CIA) : 30 Marks** **End Semester Exam. (ESE) : 70 Marks**		
Continuous Internal Assessment : (CIA) (By Course Teacher)	Internal Test/Quiz (2):20 & 20 Assignment/Seminar: 10 Total Marks: 30	Better marks out of the Two Test/Quiz+obtained marks in Assignment shall be considered against -30 Marks
End Semester Exam. (ESE):	Two Section :- A & B **SectionA** :Q.1-Objective -**10x1=10Marks**; **Q.2**-Short answer type-**5x4=20 Marks** **Section B :** Descriptive answer type qts.,1 out 2 from each unit-**4x10=40Marks**	

Name and Signature of Convener & Members of (CBoS) :

10/06/24

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FOUR YEAR UNDERGRADUATE PROGRAM-2024-28

FACULTY OF COMMERCE
COURSE CURRICULUM

PART-A : Introduction			
Program: Bachelor in Commerce (Diploma/Degree/Honors)		Semester- IV	Session: 2024-25
1	**Course Code**	COSEC-02	
2	**Course Title**	Banking Operation	
3	**Course Type**	Skill Enhancement Course (COSEC)	
4	**Pre-requisite (if any)**	As per program	
5	**Course Learning Outcomes (CLO)**	• Understand the fundamental concepts behind modern e-banking/mobile banking technologies. • Gain knowledge of the various services offered by banks, the risks they face, • Understand the principles and provisions that govern banking companies. • Demonstrate online banking techniques and know-your-customer (KYC) norms in real-time.	
6	**Credit Value**	**2 Credits** Credit = 15 Hours-learning & Observation	
7	**Total Marks**	**Max. Marks : 50**	**Minimum Passing Marks : 20**

PART-B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period)- 30Periods (30Hours)

Unit	Topics (Course Contents)	No. of Period
I	Banking System in India, Origin of Banking, Origin and Growth of Commercial Bank in India, Banking Regulation Act: 1949, RBI Act, Types of Banks, Types of Deposits.	8
II	Operational Aspect of commercial banks in India, Relationship between Banker and customers,	7
III	Types of customer accounts, Know Your Customer, Procedure of Opening Bank Account , Endorsement and Lending.	8
IV	E-banking services- Paying Bank, Internet Banking, Mobile Banking.	7
Key Words	Banking System, RBI, Banker and Customer Relationship, Internet Banking, Mobile Banking, Lending.	

Signature of Convener & Members (CBoS):

10/06/24

10/06/24

PART-C:Learning Resources

Text Books, Reference Books and Others:

Text Books Recommended:-

- Banking and Negotiable Instruments by Avtar Singh
- Banking Operations by Prof. Bimal Jaiswal , Dr. Leena S. Shimpi SBPD,Publicing,Agra
- Business Finance By Dr. S.P. Gupta ,SBPD Publicing,Agra

Reference Books:

Dr. Uma Rani Pm, B. K. Dey Dr. R.S. Mishra Dr. P. Choudhary, Banking Principles And Practice, SIPH

On line Resources : * e-Resources/e-books and e-learning portals:

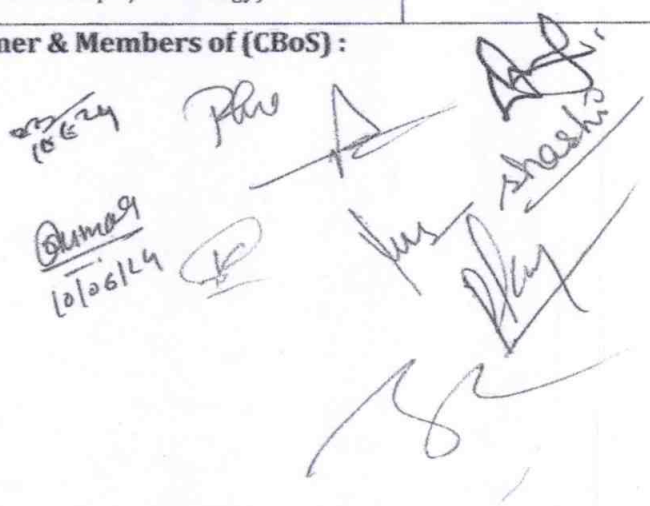
- https://app1.unipune.ac.in/external/course-material/Fundamental-of-Banking-English.pdf
- https://macmillaneducation.in/wp-content/uploads/2023/02/IIBF_Brochure-New-2023.pdf
- https://icmai.in/upload/BI/BFSI_CHRONICLE_13th_EDITION.pdf
- https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/411%20Banking_and_Insurance_X.pdf

PART -D : Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum Marks 50 Marks
Continuous Internal Assessment (CIA) : 15 Marks
End Semester Exam. (ESE) : 35 Marks

Continuous Internal Assessment: (CIA) (By Course Teacher)	Internal Test/Quiz: 10 & 10 Assignment+Seminar+Attendance: 05 Total Marks: 15	Highest marks out of the two Test/Quiz+ obtained marks in Assignment shall be considered against **15 Marks**
End Semester Exam.(ESE):	Laboratory/Field Skill Performance: On Spot Assessment A-Performed the Task based on Learned Skill-**20Marks** B-Spotting based on tools(Written)- **10Marks** C-Viva-Voce(based on Principle/technology)- **05Marks**	Managed by Coordinator as per skilling

Name and Signature of Convener & Members of (CBoS) :



FOUR YEAR UNDERGRADUATE PROGRAM (NEP-2020)

Program: Bachelor of Arts (2024-28)

DISCIPLINE- ECONOMICS

SESSION – 2024-25

DSC – 01 T0 08		DSE- 01 TO 12		DGE – 01-06	
CODE	TITLE	CODE	TITLE	CODE	TITLE
ECSC-01	BASICS OF ECONOMICS	ECSE-01	INTERNATIONAL ECONOMICS	ECGE-01	BASICS OF ECONOMICS
ECSC-02	BASICS OF INDIAN ECONOMY	ECSE-02	HISTORY OF ECONOMIC THOUGHT	ECGE-02	BASICS OF INDIAN ECONOMY
ECSC-03	MICRO ECONOMICS	ECSE-03	INDUSTRIAL ECONOMICS		
ECSC-04	MACRO ECONOMICS	ECSE-04	MONEY AND BANKING	ECSEC - 01	SPSS
ECSC-05	DEVELOPMENTAL ECONOMICS	ECSE-05	PUBLIC FINANCE		
ECSC-06	STATISTICAL METHODS	ECSE-06	ECONOMICS OF CHHATTISGARH		
ECSC-07	ADVANCE ECONOMIC THEORY	ECSE-07	BASIC ECONOMETRICS		
ECSC-08	QUNATITATIVE METHODS	ECSE-08	ENVIRONMENTAL ECONOMICS		
		ECSE-09	DEMOGRAPHY		
		ECSE-10	INDIAN AGRICULTURE		
		ECSE-11	GENDER ECONOMICS		
		ECSE-12	ECONOMICS OF SOCIAL SECTOR		

Program Outcome (PO) :

PO 1 – *Develops critical thinking* : To draw a relationship between various assumptions and their actual estimates, helps develop analytical and critical thinking.

PO 2 – *Communicational skill enhancement*: By connecting to people, various ideas help the communicational skill.

PO 3 – *Ethical Awareness*: More awareness about the values of life, moral duties and obligations.

PO 4 – *Environment and Sustainability*: To know about the environmental issues and the solution.

(P. K. Dash) (Dr. Vasundhara Singh) (Dr. A. K. Mehar) Dr. A. K. Khan

(Dr. Cresencia Toppo) 10/06/2024

(Prof. S. K. Gobbi) (Dr. Ritesh Agrawal)

Program Specific Outcome (PSO) :

PSO 1- *Economic System* : Ability to know the basics of economics at macro and micro level.

PSO 2 – *Statistical Analysis*: Acquaint with the statistical data and analysis.

PSO 3 – *Perspective on Indian Economy*: Awareness about the nation's economic policies and compare it with the global scenario.

PSO 4 – *Development Perspective*: Draw a relationship between developed and developing economies.

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION			
PROGRAM: Bachelor in Art (Certificate/Diploma/Degree/Honors)		**Sem -I**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**			
1	COURSE CODE:	ECSC -01	
2	COURSE TITLE:	**BASICS OF ECONOMICS**	
3	COURSE TYPE:	DSC	
4	Pre-requisite	As per program	
5	COURSE LEARNING OUTCOME (CLO):	• This course gives a general idea about the basics of economics. • It tries to bridge the gap between higher secondary syllabus and higher education. • This paper creates eagerness and enthusiasm among students to know more about economics. • It also envisages the basic knowledge of micro and macroeconomics and tries to create an interest.	
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)		
UNIT	**TOPICS (Course Contents)**	**No of Periods**
UNIT I- What is Economics	1. Origin of economics in Indian culture 2. Definition, Nature and Scope of Economics. 3. Major fields- Micro and Macro 4. Classical, Neo-classical and Modern Economists. 5. Major contribution by various economists (in brief) – Adam Smith, J M Keynes, Marshal, Pigou.	15
UNIT II- Basics of Macro Economics	1. Circular Flow of Income 2. Measurement of National Income 3. Basics of GDP, GNP, NNP 4. Money and its functions 5. Demand and supply of money 6. Concept of consumption and saving	15
UNIT III- Basics of Micro Economics	1. Meaning of consumer behavior 2. Concept of utility 3. Demand and elasticity 4. Basics of Production function	15

	5. Various markets in the economy (In brief)	
UNIT IV- Economy of Chhattisgarh	1. Agriculture in Chhattisgarh- Agricultural Production, Land use, Irrigation facilities. 2. Industries in Chhattisgarh – Major Industries, Mineral based industries in Chhattisgarh 3. Infrastructure in Chhattisgarh, Road and Railways. 4. Per Capita income and Gross State domestic Product in C.G.	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES

AUTHOR	TITLE	PUBLISHER
सिन्हा, वी.सी., पुष्पा सिन्हा	व्यष्टि अर्थशास्त्र	SBPD
पंत जे॰सी॰ एवं मिश्रा	सूक्ष्म अर्थशास्त्र	साहित्य भवन
जैन, के. पी.	आधुनिक माइक्रो अर्थशास्त्र	रतन प्रकाशन मंदिर
Jhingan, M.L.	Micro Economic Theories (Hindi & English)	Vrinda Publications
Ahuja, H.L.	Principles of Micro Economics (Hindi & English)	S Chand & Co
Seth, M.L.	Micro Economics (Hindi & English)	L.N Agrawal
Dhingra, I. C., V. K. Garg	Principles of Micro Economics (Reference)	Sultan Chand & Sons
Bose, D., A. Marimuthu	An Introduction to Micro Economics (Reference)	Himalaya Publishing House

Online Resources

1	https://www.swayamprabha.gov.in/index.php
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://epgp.inflibnet.ac.in/Home/ViewSubject
4	https://descg.gov.in/

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test /Quiz +Obtained marks in Assignment

		shall be considered against 30 Marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B:** Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	
Signature of Convener & Members CBoS:-		

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (सर्टिफ़िकेट / डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – I**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSC - 01	
2	कोर्स शीर्षक	अर्थशास्त्र की सामान्य जानकारी	
3	कोर्स प्रकार	DSC	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम (**CLO**)	यह पाठ्यक्रम अर्थशास्त्र की बुनियादी बातों के बारे में एक सामान्य विचार देता है। • यह उच्चतर माध्यमिक पाठ्यक्रम और उच्च शिक्षा के बीच अंतर को पाटने का प्रयास करता है। • यह पेपर छात्रों में अर्थशास्त्र के बारे में अधिक जानने के लिए उत्सुकता और उत्साह पैदा करता है। • यह सूक्ष्म और व्यापक अर्थशास्त्र के बुनियादी ज्ञान की भी परिकल्पना करता है और रुचि पैदा करने का प्रयास करता है।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40
खंड – ब : कोर्स की विषयवस्तु			
कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)			
इकाई	**प्रसंग (विषय वस्तु)**		**कालखंड की संख़्या**

I - अर्थशास्त्र क्या है	1. भारतीय संस्कृति में अर्थशास्त्र की उत्पत्ति 2. अर्थशास्त्र की परिभाषा, प्रकृति और क्षेत्र। 3. प्रमुख क्षेत्र- व्यष्टि एवं समष्टि 4. प्रतिष्ठित , नव- प्रतिष्ठित और आधुनिक अर्थशास्त्री 5. विभिन्न अर्थशास्त्रियों द्वारा प्रमुख योगदान (संक्षेप में) - एडम स्मिथ, जे एम कीन्स, मार्शल, पीगू	**15**
II- व्यापक अर्थशास्त्र की अवधारणा	1. आय का चक्रीय प्रवाह 2. राष्ट्रीय आय का मापन 3. जीडीपी, जीएनपी, एनएनपी की मूल बातें 4. मुद्रा और उसके कार्य 5. मुद्रा की मांग और पूर्ति 6. उपभोग एवं बचत की अवधारणा	**15**
III- सूक्ष्म अर्थशास्त्र की अवधारणा	1. उपभोक्ता व्यवहार का अर्थ 2. उपयोगिता की अवधारणा 3. मांग और लोच 4. उत्पादन फलन की मूल बातें 5. अर्थव्यवस्था में विभिन्न बाज़ार (संक्षेप में)	**15**
IV- छत्तीसगढ़ की अर्थव्यवस्था	1. छत्तीसगढ़ में कृषि- कृषि उत्पादन, भूमि उपयोग, सिंचाई सुविधाएं। 2. छत्तीसगढ़ में उद्योग - प्रमुख उद्योग, छत्तीसगढ़ में खनिज आधारित उद्योग 3. छत्तीसगढ़ में बुनियादी ढांचा, सड़क और रेलवे। 4. छ.ग. में प्रति व्यक्ति आय एवं सकल राज्य घरेलू उत्पाद	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
सिन्हा, वी.सी., पुष्पा सिन्हा	व्यष्टि अर्थशास्त्र	SBPD
पंत जे॰सी॰ एवं मिश्रा	सूक्ष्म अर्थशास्त्र	साहित्य भवन
जैन, के. पी.	आधुनिक माइक्रो अर्थशास्त्र	रतन प्रकाशन मंदिर

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Ahuja, H.L.	Principles of Micro Economics (Hindi & English)	S Chand & Co
Seth, M.L.	Micro Economics (Hindi & English)	L.N Agrawal
Dhingra, I. C., V. K. Garg	Principles of Micro Economics (Reference)	Sultan Chand & Sons
Bose, D., A. Marimuthu	An Introduction to Micro Economics (Reference)	Himalaya Publishing House
ऑनलाइन स्रोत :		
1	https://www.swayamprabha.gov.in/index.php	
2	https://vidyamitra.inflibnet.ac.in/index.php	
3	https://epgp.inflibnet.ac.in/Home/ViewSubject	
4	https://descg.gov.in/	
खंड – द : आंकलन एवं मूल्यांकन		
अनुशंसित सतत मूल्यांकन प्रविधि		
पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	
हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-		

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION			
PROGRAM: Bachelor in Art (Certificate/Diploma/Degree/Honors)		**Sem -II**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**			
1	COURSE CODE:	ECSC-02	
2	COURSE TITLE:	**BASICS OF INDIAN ECONOMY**	
3	COURSE TYPE:	DSC	
4	Pre-requisite	As per program	
5	COURSE LEARNING OUTCOME (CLO):	• The students learn about the state of Indian economy pre and post-independence. • The students learn about the planning process and its achievements in Indian economy. • The students come across with the new economic reforms introduced in Indian economy in the year 1991 and its role in India's development. • The students will come to know about some social problems like overpopulation, education, health & malnutrition, poverty, unemployment etc. • The students learn the problems and prospects of agriculture sector in India. • The students learn various aspects of industrial development and reforms process in the industrial economy. • The students learn the role of foreign trade on Indian economy. They will also learn various aspects of foreign trade in India. • The students learn the state income of Chhattisgarh in the form of GSDP, Per capita income, sectorial contribution etc. • The students also learn about the importance of agriculture in Chhattisgarh's economy. • The students learn about various crops their production and productivity. • The students learn about various industries and infrastructure facilities in Chhattisgarh.	
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)		
UNIT	**TOPICS (Course Contents)**	**No of Periods**
UNIT I- AN INTRODUCTION TO INDIAN ECONOMY	1. INDIAN ECONOMY AT THE TIME OF INDEPENDENCE 2. POST INDEPENDENCE INDIAN ECONOMY	15

	3. DEVELOPMENT THROUGH FIVE YEAR PLANS 4. NITI AAYOG 5. NEW ECONOMIC REFORMS	
UNIT II- DEMOGRAPHY	1. DEMOGRAPHIC TRENDS OF INDIA 2. ISSUES OF EDUCATION, HEALTH, MALNUTRITION AND MIGRATION. 3. POVERTY AND INEQUALITY 4. UNEMPLOYMENT & OCCUPATIONAL DISTRIBUTION	15
UNIT III- AGRICULTURE	1. NATURE & IMPORTANCE OF AGRICULTURE 2. AGRICULTURE PRODUCTION & PRODUCTIVITY 3. MAJOR PROBLEMS IN INDIAN AGRICULTURE 4. LAND USE PATTERN & LAND REFORMS 5. NEW AGRICULTURE STRATIGIES & GREEN REVOLUTION	15
UNIT IV- INDUSTRY & FOREIGN TRADE	1. INDUSTRIAL GROWTH & PRODUCTIVITY 2. INDUSTRIAL POLICY & ECONOMIC REFORMS 3. MICRO, SMALL & MEDIUM INDUSTRIES (MSME) 4. PROBLEMS OF SMALL SCALE INDUSTRIES 5. PUBLIC ENTERPRIZES IN INDIA 6. ROLE OF FOREIGN TRADE IN INDIA'S DEVELOPMENT	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Uma Kapila	India Economy: Performance & Policies	Academic Foundation
Datt, Ruddar & K.P.M. Sundharam	Indian Economy	S. Chand & Co. new Delhi
Mishra & Puri	Indian Economy	Himalaya Publishing House
Govt. of India	Economic Survey (Various Issues)	Govt. of India
Brahmanand, P.R. & V.R. Panchmukhi (Eds)	The development process of the Indian Economy	Himalaya Publishing, Mumbai

मिश्रा एवं पुरी	भारतीय अर्थव्यवस्था	हिमालया पब्लिशिंग हाउस
अग्रवाल, ए. एन.	भारतीय अर्थव्यवस्था	न्यू ऐज इंटरनेशनल पब्लिशर्स
मिश्र, जे. पी.	भारतीय अर्थव्यवस्था	साहित्य भवन पब्लिकेशन, आगरा
छत्तीसगढ़ सरकार	आर्थिक सर्वेक्षण	आर्थिक एवं सांख्यिकीय संचालनालय, रायपुर
Uma Kapila	India Economy: Performance & Policies	Academic Foundation

Online Resources

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in
3	https://vidyamitra.inflibnet.ac.in/index.php/search
4	https://www.swayamprabha.gov.in
5	https://www.rbi.org.in/
6	http://descg.gov.in
7	https://www.indiabudget.gov.in/economicsurvey/
8	https://www.cso.ie/en/index.html

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test /Quiz +Obtained marks in Assignment shall be considered against 30 Marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members CBoS:-

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (सर्टिफ़िकेट / डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		सेमेस्टर – II	सत्र – 2024-2025
1	कोर्स कूट	ECSC - 02	
2	कोर्स शीर्षक	**भारतीय अर्थव्यवस्था की सामान्य जानकारी**	
3	कोर्स प्रकार	DSC	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम (CLO)	• छात्र आजादी से पहले और आजादी के बाद भारतीय अर्थव्यवस्था की स्थिति के बारे में सीखते हैं। • छात्र भारतीय अर्थव्यवस्था में योजना प्रक्रिया और इसकी उपलब्धियों के बारे में सीखते हैं। • छात्र वर्ष 1991 में भारतीय अर्थव्यवस्था में शुरू किए गए नए आर्थिक सुधारों और भारत के विकास में इसकी भूमिका से परिचित हुए। • छात्रों को कुछ सामाजिक समस्याओं जैसे अधिक जनसंख्या, शिक्षा, स्वास्थ्य और कुपोषण, गरीबी, बेरोजगारी आदि के बारे में पता चलेगा। • छात्र भारत में कृषि क्षेत्र की समस्याओं और संभावनाओं को सीखते हैं। • छात्र औद्योगिक विकास और औद्योगिक अर्थव्यवस्था में सुधार प्रक्रिया के विभिन्न पहलुओं को सीखते हैं। • छात्र भारतीय अर्थव्यवस्था पर विदेशी व्यापार की भूमिका सीखते हैं। वे भारत में विदेशी व्यापार के विभिन्न पहलुओं को भी सीखेंगे। • छात्र जीएसडीपी, प्रति व्यक्ति आय, क्षेत्रीय योगदान आदि के रूप में छत्तीसगढ़ की राज्य आय सीखते हैं। • छात्र छत्तीसगढ़ की अर्थव्यवस्था में कृषि के महत्व के बारे में भी सीखते हैं। • छात्र विभिन्न फसलों, उनके उत्पादन और उत्पादकता के बारे में सीखते हैं। • छात्र छत्तीसगढ़ में विभिन्न उद्योगों और बुनियादी सुविधाओं के बारे में सीखते हैं।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
I - भारतीय अर्थव्यवस्था का परिचय	1. स्वतंत्रता के समय भारतीय अर्थव्यवस्था 2. स्वतंत्रता के बाद की भारतीय अर्थव्यवस्था 3. पंचवर्षीय योजनाओं के माध्यम से विकास 4. नीति आयोग 5. नए आर्थिक सुधार	15
II- जनांकिकी	1. भारत की जनसांख्यिकीय प्रवृत्तियाँ 2. शिक्षा, स्वास्थ्य, कुपोषण और प्रवासन के मुद्दे	15

	3. गरीबी और असमानता 4. बेरोज़गारी और व्यावसायिक वितरण	
III- कृषि	1. कृषि की प्रकृति एवं महत्व 2. कृषि उत्पादन एवं उत्पादकता 3. भारतीय कृषि की प्रमुख समस्याएँ 4. भूमि उपयोग तरीक़ा एवं भूमि सुधार 5. नई कृषि रणनीतियाँ और हरित क्रांति	**15**
IV- उद्योग एवं विदेशी व्यापार	1. औद्योगिक विकास और उत्पादकता 2. औद्योगिक नीति एवं आर्थिक सुधार 3. सूक्ष्म, लघु एवं मध्यम उद्योग (एमएसएमई) 4. लघु उद्योगों की समस्याएँ 5. भारत में सार्वजनिक उद्यम 6. भारत के विकास में विदेशी व्यापार की भूमिका	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Datt, Ruddar & K.P.M. Sundharam	Indian Economy	S. Chand & Co. new Delhi
Mishra & Puri	Indian Economy	Himalaya Publishing House
Govt. of India	Economic Survey (Various Issues)	Govt. of India
Brahmanand, P.R. & V.R. Panchmukhi (Eds)	The development process of the Indian Economy	Himalaya Publishing, Mumbai
मिश्रा एवं पुरी	भारतीय अर्थव्यवस्था	हिमालया पब्लिशिंग हाउस
अग्रवाल, ए. एन.	भारतीय अर्थव्यवस्था	न्यू ऐज इंटरनेशनल पब्लिशर्स
मिश्र, जे. पी.	भारतीय अर्थव्यवस्था	साहित्य भवन पब्लिकेशन, आगरा
छत्तीसगढ़ सरकार	आर्थिक सर्वेक्षण	आर्थिक एवं सांख्यिकीय संचालनालय, रायपुर
Uma Kapila	India Economy: Performance & Policies	Academic Foundation

ऑनलाइन स्रोत :

1	https://epgp.inflibnet.ac.in
2	https;//vidyamitra.inflibnet.ac.in
3	https://vidyamitra.inflibnet.ac.in/index.php/search
4	https://www.swayamprabha.gov.in
5	https://www.rbi.org.in/
6	http://descg.gov.in
7	https://www.indiabudget.gov.in/economicsurvey/
8	https://www.cso.ie/en/index.html

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि		
पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION			
PROGRAM: Bachelor in Art (Diploma/Degree/Honors)		**Sem -III**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**			
1	COURSE CODE:	ECSC- 03	
2	COURSE TITLE:	**MICRO ECOMONICS**	
3	COURSE TYPE:	DSC	
4	Pre-requisite	As per program	
5	COURSE LEARNING OUTCOME (CLO):	• This course deals with the basics of Micro Economics. • Student after passing this course will understand rational behavior of microeconomics. • Students will know about the production process. • Along with it, they will also be able to explain the markets and their compositions. • The students will have knowledge of welfare, which is a pivot to equality and justice.	
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40

PART-B, CONTENT OF THE COURSE

Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)

UNIT	TOPICS (Course Contents)	No of Periods
UNIT I- Introduction of Economics	1.Definition, Nature and Scope of Economics, 2.Utility analysis- Cardinal and Ordinal approach 3.Indifference curve analysis 4. Consumer's Equilibrium & consumer surplus 5. Law of demand, Elasticity of demand. 6. Demand and supply relationship	15
UNIT II- Production	1. Theory of Production 2. Law of variable proportion 3. Production function 4. Economies of scale 5. Iso Productive curves 6. Returns to scale 7. Cost and revenue concepts 8. Equilibrium of the firm.	15
UNIT III- Market and Price determination	1. Meaning of various markets 2. Perfect competition and price output determination	15

	3. Monopoly and price- output determination 4. Monopolistic competition and price-output determination	
UNIT IV- Theory of factor pricing	1. Marginal productivity theory of distribution 2. Wage theories 3. Rent theories 4. Interest theories 5. Profit theories	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Jhingan, M.L.	Micro Economic Theories (Hindi & English)	Vrinda Publications
Ahuja, H.L.	Principles of Micro Economics (Hindi & English)	S Chand & Co
Seth, M.L.	Micro Economics (Hindi & English)	L.N Agrawal
Koutsoyiannis, A.	Modern Micro Economics	Mcmillan
Dhingra, I. C., V. K. Garg	Principles of Micro Economics	Sultan Chand & Sons
Bose, D., A. Marimuthu	An Introduction to Micro Economics	Himalaya Publishing House
Vengedasalam, Deviga, Karunagaran Madhavan	Principles of Economics	Oxford University Press
सिन्हा, वी.सी., पुष्पा सिन्हा	व्यष्टि अर्थशास्त्र	SBPD
पंत जे॰सी॰ एवं मिश्रा	सूक्ष्म अर्थशास्त्र	साहित्य भवन
जैन, के. पी.	आधुनिक माइक्रो अर्थशास्त्र	रतन प्रकाशन मंदिर

Online Resources

1	https://www.swayamprabha.gov.in/index.php
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://epgp.inflibnet.ac.in/Home/ViewSubject

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:
Maximum Marks: 100
Continuous Comprehensive Evaluation (CCE): 30 Marks,
Semester End Exams (SEE):70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test /Quiz +Obtained marks in Assignment shall be considered against 30 Marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	
Signature of Convener & Members CBoS:-		

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (सर्टिफ़िकेट / डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – III**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSC - 03	
2	कोर्स शीर्षक	**सूक्ष्म अर्थशास्त्र**	
3	कोर्स प्रकार	DSC	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम (CLO)	• विद्यार्थी इस पाठ्यक्रम को उत्तीर्ण करने के बाद सूक्ष्म अर्थशास्त्र के विवेकपूर्ण व्यवहार को समझ सकेंगे। • छात्र उत्पादन प्रक्रिया के बारे में जान सकेंगे। इसके साथ ही वे, बाजार और उसके विभिन्न अंगो की व्याख्या करने में भी समर्थ हो सकेंगे। • विद्यार्थियों को कल्याण का भी ज्ञान हो सकेगा जो कि समता और न्याय की धुरी है। • सूक्ष्म अर्थशास्त्र के अध्ययन से विद्यार्थियों को क्रय और विक्रय तथा उत्पाद कीमतों की मूलभूत जानकारी हो जाती है।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40
खंड – ब : कोर्स की विषयवस्तु			

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)		
इकाई	**प्रसंग (विषय वस्तु)**	**कालखंड की संख़्या**
I - अर्थशास्त्र का परिचय	1. अर्थशास्त्र की परिभाषा, प्रकृति एवं क्षेत्र 2. उपयोगिता विश्लेषण – गणनात्मक एवं क्रमवाचक दृष्टिकोण 3. तटस्थता वक्र विश्लेषण 4. उपभोक्ता का संतुलन, उपभोक्ता की बचत, 5. माँग का नियम, माँग की लोच 6. माँग और पूर्ति में सम्बन्ध	15
II- उत्पादन	1. उत्पादन का सिद्धांत 2. परिवर्तनशील अनुपातों का नियम 3. उत्पादन फलन 4. पैमाने की बचत 5. समोत्पाद वक्र 6. पैमाने के प्रतिफल 7. आगम एवं लागत की अवधारणाएँ 8. फ़र्म का संतुलन	15
III- बाज़ार एवं क़ीमत निर्धारण	1. विभिन्न बाज़ारों का अर्थ 2. पूर्ण प्रतियोगिता एवं क़ीमत निर्धारण 3. एकाधिकार एवं क़ीमत-उत्पादन निर्धारण 4. एकाधिकारात्मक प्रतिस्पर्धा एवं क़ीमत-उत्पादन निर्धारण	15
IV- मूल्य निर्धारण के सिद्धांत	1. वितरण का सीमांत उत्पादकता सिद्धांत 2. मज़दूरी के सिद्धांत 3. लगान के सिद्धांत 4. ब्याज के सिद्धांत 5. लाभ के सिद्धांत	15

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Jhingan, M.L.	Micro Economic Theories (Hindi & English)	Vrinda Publications
Ahuja, H.L.	Principles of Micro Economics (Hindi & English)	S Chand & Co
Seth, M.L.	Micro Economics (Hindi & English)	L.N Agrawal
Koutsoyiannis, A.	Modern Micro Economics	Mcmillan

Dhingra, I. C., V. K. Garg	Principles of Micro Economics	Sultan Chand & Sons
Bose, D., A. Marimuthu	An Introduction to Micro Economics	Himalaya Publishing House
Vengedasalam, Deviga, Karunagaran Madhavan	Principles of Economics	Oxford University Press
सिन्हा, वी.सी., पुष्पा सिन्हा	व्यष्टि अर्थशास्त्र	SBPD
पंत जे॰सी॰ एवं मिश्रा	सूक्ष्म अर्थशास्त्र	साहित्य भवन
जैन, के. पी.	आधुनिक माइक्रो अर्थशास्त्र	रतन प्रकाशन मंदिर

ऑनलाइन स्रोत :

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://vidyamitra.inflibnet.ac.in/index.php/search
4	https://www.swayamprabha.gov.in
5	https://www.rbi.org.in/
6	http://descg.gov.in
7	https://www.indiabudget.gov.in/economicsurvey/
8	https://www.cso.ie/en/index.html

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION			
PROGRAM: Bachelor in Art (Diploma/Degree/Honors)		**Sem -IV**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**			
1	COURSE CODE:	ECSC-04	
2	COURSE TITLE:	**MACRO ECONOMICS**	
3	COURSE TYPE:	DSC	
4	Pre-requisite	As per program	
5	COURSE LEARNING OUTCOME (CLO):	• Students after studying this paper are aware of the National income component. • They have good knowledge of the consumption and investment pattern, which helps them in balancing their income in a proper manner. • They get information regarding markets and its fluctuations. • Students get knowledge of various tariffs and quotas being imposed on goods. • Students get an idea about money and also about the bank deposits and loans.	
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)		
UNIT	**TOPICS (Course Contents)**	**No of Periods**
UNIT I- National Income	1. Meaning of National Income 2. Components of National Income 3. Measurement of National Income 4. Economic welfare & National Income 5. National Income Accounting 6. Circular flow in Income	15
UNIT II- Employment & Consumption Function	1. Classical theory of employment 2. Say's law of market 3. Keynesian theory of employment 4. Consumption function 5. APC, MPC, Multiplier & Accelerator 6. Investment function& Marginal Efficiency of Capital	15
UNIT III- International Trade	1. Concept of international trade 2. Inter-regional & International trade 3. Ricardo's comparative advantage cost theory 4. Heckscher-Ohlin theory 5. Tariff	15

	6. Balance of Payment 7. Disequilibrium in BoP 8. India's BoP	
UNIT IV- Money & Banking	1. Evolution of Money 2. Money- Definition & Function 3. Role of money in a developing economy 4. Gresham's Law 5. History of Banking in India 6. Functions of a Commercial Bank	15

Sig Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Paul Krugman and Robin Wells	Macroeconomics	Macmillan
Campbell McConnell, Stanley Brue & Sean Flynn	Macroeconomics: Principles, Problems & Policies	McGraHill/Irwin
Ahuja, H.L.	Macro Economic theory and policy	S Chand
Seth, M.L.	Macro Economics (Hindi & English)	L.N. Agrawal
Jhingan, M.L.	Macro Economics (Hindi & English)	Vrinda
Ojha, B.L.	Macro Economics (Hindi & English)	SBPD
Mishra, J.P.	Introductory Macro Economics (Hindi)	Sahitya Bhawan
Pant and Mishra	Economics-Macro and Micro	Sahitya Bhawan
Paul Krugman and Robin Wells	Macroeconomics	Macmillan
Campbell McConnell, Stanley Brue & Sean Flynn	Macroeconomics: Principles, Problems & Policies	McGraHill/Irwin

Online Resources

1	https://www.swayamprabha.gov.in/index.php
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://epgp.inflibnet.ac.in/Home/ViewSubject

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test /Quiz +Obtained marks in Assignment shall be considered against 30 Marks

End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks
Signature of Convener & Members CBoS:-	

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (सर्टिफ़िकेट / डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – IV**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSC - 04	
2	कोर्स शीर्षक	**सूक्ष्म अर्थशास्त्र**	
3	कोर्स प्रकार	DSC	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम **(CLO)**	• उन्हें उपभोग एवं निवेश ढाँचे के बारे में अच्छा ज्ञान मिल जाएगा जो उन्हें अपने उपभोग और निवेश में उचित संतुलन बनाने में सहायक होगा। • विद्यार्थियों को बाजार और उसमे होने वाले परिवर्तनों के बारे में सम्पूर्ण जानकारी मिलेगी। • विद्यार्थियों को वस्तुओं पर लगाए जाने वाले विभिन्न प्रशुल्क एवं अभ्यंश का ज्ञान प्राप्त होगा। • विद्यार्थियों को अंतर्राष्ट्रीय वित्तीय संस्थानों के बारे में भी जानकारी मिलेगी।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)		
इकाई	**प्रसंग (विषय वस्तु)**	**कालखंड की संख़्या**
I - राष्ट्रीय आय	1. राष्ट्रीय आय का अर्थ 2. राष्ट्रीय आय के भाग	**15**

	3. राष्ट्रीय आय की गणना 4. आर्थिक कल्याण एवं राष्ट्रीय आय 5. राष्ट्रीय आय लेखांकन 6. आय का चक्रीय प्रवाह	
II- रोज़गार एवं उपभोग फलन	1. रोज़गार का प्रतिष्ठित सिद्धांत 2. से का बाज़ार नियम 3. कीन्स का रोज़गार सिद्धांत 4. उपभोग फलन 5. औसत एवं सीमांत उपभोग फलन, गुणक एवं त्वरक 6. विनिवेश फलन , पूँजी की सीमांत दक्षता	**15**
III- अंतर्राष्ट्रीय व्यापार	1. अंतर्राष्ट्रीय व्यापार की अवधारणा 2. अंतर-क्षेत्रीय एवं अन्तर्राष्ट्रीय व्यापार 3. रिकार्डो का तुलनात्मक लागत सिद्धांत 4. हेक्शर-ओहलिन का सिद्धांत 5. प्रशुल्क 6. भुगतान संतुलन 7. भुगतान संतुलन में असंतुलन 8. भारत का भुगतान संतुलन	**15**
IV- मुद्रा एवं बैंकिंग	1. मुद्रा की खोज 2. मुद्रा – परिभाषा एवं कार्य 3. विकासशील अर्थव्यवस्था में मुद्रा की भूमिका 4. ग्रेशम का नियम 5. भारत में बैंकिंग का इतिहास 6. व्यापारिक बैंक के कार्य	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Paul Krugman and Robin Wells	Macroeconomics	Macmillan
Campbell McConnell, Stanley Brue & Sean Flynn	Macroeconomics: Principles, Problems & Policies	McGraHill/Irwin
Ahuja, H.L.	Macro Economic theory and policy	S Chand
Seth, M.L.	Macro Economics (Hindi & English)	L.N. Agrawal

Jhingan, M.L.	Macro Economics (Hindi & English)	Vrinda
Ojha, B.L.	Macro Economics (Hindi & English)	SBPD
Mishra, J.P.	Introductory Macro Economics (Hindi)	Sahitya Bhawan
Pant and Mishra	Economics-Macro and Micro	Sahitya Bhawan
Paul Krugman and Robin Wells (Reference)	Macroeconomics	Macmillan
Campbell McConnell, Stanley Brue & Sean Flynn (Reference)	Macroeconomics: Principles, Problems & Policies	McGraHill/Irwin

ऑनलाइन स्रोत :

1	https://www.swayamprabha.gov.in/index.php
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://epgp.inflibnet.ac.in/Home/ViewSubject

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION			
PROGRAM: Bachelor in Art (Degree/Honors)		**Sem -V**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**			
1	COURSE CODE:	ECSC-05	
2	COURSE TITLE:	**DEVELOPMENTAL ECONOMICS**	
3	COURSE TYPE:	DSC	
4	Pre-requisite	As per r program	
5	COURSE LEARNING OUTCOME (CLO):	• It will help the students to know more about growth and development. • Students will be benefited by experiencing the population pattern and its impact on the economy. • Various topics on environment will enhance the knowledge of nature and environmental disruption. • The students will have a deep knowledge of their home state on various aspects of economy.	
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40

PART-B, CONTENT OF THE COURSE

Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)

UNIT	TOPICS (Course Contents)	No of Periods
UNIT I- Growth & Development	1. Basic concept of growth and development 2. Obstacles & factors affecting economic growth 3. Developed and under-developed economy 4. Measurement of economic development 5. Human development Index (HDI) 6. World Happiness Index (WHI)	15
UNIT II- Growth Models- I	1. Theory of demographic transition 2. Marx growth model 3. Schumpeter's growth model 4. Big-Push growth model function	15
UNIT III- Growth Models – II	1. Unlimited supply of Labour model 2. Mahalnobis four sector model 3. Critical minimum effort model 4. Joan Robinson growth model	15
UNIT IV- Economic Development of Chhattisgarh	1. Basic characteristics of CG economy 2. Demographic features of CG 3. Various resources of CG- a) Mineral	15

	b) Water c) Forest 4. Various forest products in CG 5. Public distribution system in CG	

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Gupta, S.B.	Monetary Economics	S. Chand &Co. New Delhi
Musgrave, R.A. and P.B. Musgrave	Public Finance in Theory and Practice	McGraw Hill, Tokyo
Halm, G.N.	Monetary Theory	Asia Publishing House, New Delhi
Mithani, D.M.	Modern Public Finance	Himalaya Publishing House, Mumbai.
Government of India	Economic Survey	New Delhi
Bagchi, Amresh	Readings in Public Finance	Oxford University Press
M. L. Jhingan	Money, Banking, International Trade and Public Finance	Vrinda Publications (P) Ltd. Delhi

Online Resources

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.nipfp.org.in/book/1013/
5	https://www.rbi.org.in/
6	http://descg.gov.in
7	https://finance.cg.gov.in

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test /Quiz +Obtained marks in Assignment shall be considered against 30 Marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B:** Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members CBoS:-

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)
अर्थशास्त्र विभाग
कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (सर्टिफ़िकेट / डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – V**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSC - 05	
2	कोर्स शीर्षक	**विकास का अर्थशास्त्र**	
3	कोर्स प्रकार	DSC	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम (**CLO**)	• यह पाठ्यक्रम विद्यार्थियों को वृद्धि एवं विकास के बारे में और अधिक जानने में मदद करेगा। • छात्र जनसँख्या के ढाँचे का अनुभव तथा अर्थव्यवस्था पर उसके प्रभाव से लाभान्वित होंगे। • पर्यावरण पर आधारित विभिन्न विषयों के अध्ययन से विद्यार्थियों के प्रकृति तथा पर्यावरण के बारे में ज्ञान में वृद्धि होगी। • विद्यार्थियों को उनके राज्य की अर्थव्यवस्था के बारे में बहुत ही गहन जानकारी प्राप्त होगी ।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख़्या
I - संवृद्धि एवं विकास	1. संवृद्धि एवं विकास की मूल अवधारणा 2. आर्थिक संवृद्धि को प्रभावित करने वाले तत्व 3. विकसित एवं अल्प विकसित अर्थव्यवस्था 4. आर्थिक विकास की माप 5. मानव विकास सूचकांक (HDI) 6. विश्व खुशहाली सूचकांक (WHI)	15
II-	1. जनांकिकी संक्रमण का सिद्धांत	15

संवृद्धि मॉडल – I	2. मार्क्स मॉडल 3. शुम्पीटर संवृद्धि मॉडल 4. बड़े धक्के का सिद्धांत	
III- संवृद्धि मॉडल- II	1. लुइस का असीमित श्रम पूर्ति मॉडल 2. लेबेन्सटीन का न्यूनतम आवश्यक प्रयत्न मॉडल 3. महालनोविस का चार क्षेत्रीय मॉडल 4. जोन रॉबिन्सन संवृद्धि मॉडल	**15**
IV- छत्तीसगढ़ का आर्थिक विकास	1. छत्तीसगढ़ की अर्थव्यवस्था की विशेषताएँ 2. छत्तीसगढ़ की जनांकिकीय विशेषताएँ 3. छ.ग. के विभिन्न संसाधन– खनिज,जल,वन 4. छत्तीसगढ़ के विभिन्न वनोपज 5. छत्तीसगढ़ में सार्वजनिक वितरण प्रणाली	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Gupta, S.B.	Monetary Economics	S. Chand &Co. New Delhi
Musgrave, R.A. and P.B. Musgrave	Public Finance in Theory and Practice	McGraw Hill, Tokyo
Halm, G.N.	Monetary Theory	Asia Publishing House, New Delhi
Mithani, D.M.	Modern Public Finance	Himalaya Publishing House, Mumbai.
Government of India	Economic Survey	New Delhi
Bagchi, Amresh	Readings in Public Finance	Oxford University Press
M. L. Jhingan	Money, Banking, International Trade and Public Finance	Vrinda Publications (P) Ltd. Delhi

ऑनलाइन स्रोत :

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.nipfp.org.in/book/1013/
5	https://www.rbi.org.in/
6	http://descg.gov.in
7	https://finance.cg.gov.in

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) :	30 अंक
	अंत सेमेस्टर परीक्षा (ESE):	70 अंक

सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION			
PROGRAM: Bachelor in Art (Degree/Honors)		**Sem -VI**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**			
1	COURSE CODE:	ECSC-06	
2	COURSE TITLE:	**STATISTICAL METHODS**	
3	COURSE TYPE:	DSC	
4	Pre-requisite	As per r program	
5	COURSE LEARNING OUTCOME (CLO):	• Student after studying statistical methods will develop a realistic approach towards economics. He becomes more analytical in his life. • Statistics also teaches him to check and verify theoretical approach. • He can analyze data and more clarity is attained in his findings, be it economic or real life.	
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)		
UNIT	**TOPICS (Course Contents)**	**No of Periods**
UNIT I- Statistics- an overview	1. Definition, importance, and limitations of statistics 2. Importance of statistics in economics 3. Statistical investigation 4. Census & sampling methods 5. Population & Sample 6. Statistical data	15
UNIT II Data collection & presentation	1. Collection of data 2. Frequency distribution 3. Classification of data-statistical series 4. Tabulation of data. 5. Graphical presentation of data	15
UNIT III- Central Tendencies	1. Measures of central tendency 2. Mean 3. Median 4. Mode 5. Geometric Mean & Harmonic Mean	15
UNIT IV- Dispersion	1. Meaning of dispersion 2. Methods of measuring dispersion 3. Mean Deviation & Coefficient 4. Standard Deviation, Variance	15

	5. Coefficient of variation	

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Elhance, D.N., Veena Elhance, B.M. Aggarwal	Fundamentals of Statistics	Kitab Mahal
Sachdeva, Dr. S.	Quantitative Techniques	L. N. Agrawal
Shukla, S.M. &S.P. Sahay	Quantitative Methods	Sahitya Bhawan
Hooda,R.P.	Statistics for Business & Economics	Macmillan
Sancheti, D.C.	Quantitative Methods	Vrinda Publications
नागर, कैलाशनाथ	सांख्यिकी के मूल तत्व	मीनाक्षी पब्लिकेशन
सिंह, एस. पी.	सांख्यिकी सिद्धांत एवं व्यवहार	एस.चाँद एंड कं.
शुक्ला, एस.एम्. एवं एस.पी. सहाय	साँख्यिकी के सिद्धांत	साहित्य भवन पब्लिकेशन
गुप्ता, बी.एन.	साँख्यिकी	साहित्य भवन पब्लिकेशन

Online Resources

1	https://www.swayamprabha.gov.in/index.php
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://epgp.inflibnet.ac.in/Home/ViewSubject
4	Various YouTube Channels for various topics

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test /Quiz +Obtained marks in Assignment shall be considered against 30 Marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A:**Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B:** Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members CBoS:-

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (सर्टिफ़िकेट / डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – VI**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSC - 06	
2	कोर्स शीर्षक	**सांख्यिकीय विधियाँ**	
3	कोर्स प्रकार	DSC	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम **(CLO)**	• विद्यार्थी इस पाठ्यक्रम को पढने के बाद अर्थशास्त्र के बारे में एक व्यवहारिक एवम वास्तविक दृष्टिकोण अपनाएंगे| • विद्यार्थी अपने जीवन में अधिक विश्लेषणात्मक क्षमता विकसित कर पायेंगे| • सांख्यिकीय उन्हें सैद्धांतिक दृष्टिकोण की जांच करने और उसका परीक्षण करना भी सिखाता है| • विद्यार्थी समंकों का विश्लेषण कर सकेंगे और अपने निष्कर्ष के बारे में उनमे अधिक स्पष्टता आएगी चाहे वो अर्थशास्त्र हो या वास्तविक जीवन ।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख़्या
I - सांख्यिकी – एक परिचय	1. सांख्यिकी परिभाषा, महत्व एवं सीमाएँ 2. अर्थशास्त्र में सांख्यिकी का महत्व 3. सांख्यिकीय अन्वेषण 4. संगणना एवं प्रतिचयन की विधियाँ 5. जनसंख्या एवं नमूना 6. सांख्यिकीय आँकड़े	**15**
II- - आँकड़े का एकत्रीकरण एवं प्रस्तुतीकरण	1. आँकड़ों का एकत्रीकरण 2. आवृत्ति वितरण 3. आँकड़ों का वर्गीकरण, सांख्यकीय ऋंखला 4. आँकड़ों का सारणीकरण 5. आँकड़ों का ग्राफ़ में प्रस्तुतीकरण	**15**
III- केंद्रीय प्रवित्तियाँ	1. केंद्रीय प्रवित्ति की माप 2. माध्य 3. मध्यका	**15**

	4. बहुलक 5. गुणोत्तर माध्य , हरात्मक माध्य	
IV- प्रकीर्णन(अपकिरण)	1. प्रकीर्णन (अपकिरण) का आशय 2. अपकिरण को मापने की विधियाँ 3. माध्य विचलन एवं गुणांक 4. प्रमाप विचलन, विचरण 5. विचरण का गुणांक	15

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Elhance, D.N., Veena Elhance, B.M. Aggarwal	Fundamentals of Statistics	Kitab Mahal
Sachdeva, Dr. S.	Quantitative Techniques	L. N. Agrawal
Shukla, S.M. &S.P. Sahay	Quantitative Methods	Sahitya Bhawan
Hooda,R.P.	Statistics for Business & Economics	Macmillan
Sancheti, D.C.	Quantitative Methods	Vrinda Publications
नागर, कैलाशनाथ	सांख्यिकी के मूल तत्व	मीनाक्षी पब्लिकेशन
सिंह, एस. पी.	सांख्यिकी सिद्धांत एवं व्यवहार	एस.चाँद एंड कं.
गुप्ता, बी.एन.	साँख्यिकी	साहित्य भवन पब्लिकेशन

ऑनलाइन स्रोत :

1	https://www.swayamprabha.gov.in/index.php
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://epgp.inflibnet.ac.in/Home/ViewSubject
4	Various YouTube Channels for various topics

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक	

	प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION				
PROGRAM: Bachelor in Art (Honors/Honors cum research)			**Sem -VII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**				
1	COURSE CODE:	ECSC-07		
2	COURSE TITLE:	**ADVANCE ECONOMIC THEORY**		
3	COURSE TYPE:	DSC		
4	Pre-requisite	As per program		
5	COURSE LEARNING OUTCOME (CLO):	• With the help of this course the students will understand the important concepts related to consumer behavior. • Students get information about the important topic of production function which will help him in the competitive exams. • The students will learn various concepts of markets as well as their equilibrium. • The students learn various hypothesis related to consumption function within macroeconomics. • The students will come across with various aspects of monetary theory and related various theories.		
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation	
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40	

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)		
UNIT	**TOPICS (Course Contents)**	**No of Periods**
UNIT I- CONSUMER'S BEHAVIOUR	1. Demand Analysis: Elasticity of demand (Price, Income & Cross elasticity) 2. Explanation of Income effect, Substitution effect and Price effect with the help of indifference curves- Hicks & Slutsky method. 3. Revealed Preference Theory. 4. Consumer's surplus: Method by Hicks.	15
UNIT II- PRODUCER'S BEHAVIOUR	1. Production Function: Short run and Long run. 2. Expansion Path. 3. Cob-Douglas Production function, 4. CES Production function.	15
UNIT III- CONSUMPTION FUNCTION	1. Consumption function: Psychological theory of Keynes. 2. Absolute Income Hypothesis, 3. Dusenbery's relative income hypothesis. 4. Theories of Life cycle and Gurley- Shaw approach.	15

UNIT IV- MONETARY ECONOMICS	1. Quantity theory of money: Cash Transaction theory, Cash Balance theory. 2. Milton Friedman's approach. 3. Approaches of Don Pentikan 4. Tobin & , Baumol approach	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Jhingan, M.L.	Micro Economic Theories (Hindi & English)	Vrinda Publications
Ahuja, H.L.	Principles of Micro Economics (Hindi & English)	S Chand & Co.
Seth, M.L.	Micro Economics (Hindi & English)	L.N Agrawal
Koutsoyiannis, A.	Modern Micro Economics	Mcmillan
Dhingra, I. C., V. K. Garg	Principles of Micro Economics	Sultan Chand & Sons
Ahuja, H.L.	Macro Economic theory and policy	S Chand
Seth, M.L.	Macro Economics (Hindi & English)	L.N. Agrawal
Jhingan, M.L.	Macro Economics (Hindi & English)	Vrinda
Ojha, B.L.	Macro Economics (Hindi & English)	SBPD

Online Resources

1	https://www.swayamprabha.gov.in/index.php
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://epgp.inflibnet.ac.in/Home/ViewSubject
4	Various YouTube Channels for various topics

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test /Quiz +Obtained marks in Assignment shall be considered against 30 Marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions,	

	1 out of 2 from each unit - 4x10=40 Marks

Signature of Convener & Members CBoS:-

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (सर्टिफ़िकेट / डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – VII**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSC - 07	
2	कोर्स शीर्षक	**उच्चतर आर्थिक सिद्धांत**	
3	कोर्स प्रकार	DSC	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम (CLO)	• महत्वपूर्ण अवधारणाओं को समझ सकेगा। • विद्यार्थी उत्पादन फलन जैसे महत्वपूर्ण विषय की जानकारी प्राप्त करेगा जिससे उसे प्रतियोगी परीक्षाओं में मदद मिलेगी • विद्यार्थी बाजार की विभिन्न धारणाओं और उनमे होने वाले संतुलन की स्थितियों को समझ सकेगा • विद्यार्थी समष्टि अर्थशास्त्र के अंतर्गत उपभोग फलन की विभिन्न परिकल्पनाओं को समझ सकेगा • विद्यार्थी मुद्रा परिमाण सिद्धांत के विभिन्न पहलुओं और इससे सम्बन्धित विभिन्न सिद्धांतों से परिचित होगा	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)		
इकाई	**प्रसंग (विषय वस्तु)**	**कालखंड की संख्या**
I - उपभोक्ता का व्यवहार	1. मांग विश्लेषण: मांग की लोच (कीमत, आय और आड़ी लोच).	**15**

	2. उदासीनता वक्रों की सहायता से आय प्रभाव, प्रतिस्थापन प्रभाव तथा कीमत प्रभाव की व्याख्या- हिक्स एवं स्लस्टकी विधि. 3. प्रकट अधिमान सिद्धांत. 4. उपभोक्ता की बचत: हिक्स की विधि	
II- उत्पादक का व्यवहार	1. उत्पादन फलन: अल्पकालीन और दीर्घकालीन उत्पादन फलन 2. विस्तार पथ 3. कॉब-डगलस उत्पादन फलन 4. CES उत्पादन फलन	**15**
III- उपभोग फलन	1. उपभोग फलन: कीन्स का मनोवैज्ञानिक सिद्धांत 2. निरपेक्ष आय परिकल्पना 3. ड्युजनबेरी का सापेक्ष आय परिकल्पना 4. जीवन चक्र और स्थायी आय परिकल्पना	**15**
IV- मौद्रिक अर्थशास्त्र	1. प्रकीर्णन (अपकिरण) का आशय 2. मुद्रा का परिमाण सिद्धांत: नगद लेनदेन और नगद शेष सिद्धांत, 3. फ्रीडमेन का दृष्टिकोण, 4. डॉन पेंटिकन का दृष्टिकोण, 5. टोबिन और बाउमोल का दृष्टिकोण	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Jhingan, M.L.	Micro Economic Theories (Hindi & English)	Vrinda Publications
Ahuja, H.L.	Principles of Micro Economics (Hindi & English)	S Chand & Co.
Seth, M.L.	Micro Economics (Hindi & English)	L.N Agrawal
Koutsoyiannis, A.	Modern Micro Economics	Mcmillan
Dhingra, I. C., V. K. Garg	Principles of Micro Economics	Sultan Chand & Sons
Ahuja, H.L.	Macro Economic theory and policy	S Chand
Seth, M.L.	Macro Economics (Hindi & English)	L.N. Agrawal

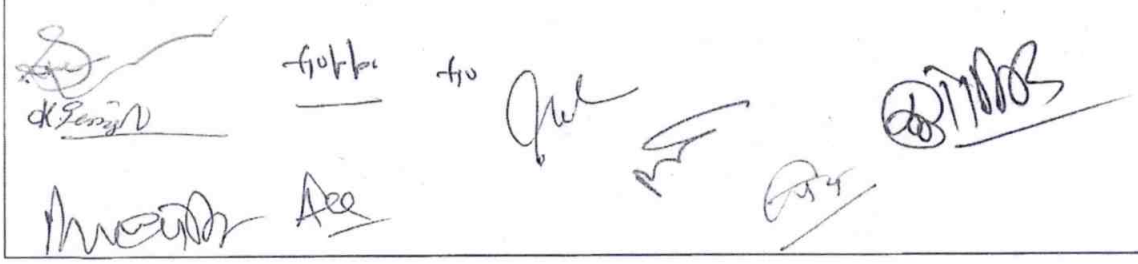
Jhingan, M.L.	Macro Economics (Hindi & English)	Vrinda
Ojha, B.L.	Macro Economics (Hindi & English)	SBPD

ऑनलाइन स्रोत :	
1	https://www.swayamprabha.gov.in/index.php
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://epgp.inflibnet.ac.in/Home/ViewSubject
4	Various YouTube Channels for various topics

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि		
पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-



FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION				
PROGRAM: Bachelor in Art (Honors/Honors cum research)			**Sem -VIII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**				
1	COURSE CODE:	ECSC -08		
2	COURSE TITLE:	**QUANTITATIVE METHODS**		
3	COURSE TYPE:	DSC		
4	Pre-requisite	As per program		
5	COURSE LEARNING OUTCOME (CLO):	Student after studying quantitative methods will develop a realistic approach towards economics. He becomes more analytical in his life. Students will enhance advance knowledge of statistics and quantitative techniques. They will be able to analyze statistical data rigorously and also forecast about the future values. This paper will built a foundation among the students of economics for a comprehensive research.		
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation	
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40	

PART-B, CONTENT OF THE COURSE

Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)

UNIT	TOPICS (Course Contents)	No of Periods
UNIT I- Skewness & Correlation	1. Measures of skewness 2. Karl Pearson, Bowley methods 3. Correlation- Karl Pearson, Spearmen 4. Probable & Standard Errors	15
UNIT II- Regression Analysis	1. Simple Regression Analysis 2. Relation between correlation & regression 3. Regression line and Coefficient 4. Standard error	15
UNIT III- Association of Attributes	1. Association of Attributes 2. Consistency of data 3. Methods of comparison proportion 4. Yule's Method	15
UNIT IV- Index Number	1. Index Number- Simple & Weighted 2. Construction of Index Number 3. Fisher's Ideal Index Number 4. Reversal Tests	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Elhance, D.N., Veena Elhance, B.M. Aggarwal	Fundamentals of Statistics	Kitab Mahal
Sachdeva, Dr. S.	Quantitative Techniques	L. N. Agrawal
Shukla, S.M. &S.P. Sahay	Quantitative Methods	Sahitya Bhawan
Hooda,R.P.	Statistics for Business & Economics	Macmillan
Sancheti, D.C.	Quantitative Methods	Vrinda Publications
नागर, कैलाशनाथ	सांख्यिकी के मूल तत्व	मीनाक्षी पब्लिकेशन
सिंह, एस. पी.	सांख्यिकी सिद्धांत एवं व्यवहार	एस.चाँद एंड कं.
शुक्ला, एस.एम्. एवं एस.पी. सहाय	साँख्यिकी के सिद्धांत	साहित्य भवन पब्लिकेशन
गुप्ता, बी.एन.	साँख्यिकी	साहित्य भवन पब्लिकेशन

Online Resources

1	https://www.swayamprabha.gov.in/index.php
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://epgp.inflibnet.ac.in/Home/ViewSubject
4	Various YouTube Channels for various topics

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test and Assignment shall be considered against 30 marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A:** Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B:** Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members CBoS:-

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (सर्टिफ़िकेट / डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – VIII**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSC – 08	
2	कोर्स शीर्षक	**परिमाणात्मक पद्धतियाँ**	
3	कोर्स प्रकार	DSC	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम **(CLO)**	• मात्रात्मक तरीकों का अध्ययन करने के बाद छात्र अर्थशास्त्र के प्रति यथार्थवादी दृष्टिकोण विकसित करेंगे। वह अपने जीवन में अधिक विश्लेषणात्मक हो जाता है। • छात्र सांख्यिकी और मात्रात्मक तकनीकों का अग्रिम ज्ञान बढ़ाएंगे। वे सांख्यिकीय आंकड़ों का कठोरता से विश्लेषण करने और भविष्य के मूल्यों के बारे में पूर्वानुमान लगाने में भी सक्षम होंगे। • यह पेपर अर्थशास्त्र के छात्रों के बीच व्यापक शोध की नींव तैयार करेगा।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख़्या
I - विषमता एवं सहसंबंध	1. विषमता के माप 2. कार्ल पियर्सन, बाउले विधि 3. कार्ल पियर्सन का सहसबंध गुणांक, स्पीयरमेन का कोटि अंतर सहसबंध गुणांक, 4. सम्भाव्य विभ्रम, प्रमाप विभ्रम,	**15**
II- प्रतीपगमन विश्लेषण	1. प्रतीपगमन विश्लेषण 2. प्रतीपगमन एवं सहसम्बन्ध 3. प्रतीपगमन रेखाएं और प्रतीपगमन गुणांक, प्रतीपगमन समीकरण 4. प्रमाप विभ्रम	**15**
III- गुण सम्बंध	1. गुण सम्बंध 2. आँकड़ों की निरंतरता 3. तुलना अनुपात की विधियाँ 4. यूल की विधि	**15**
IV- सूचकांक	1. सूचकांक- साधारण एवं भारित 2. सूचकांक बनाने की विधियाँ 3. फ़िशर का आदर्श सूचकांक 4. उत्क्रमण परीक्षण	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Elhance, D.N., Veena Elhance, B.M. Aggarwal	Fundamentals of Statistics	Kitab Mahal
Sachdeva, Dr. S.	Quantitative Techniques	L. N. Agrawal
Shukla, S.M. &S.P. Sahay	Quantitative Methods	Sahitya Bhawan
Hooda,R.P.	Statistics for Business & Economics	Macmillan
Sancheti, D.C.	Quantitative Methods	Vrinda Publications
नागर, कैलाशनाथ	सांख्यिकी के मूल तत्व	मीनाक्षी पब्लिकेशन
सिंह, एस. पी.	सांख्यिकी सिद्धांत एवं व्यवहार	एस.चाँद एंड कं.
शुक्ला, एस.एम्. एवं एस.पी. सहाय	साँख्यिकी के सिद्धांत	साहित्य भवन पब्लिकेशन
गुप्ता, बी.एन.	साँख्यिकी	साहित्य भवन पब्लिकेशन

ऑनलाइन स्रोत :

1	https://www.swayamprabha.gov.in/index.php
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://epgp.inflibnet.ac.in/Home/ViewSubject
4	Various YouTube Channels for various topics

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

ECSE (ECONOMICS SPECIFIC ELECTIVE)

ECSE 01 – ECSE 12

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION				
PROGRAM: Bachelor in Art (Diploma/ Degree/ Honors/Honors cum research)			**Sem – III TO VIII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**				
1	COURSE CODE:	ECSE-01		
2	COURSE TITLE:	**INTERNATIONAL ECONOMICS**		
3	COURSE TYPE:	DSE		
4	Pre-requisite	As per program		
5	COURSE LEARNING OUTCOME (CLO):	This course introduces students to the various international trade theories and students will learn how international trade has helped countries to acquire goods at cheaper cost. Also, understand the concept of balance of payments and exchange rate determination in foreign exchange market.		
6	CREDIT VALUE:	04 Credits	Credit=15Hours- Learning & Observation	
7	TOTAL MARKS:	Max Mark :100	Min Pass Marks :40	

PART-B, CONTENT OF THE COURSE

Total No. of Teaching-Learning Periods (01 Hr. per period) – 60 periods (60 Hours)

UNIT	TOPICS	NO OF Period
UNIT I- Theories of International Trade	1. Need and importance of International Trade. 2. Free trade and protection. 3. Absolute cost advantage theory. 4. Comparative cost advantage theory. 5. Terms of Trade	15
UNIT II- Balance pf Payments	1. Concept of balance of trade and balance of payments. 2. Disequilibrium and measures to correct balance of payments. 3. Foreign trade of India. 4. Foreign trade policy of India.	15
UNIT III- Foreign Exchange and Exchange Rate	1. Meaning of foreign exchange rates. 2. Foreign exchange rate under Gold Standard. 3. Purchasing power parity theory. 4. Modern theory of exchange rate. 5. Methods of controlling exchange rate.	15
UNIT IV- Financial Institutions	1. IMF and Bretton woods. 2. Working quota system. 3. SDR 4. World Bank Groups- IBRD, ADB, IFC 5. Objectives and functions of bank groups.	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books & others

AUTHOR	TITLE	PUBLISHER
M L Jhingan	International Economics	Vrinda publications
M L Jhingan	अंतराष्ट्रीय अर्थशास्त्र	Vrinda publications
K N Verma	International Economics , Theory and Policy	Vishal Publications
M C Vaish-Sudama Singh	International Economics	Oxford
V C Sinha	International Economics	Sahitya Bhavan
T R Jain	International Economics	V K Global Publications

Online Resources

1	http://heecontent.upsdc.gov.in/
2	https://epgp.inflibnet.ac.in/
3	https://swayam.gov.in/

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test and Assignment shall be considered against 30 marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members CBoS:-

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – III to VIII**	**सत्र – 2024-2025**
1	**कोर्स कूट**	ECSE – 01	
2	**कोर्स शीर्षक**	**अंतर्राष्ट्रीय अर्थशास्त्र**	
3	**कोर्स प्रकार**	DSE	
4	**पूर्व अपेक्षित (यदि हो)**	आवश्यकता अनुरूप	
5	**कोर्स लर्निंग आउटकम (CLO)**	• यह पाठ्यक्रम छात्रों को विभिन्न अंतर्राष्ट्रीय व्यापार सिद्धांतों से परिचित कराता है • छात्र सीखेंगे कि कैसे अंतर्राष्ट्रीय व्यापार ने देशों को सस्ती कीमत पर सामान प्राप्त करने में मदद की है। • इसके अलावा, विदेशी मुद्रा बाजार में भुगतान संतुलन और विनिमय दर निर्धारण की अवधारणा को समझें।	
6	**क्रेडिट महत्व**	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	**कुल अंक**	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	**प्रसंग (विषय वस्तु)**	**कालखंड की संख्या**
I - अंतर्राष्ट्रीय व्यापार के सिद्धांत	1. अंतर्राष्ट्रीय व्यापार की आवश्यकता एवं महत्व 2. मुक्त व्यापार एवं संरक्षण 3. पूर्ण लागत लाभ सिद्धांत 4. तुलनात्मक लागत लाभ सिद्धांत 5. व्यापार की शर्तें	**15**
II- भुगतान संतुलन	1. व्यापार संतुलन और भुगतान संतुलन की अवधारणा। 2. असंतुलन और भुगतान संतुलन को ठीक करने के उपाय। 3. भारत का विदेशी व्यापार। 4. भारत की विदेश व्यापार नीति	**15**
III- विदेशी मुद्रा और विनिमय दर	1. विदेशी विनिमय दरों का अर्थ 2. स्वर्ण मानक के अंतर्गत विदेशी विनिमय दर 3. क्रय शक्ति समता सिद्धांत। 4. विनिमय दर का आधुनिक सिद्धांत 5. विनिमय दर को नियंत्रित करने के तरीके	**15**
IV- वित्तीय संस्थाएँ	1. अंतर्राष्ट्रीय मुद्रा कोष और ब्रेटन वुड्स। 2. कोटा प्रणाली। 3. एसडीआर 4. विश्व बैंक समूह- आईबीआरडी, एडीबी, आईएफसी 5. बैंक समूहों के उद्देश्य एवं कार्य.	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
M L Jhingan	International Economics	Vrinda publications
M L Jhingan	अंतराष्ट्रीय अर्थशास्त्र	Vrinda publications
K N Verma	International Economics	Vishal Publications
M C Vaish-Sudama Singh	International Economics	Oxford
V C Sinha	International Economics	Sahitya Bhavan
T R Jain	International Economics	V K Global Publications

ऑनलाइन स्रोत :

1	http://heecontent.upsdc.gov.in/
2	https://epgp.inflibnet.ac.in/
3	https://swayam.gov.in/

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION				
PROGRAM: Bachelor in Art (Diploma/ Degree/ Honors/Honors cum research)			**Sem – III TO VIII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**				
1	COURSE CODE:	ECSE -02		
2	COURSE TITLE:	**HISTORY OF ECONOMIC THOUGHT**		
3	COURSE TYPE:	DSE		
4	Pre-requisite	As per program		
5	COURSE LEARNING OUTCOME (CLO):	• The course enhances the knowledge of economic thoughts and values in the minds of students. • Various schools of thoughts including Indian have had a great impact on the economic scenario globally.		
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation	
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40	

PART-B, CONTENT OF THE COURSE

Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)

UNIT	TOPICS (Course Contents)	No of Periods
UNIT I- Pre Classical Economic Thought	1. Mercantilism. 2. Impact of Mercantilism on Economic Development 3. Physiocracy. 5. Impact of Physiocracy on Economic Development	15
UNIT II- Indian Economic Thoughts	1. Economic thought of Kautilya. 2. Economic thought of Dada Bhai Naoroji. 3. Thoughts of B R Ambedkar. 4. Gandhian Thoughts. 5. Thoughts of J K Mehta	15
UNIT III- Classical Economic Thought	1. Evolution of Economic Science. 2. Smith growth ideas and his criticism of Mercantilism and Physiocracy. 3. Theory of Value, Cause and measure of Value. 5. Growth of National Product and Distribution	15
UNIT IV- Classical Economic Thoughts	1. Thoughts of David Ricardo, Labour theory of Value. 2. Theory of distribution & theory of growth. 3. Thomas Robert Malthus- Theory of Population. 5. Theory of Keynesian Stagnation	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
T N Hajela	History of Economic Thought	Ane Books India
Shashi Bhushan - Rakesh	History of Economic Thought	V K Publisher
आर्थिकचिंतनकाइतिहास	Dr M C Chaturvedi	Sahitya Bhavan
आर्थिकविचारोंकाइतिहास	Dr J P Mishra	Sahitya Bhavan
आर्थिकविचारोंकाइतिहास	Dr V C Sinha	Sahitya Bhavan
आर्थिकविचारोंकाइतिहास	M L Jhingan	Vrinda Publication

Online Resources

1	http://heecontent.upsdc.gov.in/
2	https://epgp.inflibnet.ac.in/
3	https://swayam.gov.in/
4	http://heecontent.upsdc.gov.in/

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test and Assignment shall be considered against 30 marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members CBoS:-

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – III to VIII**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSE - 02	
2	कोर्स शीर्षक	**आर्थिक विचारों का इतिहास**	
3	कोर्स प्रकार	DSE	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम **(CLO)**	• यह पाठ्यक्रम छात्रों के मन में आर्थिक विचारों और मूल्यों के ज्ञान को बढ़ाता है। • भारतीय सहित विभिन्न विचारधाराओं का वैश्विक स्तर पर आर्थिक परिदृश्य पर गहरा प्रभाव पड़ा है।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	**प्रसंग (विषय वस्तु)**	**कालखंड की संख़्या**
I - प्रतिष्ठित से पूर्व के आर्थिक विचार	1. वणिकवाद 2. आर्थिक विकास पर वणिकवाद का प्रभाव 3. प्रकृतिवाद 4. आर्थिक विकास पर प्रकृतिवाद का प्रभाव	**15**
II- भारतीय आर्थिक विचार	1 कौटिल्य के आर्थिक विचार 2. दादा भाई नौरोज़ी के आर्थिक विचार 3. बी आर अम्बेडकर के आर्थिक विचार 4. गांधी के आर्थिक विचार 5. जे के मेहता के आर्थिक विचार	**15**
III- प्रतिष्ठित आर्थिक विचार	1. आर्थिक विज्ञान का विकास 2. स्मिथ के विकास संबंधी विचार और वणिकवाद तथा भौतिकवाद की आलोचना 3. मूल्य का सिद्धांत, कारण और मूल्य का माप 4. राष्ट्रीय उत्पाद एवं वितरण की वृद्धि	**15**
IV- प्रतिष्ठित आर्थिक विचार	1. डेविड रिकार्डो के विचार, श्रम का सिद्धांत। 2. वितरण और विकास का सिद्धांत। 3. थॉमस रॉबर्ट माल्थस- जनसंख्या का सिद्धांत। 4. कीन्स के ठहराव का सिद्धांत	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
T N Hajela	History of Economic Thought	Ane Books India
Shashi Bhushan -Rakesh	History of Economic Thought	V K Publisher
आर्थिकचिंतनकाइतिहास	Dr M C Chaturvedi	Sahitya Bhavan
आर्थिकविचारोंकाइतिहास	Dr J P Mishra	Sahitya Bhavan
आर्थिकविचारोंकाइतिहास	Dr V C Sinha	Sahitya Bhavan
आर्थिकविचारोंकाइतिहास	M L Jhingan	Vrinda Publication

ऑनलाइन स्रोत :

1	http://heecontent.upsdc.gov.in/
2	https://epgp.inflibnet.ac.in/
3	https://swayam.gov.in/

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION				
PROGRAM: Bachelor in Art (Diploma/ Degree/ Honors/Honors cum research)			**Sem – III TO VIII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**				
1	COURSE CODE:	ECSE -03		
2	COURSE TITLE:	**INDUSTRIAL ECONOMICS**		
3	COURSE TYPE:	DSE		
4	Pre-requisite	As per program		
5	COURSE LEARNING OUTCOME (CLO):	• This paper introduces to students with concept of firms and its structure. • The students will learn how location of industry is determined by different location theories and different types of project appraisal techniques.		
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation	
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40	

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)		
UNIT	**TOPICS (Course Contents)**	**No of Periods**
UNIT I- INTRODUCTION TO INDUSTRIAL ECONOMICS	1. Concept and Organization of a firm - Ownership control and objectives of a firm. 2. Passive and active behaviour of firm, Size, Growth, Profitability, Productivity. 3. Industrial policy, Classification of industries in India. 6. Recent trends in Indian industrial growth.	15
UNIT II- LOCATION AND REGIONAL DEVELOPMENT OF INDUSTRY	1. Determinants of Industrial Location - Technical, economic, infrastructural and other factors. 2. Various Theories of industrial location 3. Development of Backward regions. 6. Government Policy and approach for the development of backward regions.	15
UNIT III- INDUSTRIAL GROWTH IN INDIA	1. Industrial policy in India. 2. Role of public and private sectors. 3. MNC's in India.	15

	6. Industrial growth post economic reforms	
UNIT IV- INDUSTRIAL FINANCE	1. Role of financial institutions. 2. Nature and volume of Industrial Finance. 3. Types of financial institutions. 4. IDBI, IFCI & Commercial Banks. 6.	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Ahluwalia, I J	Industrial Growth in India	Oxford Press
Singh & Sadhu	Industrial Economics	Himalaya Publishing
R R Barthwal	Industrial Economics	New age International publishers
P Sharma	Fundamental of Industrial Economics	Shree Publishers

Online Resources

1	http://heecontent.upsdc.gov.in/
2	https://epgp.inflibnet.ac.in/
3	https://swayam.gov.in/

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test and Assignment shall be considered against 30 marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members :

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – III to VIII**	**सत्र – 2024-2025**
1	**कोर्स कूट**	ECSE – 03	
2	**कोर्स शीर्षक**	**ओद्योगिक अर्थशास्त्र**	
3	**कोर्स प्रकार**	DSE	
4	**पूर्व अपेक्षित (यदि हो)**	आवश्यकता अनुरूप	
5	**कोर्स लर्निंग आउटकम (CLO)**	• यह पेपर छात्रों को फर्मों की अवधारणा और उसकी संरचना से परिचित कराता है। • विभिन्न स्थान सिद्धांतों द्वारा उद्योग का स्थान कैसे निर्धारित किया जाता है और विभिन्न प्रकार की परियोजना मूल्यांकन तकनीकें किस प्रकार अपनायी जाती हैं, इसका सम्पूर्ण अध्ययन छात्र करेंगे	
6	**क्रेडिट महत्व**	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	**कुल अंक**	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	**प्रसंग (विषय वस्तु)**	**कालखंड की संख़्या**
I - औद्योगिक अर्थशास्त्र का परिचय	1. फर्म की अवधारणा और संगठन - एक फर्म का स्वामित्व नियंत्रण और उद्देश्य 2. फर्म का निष्क्रिय और सक्रिय व्यवहार, आकार, विकास, लाभप्रदता, उत्पादकता 3. औद्योगिक नीति, भारत में उद्योगों का वर्गीकरण 4. भारतीय औद्योगिक विकास में हालिया रुझान	**15**
II- उद्योग का स्थान और क्षेत्रीय विकास	1. औद्योगिक अवस्थिति के निर्धारक - तकनीकी, आर्थिक, ढांचागत और अन्य कारक 2. औद्योगिक अवस्थिति के विभिन्न सिद्धांत 3. पिछड़े क्षेत्रों का विकास 4.पिछड़े क्षेत्रों के विकास के लिए सरकारी नीति और दृष्टिकोण	**15**
III- भारत में औद्योगिक विकास	1. भारत में औद्योगिक नीति. 2. सार्वजनिक एवं निजी क्षेत्रों की भूमिका 3. भारत में बहुराष्ट्रीय कंपनियाँ 4. आर्थिक सुधारों के बाद औद्योगिक विकास	**15**
IV- औद्योगिक वित्त	1. वित्तीय संस्थानों की भूमिका 2. औद्योगिक वित्त की प्रकृति और मात्रा 3. वित्तीय संस्थानों के प्रकार 4. आईडीबीआई, आईएफसीआई और वाणिज्यिक बैंक	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Ahluwalia, I J	Industrial Growth in India	Oxford Press
Singh & Sadhu	Industrial Economics	Himalaya Publishing
R R Barthwal	Industrial Economics	New age International publishers
P Sharma	Fundamental of Industrial Economics	Shree Publishers

ऑनलाइन स्रोत :

1	http://heecontent.upsdc.gov.in/
2	https://epgp.inflibnet.ac.in/
3	https://swayam.gov.in/

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION				
PROGRAM: Bachelor in Art (Diploma/ Degree/ Honors/Honors cum research)			**Sem – III TO VIII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**				
1	COURSE CODE:	ECSE -04		
2	COURSE TITLE:	**MONEY AND BANKING**		
3	COURSE TYPE:	DSE		
4	Pre-requisite	As per program		
5	COURSE LEARNING OUTCOME (CLO):	• The students will learn the evolution of money. They will also learn the value of money and inflation and other related issues of monetary economics. • The students will get knowledge about banking and its functions, various deposit accounts which will be helpful for them in real life also. • The students will get complete information about RBI, its main functions and the measures to control credit creation. • The students will get knowledge about various aspects of macroeconomics by the whole syllabus resulting in increased knowledge of theoretical as well as practical aspects of macroeconomics. • This course introduces students to the conceptual and practical operations of the Money, banking, financial markets and institutions. The course is intended to provide an in-depth understanding of the operational issues of capital and money market network along with its regulatory framework.		
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation	
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40	

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)		
UNIT	**TOPICS (Course Contents)**	**No of Periods**
UNIT-I MONEY	1. Kinds, Functions and Significance. 2. Monetary Standards: Metallic Standard, Gold Standard and Paper Standard. 3. Value of money, Measurement of changes in the value of money. 4. Demand for Money: The Classical Approach, Keynesian Approach.	15
UNIT-II SUPPLY OF MONEY	1. Supply of Money: Definitions. 2. Determinants of Money Supply.	15

	3. High Powered Money & Money Multiplier. 4. Indian Currency system.	
UNIT-III COMMERCIAL BANKING	1. Commercial banking: Nature, structure & functions. 2. The process of credit creation-purpose and limitations. 3. Pre-requisites of a sound commercial banking system; Liabilities and assets of Banks. 4. A Critical Appraisal of the Progress of Commercial Banking after Nationalization. 5. Recent Reforms in Banking Sector in India.	15
UNIT-IV CENTRAL BANKING	1. Role of central banks in developed and developing countries. 2. Functions of a central bank. Role and functions of the Reserve Bank of India. 3. Methods of credit control. Quantitative- bank rate, repo rate, open market operations, variable reserve ratio and selective methods. 4. Objectives and limitations of monetary policy. NPA's, Recent changes in monetary policy of India.	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Gupta, S.B.	Monetary Economics	S. Chand &Co.New Delhi
Hajela, T N	Money and Banking	Ane Books
R R Paul	Monetary Economics	S Chand
Ghosh and Ghosh	Fundamentals of Monetary Economics	Himalaya Publishing
KPM Sundaram	Banking-Theory, law and Practice	S Chand
Ackley G.	Macroeconomics : Theory and Policy	Macmillan Publishing Co., New York
Shapiro, E.	Macroeconomics Analysis	Galgotia Publications, New Delhi
Government of India	Economic Survey	New Delhi

Bagchi, Amresh	Readings in Public Finance	Oxford University Press
M. L. Jhingan	Money, Banking, International Trade and Public Finance	Vrinda Publications (P) Ltd. Delhi

Online Resources

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.nipfp.org.in/book/1013/
5	https://www.rbi.org.in/
6	http://descg.gov.in
7	https://finance.cg.gov.in

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test and Assignment shall be considered against 30 marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members CBoS:-

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – III to VIII**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSE – 04	
2	कोर्स शीर्षक	**मुद्रा एवं बैंकिंग**	
3	कोर्स प्रकार	DSE	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम (CLO)	• छात्र मुद्रा के विकास के बारे में जानेंगे। वे पैसे के मूल्य और मुद्रास्फीति और मौद्रिक अर्थशास्त्र के अन्य संबंधित मुद्दों को भी सीखेंगे। • छात्रों को बैंकिंग और उसके कार्यों, विभिन्न जमा खातों के बारे में ज्ञान मिलेगा जो वास्तविक जीवन में भी उनके लिए उपयोगी होगा। • छात्रों को आरबीआई, इसके मुख्य कार्यों और क्रेडिट निर्माण को नियंत्रित करने के उपायों के बारे में पूरी जानकारी मिलेगी। • पूरे पाठ्यक्रम से छात्रों को मैक्रोइकॉनॉमिक्स के विभिन्न पहलुओं के बारे में ज्ञान मिलेगा जिसके परिणामस्वरूप मैक्रोइकॉनॉमिक्स के सैद्धांतिक और साथ ही व्यावहारिक पहलुओं का ज्ञान बढ़ेगा। • यह पाठ्यक्रम छात्रों को मुद्रा, बैंकिंग, वित्तीय बाजारों और संस्थानों के वैचारिक और व्यावहारिक संचालन से परिचित कराता है। • पाठ्यक्रम का उद्देश्य पूंजी और मुद्रा बाजार नेटवर्क के परिचालन मुद्दों के साथ-साथ इसके नियामक ढांचे की गहन समझ प्रदान करना है।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
I - मुद्रा	1. प्रकार, कार्य और महत्व। 2. मौद्रिक मान: धातु मान, स्वर्ण मान और कागज मान 3. मुद्रा का मूल्य, मुद्रा के मूल्य में परिवर्तन की माप 4. मुद्रा की मांग: प्रतिष्ठित दृष्टिकोण, कीन्स दृष्टिकोण	**15**
II- मुद्रा की पूर्ति	1. मुद्रा की आपूर्ति: परिभाषाएँ। 2. मुद्रा आपूर्ति के निर्धारक 3. उच्च शक्तियुक्त मुद्रा एवं मुद्रा गुणक 4. भारतीय मुद्रा प्रणाली.	**15**
III- व्यावसायिक बैंकिंग	1. वाणिज्यिक बैंकिंग: प्रकृति, संरचना और कार्य 2. साख सृजन की प्रक्रिया-उद्देश्य एवं सीमाएँ 3. एक सुदृढ़ वाणिज्यिक बैंकिंग प्रणाली की पूर्व आवश्यकताएँ; बैंकों की देनदारियां और संपत्ति.	**15**

	4. राष्ट्रीयकरण के बाद वाणिज्यिक बैंकिंग की प्रगति का एक महत्वपूर्ण मूल्यांकन। 5.भारत में बैंकिंग क्षेत्र में हालिया सुधार।	
IV- केंद्रीय बैंक	1. विकसित और विकासशील देशों में केंद्रीय बैंक की भूमिका 2. केंद्रीय बैंक के कार्य- भारतीय रिज़र्व बैंक की भूमिका और कार्य। 3. ऋण नियंत्रण के तरीके. मात्रात्मक- बैंक दर, रेपो दर, खुले बाजार संचालन, परिवर्तनीय आरक्षित अनुपात और चयनात्मक तरीके। 4. मौद्रिक नीति के उद्देश्य एवं सीमाएँ। एनपीए, भारत की मौद्रिक नीति में हालिया बदलाव।	15

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Gupta, S.B.	Monetary Economics	S. Chand &Co.New Delhi
Hajela, T N	Money and Banking	Ane Books
R R Paul	Monetary Economics	S Chand
Ghosh and Ghosh	Fundamentals of Monetary Economics	Himalaya Publishing
KPM Sundaram	Banking-Theory, law and Practice	S Chand
Ackley G.	Macroeconomics : Theory and Policy	Macmillan Publishing Co., New York
Shapiro, E.	Macroeconomics Analysis	Galgotia Publications, New Delhi
Government of India	Economic Survey	New Delhi
Bagchi, Amresh	Readings in Public Finance	Oxford University Press
M. L. Jhingan	Money, Banking, International Trade and Public Finance	Vrinda Publications (P) Ltd. Delhi

ऑनलाइन स्रोत :

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.nipfp.org.in/book/1013/
5	https://www.rbi.org.in/
6	http://descg.gov.in
7	https://finance.cg.gov.in

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION			
PROGRAM: Bachelor in Art (Diploma/ Degree/ Honors/Honors cum research)		**Sem – III TO VIII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**			
1	COURSE CODE:	ECSE -05	
2	COURSE TITLE:	**PUBLIC FINANCE**	
3	COURSE TYPE:	DSE	
4	Pre-requisite	As per program	
5	COURSE LEARNING OUTCOME (CLO):	• The students will learn the evolution of money. They will also learn the value of money and inflation and other related issues of monetary economics. • The students learn the whole process of preparation and passing of govt. budget. They also get information about various aspects of budget which will make them aware about the whole government mechanism. • The students get knowledge about various taxes and their role & importance in the economy which will make them responsible citizen of India. • The students will get knowledge about various aspects of macroeconomics by the whole syllabus resulting in increased knowledge of theoretical as well as practical aspects of macroeconomics. • This course aims to introduce the students to the basic concepts of Public Finance. On completion of this course students will be able to understand the revenue and expenditure system of the federal country, India.	
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)		
UNIT	**TOPICS (Course Contents)**	**No of Periods**
UNIT-I INYTRODUCTION TO PUBLIC FINANCE	1. Public Finance: Meaning, Nature, Scope and Importance. 2. Difference between Private and Public Finance. 3. Principle of Maximum Social Advantage. 4. Role of State in Public Finance.	15

UNIT-II SOURCES OF REVENUE	1. Taxes, loans, grants and aid – meaning and types. 2. Canons/ principles of taxation, problem of justice in taxes. 3. Incidence and Impact of taxation, Taxable capacity, &Tax Evasion. 4. Characteristics of Indian tax system, defects & steps of reform.	15
UNIT-III PUBLIC EXPENDITURE AND DEBT	1. Principle of Public Expenditure. 2. Principle of Public Debt and Methods of Redemption. 3. Effects of Public Expenditure on Production and Distribution. 4. Public Debt in India.	15
UNIT-IV PUBLIC FINANCE IN INDIA	1. Sources of Revenue of Central, State Government and Local Bodies. 2. Concept and Types of Budget. 3. Fiscal Deficit, Deficit Financing and Deficit Budget. 4. Financial relation between Central and State. 5. Finance commission, Fiscal Policy.	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Gupta, S.B.	Monetary Economics	S. Chand & Co.New Delhi
Bhatiya, H L	Public Finance	Vikas Publication
Halm, G.N.	Monetary Theory	Asia Publishing House, New Delhi
Mithani, D.M.	Modern Public Finance	Himalaya Publishing House, Mumbai.
Bhargavas B.H.	The Theory and Working of Union Finance in India	Chaitanya Publishing House Allahabad
Ackley G.	Macroeconomics : Theory and Policy	Macmillan Publishing Co., New York
Shapiro, E.	Macroeconomics Analysis	Galgotia Publications, New Delhi
Government of India	Economic Survey	New Delhi
Bagchi, Amresh	Readings in Public Finance	Oxford University Press
M. L. Jhingan	Money, Banking, International Trade and Public Finance	Vrinda Publications (P) Ltd. Delhi

Online Resources

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.nipfp.org.in/book/1013/
5	https://www.rbi.org.in/
6	http://descg.gov.in
7	https://finance.cg.gov.in

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test and Assignment shall be considered against 30 marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members CBoS:-

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – III to VIII**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSE – 05	
2	कोर्स शीर्षक	**सार्वजनिक वित्त**	
3	कोर्स प्रकार	DSE	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	

5	कोर्स लर्निंग आउटकम (CLO)	• छात्र मुद्रा के विकास के बारे में जानेंगे। वे मुद्रा के मूल्य और मुद्रास्फीति और मौद्रिक अर्थशास्त्र के अन्य संबंधित मुद्दों को भी सीखेंगे। • छात्रों को विभिन्न करों और अर्थव्यवस्था में उनकी भूमिका और महत्व के बारे में ज्ञान मिलता है जो उन्हें भारत का जिम्मेदार नागरिक बनाएगा। • पूरे पाठ्यक्रम से छात्रों को मैक्रोइकॉनॉमिक्स के विभिन्न पहलुओं के बारे में ज्ञान मिलेगा जिसके परिणामस्वरूप मैक्रोइकॉनॉमिक्स के सैद्धांतिक और साथ ही व्यावहारिक पहलुओं का ज्ञान बढ़ेगा। • इस पाठ्यक्रम का उद्देश्य छात्रों को सार्वजनिक वित्त की बुनियादी अवधारणाओं से परिचित कराना है। इस पाठ्यक्रम के पूरा होने पर छात्र संघीय देश, भारत की राजस्व और व्यय प्रणाली को समझने में सक्षम होंगे।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख़्या
I - सार्वजनिक वित्त का परिचय	1. सार्वजनिक वित्त: अर्थ, प्रकृति, दायरा और महत्व 2. निजी और सार्वजनिक वित्त के बीच अंतर. 3. अधिकतम सामाजिक लाभ का सिद्धांत. 4. सार्वजनिक वित्त में राज्य की भूमिका.	15
II- आय के स्रोत	1. कर, ऋण, अनुदान एवं सहायता – अर्थ एवं प्रकार 2. कराधान के सिद्धांत , करों में न्याय की समस्या 3. कराघात एवं करापात , कर योग्य क्षमता, और कर चोरी 4. भारतीय कर प्रणाली की विशेषताएँ, दोष एवं सुधार के चरण	15
III- सार्वजनिक व्यय और ऋण	1. सार्वजनिक व्यय का सिद्धांत. 2. सार्वजनिक ऋण का सिद्धांत और मोचन के तरीके 3. उत्पादन और वितरण पर सार्वजनिक व्यय का प्रभाव 4. भारत में सार्वजनिक ऋण.	15
IV- भारत में सार्वजनिक वित्त	1. केंद्र, राज्य सरकार और स्थानीय निकायों के राजस्व के स्रोत 2. बजट की अवधारणा एवं प्रकार 3. राजकोषीय घाटा, घाटे की वित्त व्यवस्था और घाटे का बजट 4. केंद्र और राज्य के बीच वित्तीय संबंध 5. वित्त आयोग, राजकोषीय नीति।	15

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Gupta, S.B.	Monetary Economics	S. Chand & Co.New Delhi
Bhatiya, H L	Public Finance	Vikas Publication

Halm, G.N.	Monetary Theory	Asia Publishing House, New Delhi
Mithani, D.M.	Modern Public Finance	Himalaya Publishing House, Mumbai.
Bhargavas B.H.	The Theory and Working of Union Finance in India	Chaitanya Publishing House Allahabad
Ackley G.	Macroeconomics : Theory and Policy	Macmillan Publishing Co., New York
Shapiro, E.	Macroeconomics Analysis	Galgotia Publications, New Delhi
Government of India	Economic Survey	New Delhi
Bagchi, Amresh	Readings in Public Finance	Oxford University Press
M. L. Jhingan	Money, Banking, International Trade and Public Finance	Vrinda Publications (P) Ltd. Delhi

ऑनलाइन स्रोत :

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.nipfp.org.in/book/1013/
5	https://www.rbi.org.in/
6	http://descg.gov.in
7	https://finance.cg.gov.in

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION				
PROGRAM: Bachelor in Art (Diploma/ Degree/ Honors/Honors cum research)			**Sem – III TO VIII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**				
1	COURSE CODE:	ECSE -06		
2	COURSE TITLE:	**ECONOMICS OF CHHATTISGARH**		
3	COURSE TYPE:	DSE		
4	Pre-requisite	As per program		
5	COURSE LEARNING OUTCOME (CLO):	• This papers aims to introduce students with the basic economic features of Chhattisgarh economy, growth pattern. • It helps them understand the pattern of agriculture and rural development, and sectoral growth in Chhattisgarh.		
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation	
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40	

PART-B, CONTENT OF THE COURSE

Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)

UNIT	TOPICS (Course Contents)	No of Periods
UNIT-I Introductory Overview of Economy of C.G.	1. Natural Resources in C.G. 2. Human resources in C.G.- Demographic features 3. Comparison with other state economies. 4. Human Development Index in C.G	15
UNIT-II Growth Pattern in C.G.	1. State Domestic Product & PCI 2. Sectoral growth pattern of C.G. 3. Economic growth in C.G. and Indian economy. 4. Regional imbalances in growth in C.G. 5. Infrastructural development of C.G.	15
UNIT-III Agricultural and Rural Development in C.G.	1. Pattern of land-holding and irrigation. Agricultural productivity in C.G. 2. Farm mechanization, Crop diversification in C.G. 3. Agricultural credit, Agricultural policy and strategies in C.G. 4. Rural Development – Problems and Policies.	15
UNIT-IV Industries and Service Sector in C.G.	1. Major industries in C.G. 2. Pattern of Industrial Development in C.G. 3. Industrial Policy in C.G.	15

	4. Growth pattern of Services sector and Its linkages with other sectors of Economy.	

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
	Govt of CG- Economic Survey	Govt of CG, Directorate of Economics & Statistics
	छत्तीसगढ़ की अर्थव्यवस्था	Text book Edu Solutions

Online Resources

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.rbi.org.in/
5	http://descg.gov.in
6	https://finance.cg.gov.in

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test and Assignment shall be considered against 30 marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members :

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय

पाठ्यक्रम : बैचलर इन आर्ट्स (डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		सेमेस्टर – III to VIII	सत्र – 2024-2025
1	कोर्स कूट	ECSE - 06	
2	कोर्स शीर्षक	**छत्तीसगढ़ की अर्थव्यवस्था**	
3	कोर्स प्रकार	DSE	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम (CLO)	• इस पेपर का उद्देश्य छात्रों को छत्तीसगढ़ की अर्थव्यवस्था की बुनियादी आर्थिक विशेषताओं, विकास पैटर्न से परिचित कराना है। • इससे उन्हें छत्तीसगढ़ में कृषि और ग्रामीण विकास के पैटर्न और क्षेत्रीय विकास को समझने में मदद मिलती है।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
I - छत्तीसगढ़ की अर्थव्यवस्था का परिचयात्मक अवलोकन	1. छत्तीसगढ़ में प्राकृतिक संसाधन 2. छत्तीसगढ़ में मानव संसाधन- जनसांख्यिकीय विशेषताएं 3. अन्य राज्य अर्थव्यवस्थाओं के साथ तुलना 4.छत्तीसगढ़ में मानव विकास सूचकांक.	**15**
II- छत्तीसगढ़ में विकास पैटर्न	1. राज्य घरेलू उत्पाद एवं प्रति व्यक्ति आय 2. छत्तीसगढ़ का क्षेत्रीय विकास पैटर्न 3. छ.ग. में आर्थिक विकास और भारतीय अर्थव्यवस्था. 4. छ.ग. में विकास में क्षेत्रीय असंतुलन 5. छ.ग. का ढांचागत विकास	**15**
III- छ.ग. में कृषि एवं ग्रामीण विकास	1. भूमि-जोत और सिंचाई का पैटर्न, छ.ग. में कृषि उत्पादकता 2. कृषि यंत्रीकरण, छ.ग. में फसल विविधीकरण 3. छ.ग. में कृषि ऋण, कृषि नीति एवं रणनीतियाँ 4. छ.ग. में ग्रामीण विकास - समस्याएँ एवं नीतियाँ	**15**
IV- छ.ग. में उद्योग एवं सेवा क्षेत्र	1. छ.ग. में प्रमुख उद्योग 2. छ.ग. में औद्योगिक विकास का पैटर्न 3. छ.ग. में औद्योगिक नीति 4. छ.ग. में सेवा क्षेत्र का विकास पैटर्न और अर्थव्यवस्था के अन्य क्षेत्रों के साथ इसका जुड़ाव	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
	Govt of CG- Economic Survey	Govt of CG, Directorate of Economics & Statistics
	छत्तीसगढ़ की अर्थव्यवस्था	Text book Edu Solutions

ऑनलाइन स्रोत :

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.rbi.org.in/
5	http://descg.gov.in
6	https://finance.cg.gov.in

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION				
PROGRAM: Bachelor in Art (Diploma/ Degree/ Honors/Honors cum research)			**Sem – III TO VIII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**				
1	COURSE CODE:	ECSE -07		
2	COURSE TITLE:	**BASIC ECONOMETRICS**		
3	COURSE TYPE:	DSE		
4	Pre-requisite	As per program		
5	COURSE LEARNING OUTCOME (CLO):	• On completion of this course, students will be able to understand the concept of econometrics in the economic research. • They will learn hypotheses testing and regression model and their estimation.		
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation	
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40	

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)		
UNIT	**TOPICS (Course Contents)**	**No of Periods**
UNIT-I Introduction to Econometrics	1. Definition and scope of Econometrics, Branches of Econometrics (Theoretical and Applied). 2. Goals of Econometrics, Random variables and its rationale, Deterministic and Stochastic models. 3. Econometric model and its stages - specification, estimation, evaluation of parameters and forecasting power of model.	15
UNIT-II Statistical Inference	1. Normal Distribution (Properties, Probability Density Function, its Parameters). 2. Estimation of Parameters, Formulation of Hypothesis. 3. Testing of Hypothesis, Type I and Type II error, Power of a test.	15
UNIT-III Simple Linear Regression	1. Classical Assumptions- Stochastic and other assumptions, OLS method and Estimation of parameters by OLS. 2. Properties of a good estimator, Gauss Markov Theorem, Goodness of fit of the econometric model. 3. Standard error test, t and F tests.	15

UNIT-IV Two Variable Relationships: Additional Aspects	1. Transformation of Variables – Log-Log transformation and estimation of elasticity, Semi log Transformation and estimation of growth rate. 2. Reciprocal Transformations – Cases of rectangular hyperbola and Phillips curve. 3. Autoregressive model, its estimation, Stationary and Non-Stationary series and concept of unit root.	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Damodar Gujrati	Basic Econometrics	Tata McGraw
Mehta &Madnani	Econometrics	
Nagar & Das	Basic Statistics	Oxford Press

Online Resources

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.nipfp.org.in/book/1013/

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test and Assignment shall be considered against 30 marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members :

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – III to VIII**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSE – 07	
2	कोर्स शीर्षक	**प्रारम्भिक अर्थमिति**	
3	कोर्स प्रकार	DSE	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम (CLO)	• इस पाठ्यक्रम के पूरा होने पर, छात्र आर्थिक अनुसंधान में अर्थमिति की अवधारणा को समझने में सक्षम होंगे। • वे परिकल्पना परीक्षण और प्रतिगमन मॉडल और उनका अनुमान सीखेंगे।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
I - अर्थमिति का परिचय	1. अर्थमिति की परिभाषा और दायरा, अर्थमिति की शाखाएँ (सैद्धांतिक और व्यावहारिक)। 2. अर्थमिति के लक्ष्य, यादृच्छिक चर और इसके औचित्य, नियतात्मक और प्रसंभाव्य मॉडल 3. अर्थमिति मॉडल और उसके चरण - विनिर्देश, अनुमान, मापदंडों का मूल्यांकन और मॉडल की पूर्वानुमान शक्ति।	15
II- सांख्यिकीय निष्कर्ष	1. सामान्य वितरण (गुण, संभाव्यता, घनत्व फलन एवं इसके तत्व) 2. मापदंडों का अनुमान, परिकल्पना का निरूपण 3. परिकल्पना का परीक्षण, type I और type II त्रुटि, परीक्षण की शक्ति	15
III- सरल रेखीय प्रतिगमन	1. प्रतिष्ठित धारणाएँ- स्टोकेस्टिक और अन्य धारणाएँ, ओएलएस विधि और ओएलएस द्वारा मापदंडों का अनुमान। 2. एक अच्छे अनुमानक के गुण, गॉस मार्कोव प्रमेय, अर्थमितीय मॉडल के फिट होने की अच्छाई। 3. मानक त्रुटि परीक्षण, t और F परीक्षण।	15
IV- दो परिवर्तनशील संबंध: अतिरिक्त पहलू	1. चर का परिवर्तन - लॉग-लॉग परिवर्तन और लोच का अनुमान, अर्ध लॉग परिवर्तन और विकास दर का अनुमान। 2. पारस्परिक परिवर्तन - आयताकार हाइपरबोला और फिलिप्स वक्र के मामले। 3. ऑटोरेग्रेसिव मॉडल, इसका अनुमान, स्थिर और गैर-स्थिर श्रृंखला और यूनिट रूट की अवधारणा।	15

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Damodar Gujrati	Basic Econometrics	Tata McGraw
Mehta &Madnani	Econometrics	
Nagar & Das	Basic Statistics	Oxford Press

ऑनलाइन स्रोत :

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.nipfp.org.in/book/1013/

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION				
PROGRAM: Bachelor in Art (Diploma/ Degree/ Honors/Honors cum research)			**Sem – III TO VIII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**				
1	COURSE CODE:	ECSE -08		
2	COURSE TITLE:	**ENVIRONMENTAL ECONOMICS**		
3	COURSE TYPE:	DSE		
4	Pre-requisite	As per program		
5	COURSE LEARNING OUTCOME (CLO):	• On completion of this course, students will be able to understand the concept of environment and its linkage to economy. • Students will be aware of the available natural resources, its optimum use, implication and consequences. • It will teach about the pollution hazard and measures to control it. • It will define relationship between environment and sustainable development. • Awareness regarding environmental values shall increase.		
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation	
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40	

PART-B, CONTENT OF THE COURSE

Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)

UNIT	TOPICS (Course Contents)	No of Periods
UNIT-I Meaning of Environmental Economics	1. Definition, Relation between environment and economics. 2. Ecological economies. 3. Environment and Resource economics. 4. Important issues in environmental economics.	15
UNIT-II Resources	1. Classification of resources. 2. Renewable and non-renewable resources. 3. Land, forest, mineral, water resources. 4. Social forestry and management of common and forest land.	15
UNIT-III Pollution	1. Air, water and land pollution. 2. Pollution control strategy. 3. Theory of externalities	15

	4. Pigouvian Tax & Subsidy 5. Environmental legislation.	
UNIT-IV Environment and Development	1. Relationship between Development & environment 2. The Environment Kuznet curve 3. Indicators of sustainable development. 4. Global environment issues-Climate Change-IPCC, Global warming etc.	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Dr D S Tripathi	पर्यावरण अध्ययन	Motilal Banarasidas
Dr J P Mishra	पर्यावरणीय अर्थशास्त्र	Sahitya Bhavan
Vinay Rishishwar	आर्थिक पर्यावरण	Sahitya Bhavan
R N Bhattacharya	Environmental Economics	Oxford India
M L Jhingan	Environmental Economics	Vrinda Publication
Kartar Singh - Sisodia	Environmental Economics	Sage

Online Resources

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.egyankosh.ac.in

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test and Assignment shall be considered against 30 marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A:**Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B:** Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members :

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – III to VIII**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSE – 08	
2	कोर्स शीर्षक	**पर्यावरण अर्थशास्त्र**	
3	कोर्स प्रकार	DSE	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम (CLO)	• इस पाठ्यक्रम के पूरा होने पर, छात्र पर्यावरण की अवधारणा और अर्थव्यवस्था से इसके जुड़ाव को समझ सकेंगे। • छात्र उपलब्ध प्राकृतिक संसाधनों, इसके इष्टतम उपयोग, निहितार्थ और परिणामों से अवगत होंगे। • यह प्रदूषण के खतरे और इसे नियंत्रित करने के उपायों के बारे में सिखाएगा। • यह पर्यावरण और सतत विकास के बीच संबंध को परिभाषित करेगा। • पर्यावरणीय मूल्यों के प्रति जागरूकता बढ़ेगी।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
I - पर्यावरण अर्थशास्त्र का अर्थ	1. परिभाषा, पर्यावरण और अर्थशास्त्र के बीच संबंध। 2. पारिस्थितिक अर्थव्यवस्था 3. पर्यावरण और संसाधन अर्थशास्त्र 4.पर्यावरण अर्थशास्त्र में महत्वपूर्ण मुद्दे.	**15**
II- संसाधन	1. संसाधनों का वर्गीकरण. 2. नवीकरणीय और गैर-नवीकरणीय संसाधन 3. भूमि, वन, खनिज, जल संसाधन 4. सामाजिक वानिकी और सामान्य एवं वन भूमि का प्रबंधन	**15**
III- प्रदूषण	1. वायु, जल एवं भूमि प्रदूषण। 2. प्रदूषण नियंत्रण रणनीति. 3. बाह्यताओं का सिद्धांत 4. पिगौवियन टैक्स और सब्सिडी 5. पर्यावरण विधान	**15**
IV- पर्यावरण एवं विकास	1. विकास और पर्यावरण के बीच संबंध 2. पर्यावरण कुजनेट वक्र 3. सतत विकास के संकेतक. 4.वैश्विक पर्यावरण मुद्दे-जलवायु परिवर्तन-आईपीसीसी, ग्लोबल वार्मिंग आदि।	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Dr D S Tripathi	पर्यावरण अध्ययन	Motilal Banarasidas
Dr J P Mishra	पर्यावरणीय अर्थशास्त्र	Sahitya Bhavan
Vinay Rishishwar	आर्थिक पर्यावरण	Sahitya Bhavan
R N Bhattacharya	Environmental Economics	Oxford India
M L Jhingan	Environmental Economics	Vrinda Publication
Kartar Singh - Sisodia	Environmental Economics	Sage

ऑनलाइन स्रोत :

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2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.egyankosh.ac.in

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION				
PROGRAM: Bachelor in Art (Diploma/ Degree/ Honors/Honors cum research)			**Sem – III TO VIII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**				
1	COURSE CODE:	ECSE -09		
2	COURSE TITLE:	**DEMOGRAPHY**		
3	COURSE TYPE:	DSE		
4	Pre-requisite	As per program		
5	COURSE LEARNING OUTCOME (CLO):	• The student will be aware of the demographic dividend of India. • After completion of the course, the student will have a clear cut idea of population growth. • He shall be aware of the concept of birth, death and mortality rate. • He will also be aware of the demographic transition prevailing in India		
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation	
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40	

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)		
UNIT	**TOPICS (Course Contents)**	**No of Periods**
UNIT-I Basics of Demography	1. Meaning and scope of demography. 2. Determinants of population growth. 3. Study of fertility - Concept of Birth, Death, Fertility, factors affecting fertility 4. Marriage and marital status.	15
UNIT-II Population Projection	1. Meaning, type and uses of population projection. 2. Techniques of population projection, merits and demerits. 3. Ageing of population- Concept and assessment with respect to India. 4. Changes in family structure and old age security in India.	15
UNIT-III Population Policy in India	1. Evolution of population policy in India. 2. New National population policy. 3. Family planning and various programmes. 4. Salient features of census 2011.	15

UNIT-IV Demographic Transition	1. Demographic transition meaning and concept. 2. Demographic change and economic growth. 3. Gender equity and demographic transition. 4. Urbanization and its impact.	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
S N Agrawal	India's Population Problem	Tata McGraw Hill
R K Choubey	Population Policy in India	Kanishka Publication
Shashi Bhushan	जनांकिकी	VK Global
J P Mishra	जनांकिकी	Sahitya Bhavan
P K Majumdar	India's Demography	Rawat Publications
Bogue, D J	Principles of Demography	John Wiley, NewYork

Online Resources

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2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.egyankosh.ac.in

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test and Assignment shall be considered against 30 marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A:** Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B:** Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members CBoS:-

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – III to VIII**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSE - 09	
2	कोर्स शीर्षक	**जनांकिकी**	
3	कोर्स प्रकार	DSE	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम (CLO)	• छात्र भारत के जनसांख्यिकीय लाभांश से अवगत होंगे। • पाठ्यक्रम पूरा होने के बाद, छात्र को जनसंख्या वृद्धि का स्पष्ट विचार होगा। • वह जन्म, मृत्यु और मृत्यु दर की अवधारणा से अवगत होगा। • वह भारत में व्याप्त जनसांख्यिकीय परिवर्तन से भी अवगत होंगे	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	**प्रसंग (विषय वस्तु)**	**कालखंड की संख्या**
I - जनांकिकी की मूल बातें	1. जनांकिकी का अर्थ और दायरा 2. जनसंख्या वृद्धि के निर्धारक. 3. प्रजनन क्षमता का अध्ययन - जन्म, मृत्यु, प्रजनन क्षमता की अवधारणा, प्रजनन क्षमता को प्रभावित करने वाले कारक 4. विवाह और वैवाहिक स्थिति.	**15**
II- जनसंख्या प्रक्षेपण	1. जनसंख्या प्रक्षेपण का अर्थ, प्रकार एवं उपयोग। 2. जनसंख्या प्रक्षेपण की तकनीकें, गुण एवं दोष। 3. जनसंख्या का वृद्ध होना- भारत के संबंध में अवधारणा एवं मूल्यांकन। 4. भारत में पारिवारिक संरचना में परिवर्तन और वृद्धावस्था सुरक्षा।	**15**
III- भारत में जनसंख्या नीति	1. भारत में जनसंख्या नीति का विकास 2. नई राष्ट्रीय जनसंख्या नीति. 3. परिवार नियोजन एवं विभिन्न कार्यक्रम 4. जनगणना 2011 की मुख्य विशेषताएं.	**15**
IV- जनांकिकीय संक्रमण	1. जनांकिकीय संक्रमण का अर्थ और अवधारणा 2. जनांकिकीय परिवर्तन और आर्थिक विकास 3. लैंगिक समानता और जनांकिकीय परिवर्तन 4. शहरीकरण और उसका प्रभाव।	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
S N Agrawal	India's Population Problem	Tata McGraw Hill
R K Choubey	Population Policy in India	Kanishka Publication
Shashi Bhushan	जनांकिकी	VK Global
J P Mishra	जनांकिकी	Sahitya Bhavan
P K Majumdar	India's Demography	Rawat Publications
Bogue, D J (Reference)	Principles of Demography	John Wiley, NewYork

ऑनलाइन स्रोत :

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4	https://www.egyankosh.ac.in

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION				
PROGRAM: Bachelor in Art (Diploma/ Degree/ Honors/Honors cum research)			**Sem – III TO VIII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**				
1	COURSE CODE:	ECSE -10		
2	COURSE TITLE:	**INDIAN AGRICULTURE**		
3	COURSE TYPE:	DSE		
4	Pre-requisite	As per program		
5	COURSE LEARNING OUTCOME (CLO):	• The student will know about the agriculture sector and its impact on the Indian economy. • He will also be aware of the various allied sectors associated with agriculture. • HE will be well versed with various policies enacted for the farmers. • He will also learn various means to finance the agriculture sector.		
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation	
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40	

PART-B, CONTENT OF THE COURSE

Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)

UNIT	TOPICS (Course Contents)	No of Periods
UNIT-I Agriculture and its Development in India	1. Role of agriculture in Indian Economy. 2. Agriculture production & productivity in India. 3. Cropping pattern in India. 4. Land reforms and holdings in India	15
UNIT-II Agriculture and allied sector	1. Horticulture in India. 2. Fisheries in India. 3. Livestock and Animal Husbandry in India. 4. Forestry in India.	15
UNIT-III Indian Agriculture Policy	1. Introduction and objectives of Agriculture policy. 2. Agriculture policy since independence. 3. Minimum support price. 4. National agriculture policy 1993. 5. National agriculture policy 2000.	15
UNIT-IV New Agriculture Strategy	1. Green Revolution. 2. National Food Security Mission. 3. Agriculture credit in India.	15

	4. Source of agriculture credit, Kisan Credit Card.	

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Dr Shiv Gopal Mishra	भारतीय कृषि का विकास	HRD मंत्रालय, भारत सरकार
J P Mishra	कृषि अर्थशास्त्र	Sahitya Bhavan
G S Bhalla	Indian Agriculture since Independence	NBT
S S Acharya	Agricultural Marketing in India	Oxford
K L Nandeha	भारतीय कृषि विरासत	
Dantwala M L	Indian Agriculture Development	Oxford
Govt of India – Economic Survey		
GovernmentofIndia(1976),ReportofNationalCommissiononagriculture,New Delhi		

Online Resources

1	https://epgp.inflibnet.ac.in
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3	https://www.swayamprabha.gov.in
4	https://www.egyankosh.ac.in

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test and Assignment shall be considered against 30 marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members :

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – III to VIII**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSE – 10	
2	कोर्स शीर्षक	**भारतीय कृषि**	
3	कोर्स प्रकार	DSE	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम **(CLO)**	• छात्र कृषि क्षेत्र और भारतीय अर्थव्यवस्था पर इसके प्रभाव के बारे में जानेंगे। • वह कृषि से जुड़े विभिन्न संबद्ध क्षेत्रों से भी अवगत होंगे। • वह किसानों के लिए लागू की गई विभिन्न नीतियों से अच्छी तरह वाकिफ होंगे। • वह कृषि क्षेत्र को वित्तपोषित करने के विभिन्न साधन भी सीखेंगे।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	**प्रसंग (विषय वस्तु)**	**कालखंड की संख्या**
I - भारत में कृषि और उसका विकास	1. भारतीय अर्थव्यवस्था में कृषि की भूमिका 2. भारत में कृषि उत्पादन एवं उत्पादकता 3. भारत में फसल पैटर्न. 4. भारत में भूमि सुधार और जोत	**15**
II- कृषि एवं संबद्ध क्षेत्र	1. भारत में बागवानी. 2. भारत में मत्स्य पालन 3. भारत में पशुधन और पशुपालन 4. भारत में वानिकी.	**15**
III- भारतीय कृषि नीति	1. कृषि नीति का परिचय एवं उद्देश्य 2. आजादी के बाद से कृषि नीति 3. न्यूनतम समर्थन मूल्य. 4. राष्ट्रीय कृषि नीति 1993. 5. राष्ट्रीय कृषि नीति 2000.	**15**
IV- नई कृषि रणनीति	1. हरित क्रांति. 2. राष्ट्रीय खाद्य सुरक्षा मिशन 3. भारत में कृषि ऋण. 4. कृषि ऋण का स्रोत, किसान क्रेडिट कार्ड	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
लेखक	शीर्षक	प्रकाशक
Dr Shiv Gopal Mishra	भारतीय कृषि का विकास	HRD मंत्रालय, भारत सरकार
J P Mishra	कृषि अर्थशास्त्र	Sahitya Bhavan
G S Bhalla	Indian Agriculture since Independence	NBT
S S Acharya	Agricultural Marketing in India	Oxford
K L Nandeha	भारतीय कृषि विरासत	
Dantwala M L	Indian Agriculture Development	Oxford
Govt of India – Economic Survey	India's Demography	Rawat Publications
Bogue, D J (Reference)	Principles of Demography	John Wiley, NewYork

ऑनलाइन स्रोत :

1	https://epgp.inflibnet.ac.in
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://www.swayamprabha.gov.in
4	https://www.egyankosh.ac.in

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION				
PROGRAM: Bachelor in Art (Diploma/ Degree/ Honors/Honors cum research)			**Sem – III TO VIII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**				
1	COURSE CODE:	ECSE -11		
2	COURSE TITLE:	**GENDER ECONOMICS**		
3	COURSE TYPE:	DSE		
4	Pre-requisite	As per program		
5	COURSE LEARNING OUTCOME (CLO):	• This course will enable student to know the importance of gender equality. • It will make the students more responsive towards women issues. • The students will enhance their knowledge about legal rights of women. • It will create awareness about govt. Initiative towards gender development. • Compare budgetary allocations on the basis of gender.		
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation	
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40	

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)		
UNIT	**TOPICS (Course Contents)**	**No of Periods**
UNIT-I Basics of Gender Studies	1. Basic concepts, Need for gender studies 2. Nature & scope of gender studies 3. Importance of gender equality 4. Need for gender sensitization. 5. Female population, Sex ratio, mortality rate	15
UNIT-II Women's Participation in Economic Activities	1. Gender gap in income 2. Women work participation rate 3. Role of women in economic activities 4. GDI & GEM	15
UNIT-III Empowerment of women in India	1. Women education-Enrolment, Drop outs, gender gap 2. Gender & health issues 3. Representation of women in decision making 4. Women and legal rights.	15

	5. Vishakha guidelines.	
UNIT-IV Gender Budgeting	1. Gender budgeting in India. 2. Gender budgeting in C.G. 3. Govt. Programmes for Women Development in India and Chhattisgarh.	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Krishanraj M.R, M.Sudarshan and A. Shariff	Gender, Population and Development	
Wazir.R	The Gender Gap in Basic education	Sage publications, New Delhi
Seth. M	Women and Development	
Maithreyi Krishna Raj	Women Studies in India: Some Perspectives	Popular Prakasham
Veena Majumdar	Report on the committee on the Status of Women: Towards Equality	Journal of Women Studies

Online Resources

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3	https://www.swayamprabha.gov.in
4	https://www.egyankosh.ac.in

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test and Assignment shall be considered against 30 marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members CBoS:-

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – III to VIII**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSE - 11	
2	कोर्स शीर्षक	**लैंगिक अर्थशास्त्र**	
3	कोर्स प्रकार	DSE	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम (CLO)	• यह पाठ्यक्रम छात्रों को लैंगिक समानता के महत्व को जानने में सक्षम बनाएगा। • यह छात्रों को महिला मुद्दों के प्रति अधिक संवेदनशील बनाएगा। • छात्र महिलाओं के कानूनी अधिकारों के बारे में अपना ज्ञान बढ़ाएंगे। • यह सरकार के बारे में जागरूकता पैदा करेगा। लिंग विकास की दिशा में पहल. • लिंग के आधार पर बजटीय आवंटन की तुलना करने का अध्ययन भी छात्रों द्वारा सम्भव होगा	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
I - लिंग अध्ययन की मूल बातें	1. बुनियादी अवधारणाएँ, लिंग अध्ययन की आवश्यकता 2. लिंग अध्ययन की प्रकृति और दायरा 3. लैंगिक समानता का महत्व 4. लिंग संवेदीकरण की आवश्यकता. 5. महिला जनसंख्या, लिंगानुपात, मृत्यु दर	**15**
II- आर्थिक गतिविधियों में महिलाओं की भागीदारी	1. आय में लिंग अंतर 2. महिला कार्य भागीदारी दर 3. आर्थिक गतिविधियों में महिलाओं की भूमिका 4. जीडीआई और जीईएम	**15**
III- भारत में महिलाओं का सशक्तिकरण	1. महिला शिक्षा-नामांकन, ड्रॉप आउट, लिंग अंतर 2. लिंग एवं स्वास्थ्य संबंधी मुद्दे 3. निर्णय लेने में महिलाओं का प्रतिनिधित्व 4. महिलाएँ एवं कानूनी अधिकार 5. विशाखा दिशानिर्देश	**15**
IV- लैंगिक बजटिंग	1. भारत में जेंडर बजटिंग। 2. छत्तीसगढ़ में जेंडर बजटिंग 3. भारत सरकार और छत्तीसगढ़ में महिला विकास के लिए कार्यक्रम।	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
लेखक	शीर्षक	प्रकाशक
Krishanraj M.R, M.Sudarshan and A. Shariff	Gender, Population and Development	
Wazir.R	The Gender Gap in Basic education	Sage publications, New Delhi
Seth. M	Women and Development	
Maithreyi Krishna Raj	Women Studies in India: Some Perspectives	Popular Prakasham
Veena Majumdar	Report on the committee on the Status of Women: Towards Equality	Journal of Women Studies

ऑनलाइन स्रोत :

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खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION			
PROGRAM: Bachelor in Art (Diploma/ Degree/ Honors/Honors cum research)		**Sem – III TO VIII**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**			
1	COURSE CODE:	ECSE -12	
2	COURSE TITLE:	**ECONOMICS OF SOCIAL SECTOR**	
3	COURSE TYPE:	DSE	
4	Pre-requisite	As per program	
5	COURSE LEARNING OUTCOME (CLO):	• This course enhances the knowledge about the social sector and various developmental indicators. • It studies about the minimum needs of a person. • It also makes aware the student regarding education, health and food security.	
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40

PART-B, CONTENT OF THE COURSE

Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)

UNIT	TOPICS (Course Contents)	No of Periods
UNIT-I Social Sector in India	1. Social Sector – Health, Education, Drinking water. 2. Infrastructure – Role of infrastructure, Energy and Power. 3. Urban infrastructure and transport. 4. Social security and Human Development, HDI.	15
UNIT-II Human Capital	1. Human capital v/s physical capital. 2. Human capital formation, concept. 3. Cost of education – Expenditure in education, education sector status, problem and solutions. 4. New Education Policy	15
UNIT-III Health	1. Health sector- Status, Problems. 2. Poverty, malnutrition and environmental issues. 3. Solution and financing of Health Sector. 4. Health and Family Welfare.	15
UNIT-IV Food and Social Security	1. Concept of food security in India. 2. Public Distribution System and its impact.	15

	3. National Food Security Act. 4. Various schemes – Pradhan Mantri Jan Arogya Yojana, Pradhan Mantri Jan Awaas Yojana, Beti Bachao- Beti Padhao, MGNREGA	

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
U P Sinha	Economics of Social Sector and Development	Concept Pub.
JBG Tilak	Education for development in Asia	Sage
Mishra and Puri	Indian Economy (Hindi and English)	Himalaya
Datt and Sundaram	Indian Economy (Hindi and English)	S Chand

Online Resources

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4	https://www.egyankosh.ac.in

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test and Assignment shall be considered against 30 marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A**:Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B**: Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members :

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (डिप्लोमा / डिग्री / आनर्स / आनर्स सह रिसर्च		**सेमेस्टर – III to VIII**	**सत्र – 2024-2025**
1	कोर्स कूट	ECSE – 12	
2	कोर्स शीर्षक	**सामाजिक क्षेत्र का अर्थशास्त्र**	
3	कोर्स प्रकार	DSE	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम (CLO)	• यह पाठ्यक्रम सामाजिक क्षेत्र और विभिन्न विकासात्मक संकेतकों के बारे में ज्ञान बढ़ाता है। • यह व्यक्ति की न्यूनतम आवश्यकताओं के बारे में अध्ययन करता है। • • यह विद्यार्थी को शिक्षा, स्वास्थ्य एवं खाद्य सुरक्षा के प्रति जागरूक भी करता है।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	प्रसंग (विषय वस्तु)	कालखंड की संख्या
I - भारत में सामाजिक क्षेत्र	1. सामाजिक क्षेत्र - स्वास्थ्य, शिक्षा, पेयजल 2. बुनियादी ढांचा - बुनियादी ढांचे, ऊर्जा और बिजली की भूमिका 3. शहरी बुनियादी ढाँचा और परिवहन 4. सामाजिक सुरक्षा और मानव विकास, एचडीआई।	**15**
II- मानव पूंजी	1. मानव पूंजी बनाम भौतिक पूंजी 2. मानव पूंजी निर्माण, अवधारणा 3. शिक्षा की लागत - शिक्षा में व्यय, शिक्षा क्षेत्र की स्थिति, समस्या एवं समाधान। 4. नई शिक्षा नीति	**15**
III- स्वास्थ्य	1. स्वास्थ्य क्षेत्र- स्थिति, समस्याएँ 2. गरीबी, कुपोषण और पर्यावरण संबंधी मुद्दे 3. स्वास्थ्य क्षेत्र का समाधान और वित्तपोषण 4. स्वास्थ्य एवं परिवार कल्याण.	**15**
IV- खाद्य एवं सामाजिक सुरक्षा	1. भारत में खाद्य सुरक्षा की अवधारणा. 2. सार्वजनिक वितरण प्रणाली और उसका प्रभाव 3. राष्ट्रीय खाद्य सुरक्षा अधिनियम. 4. विभिन्न योजनाएँ - प्रधानमंत्री जन आरोग्य योजना, प्रधानमंत्री जन आवास योजना, बेटी बचाओ-बेटी पढ़ाओ, मनरेगा	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
लेखक	शीर्षक	प्रकाशक
U P Sinha	Economics of Social Sector and Development	Concept Pub.
JBG Tilak	Education for development in Asia	Sage
Mishra and Puri	Indian Economy (Hindi and English)	Himalaya
Datt and Sundaram	Indian Economy (Hindi and English)	S Chand

ऑनलाइन स्रोत :

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खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि

पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

ECGE 01-02

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION			
PROGRAM: Bachelor in Art (Certificate/Diploma/Degree)		**Sem -I**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**			
1	COURSE CODE:	ECGE -01	
2	COURSE TITLE:	**BASICS OF ECONOMICS**	
3	COURSE TYPE:	DSC	
4	Pre-requisite	As per program	
5	COURSE LEARNING OUTCOME (CLO):	• This course gives a general idea about the basics of economics. • It tries to bridge the gap between higher secondary syllabus and higher education. • This paper creates eagerness and enthusiasm among students to know more about economics. • It also envisages the basic knowledge of micro and macroeconomics and tries to create an interest.	
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)		
UNIT	**TOPICS (Course Contents)**	**No of Periods**
UNIT I- What is Economics	1. Origin of economics in Indian culture 2. Definition, Nature and Scope of Economics. 3. Major fields- Micro and Macro 4. Classical, Neo-classical and Modern Economists. 5. Major contribution by various economists (in brief) – Adam Smith, J M Keynes, Marshal, Pigou.	15
UNIT II- Basics of Macro Economics	1. Circular Flow of Income 2. Measurement of National Income 3. Basics of GDP, GNP, NNP 4. Money and its functions 5. Demand and supply of money 6. Concept of consumption and saving	15
UNIT III- Basics of Micro Economics	1. Meaning of consumer behavior 2. Concept of utility 3. Demand and elasticity 4. Basics of Production function 5. Various markets in the economy (In brief) .	15

UNIT IV- Economy of Chhattisgarh	1. Agriculture in Chhattisgarh- Agricultural Production, Land use, Irrigation facilities. 2. Industries in Chhattisgarh – Major Industries, Mineral based industries in Chhattisgarh 3. Infrastructure in Chhattisgarh, Road and Railways. 4. Per Capita income and Gross State domestic Product in C.G.	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES

AUTHOR	TITLE	PUBLISHER
सिन्हा, वी.सी., पुष्पा सिन्हा	व्यष्टि अर्थशास्त्र	SBPD
पंत जे॰सी॰ एवं मिश्रा	सूक्ष्म अर्थशास्त्र	साहित्य भवन
जैन, के. पी.	आधुनिक माइक्रो अर्थशास्त्र	रतन प्रकाशन मंदिर
Jhingan, M.L.	Micro Economic Theories (Hindi & English)	Vrinda Publications
Ahuja, H.L.	Principles of Micro Economics (Hindi & English)	S Chand & Co
Seth, M.L.	Micro Economics (Hindi & English)	L.N Agrawal
Dhingra, I. C., V. K. Garg	Principles of Micro Economics (Reference)	Sultan Chand & Sons
Bose, D., A. Marimuthu	An Introduction to Micro Economics (Reference)	Himalaya Publishing House

Online Resources

1	https://www.swayamprabha.gov.in/index.php
2	https://vidyamitra.inflibnet.ac.in/index.php
3	https://epgp.inflibnet.ac.in/Home/ViewSubject
4	https://descg.gov.in/

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test /Quiz +Obtained marks in Assignment shall be considered against 30 Marks

End Semester Exams (ESE) :	**Two Section – A & B** **Section A:**Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B:** Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks
Signature of Convener & Members CBoS:-	

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (सर्टिफ़िकेट / डिप्लोमा / डिग्री)		**सेमेस्टर – I**	**सत्र – 2024-2025**
1	कोर्स कूट	ECGE - 01	
2	कोर्स शीर्षक	अर्थशास्त्र की सामान्य जानकारी	
3	कोर्स प्रकार	DSC	
4	पूर्व अपेक्षित (यदि हो)	आवश्यकता अनुरूप	
5	कोर्स लर्निंग आउटकम (**CLO**)	यह पाठ्यक्रम अर्थशास्त्र की बुनियादी बातों के बारे में एक सामान्य विचार देता है। • यह उच्चतर माध्यमिक पाठ्यक्रम और उच्च शिक्षा के बीच अंतर को पाटने का प्रयास करता है। • यह पेपर छात्रों में अर्थशास्त्र के बारे में अधिक जानने के लिए उत्सुकता और उत्साह पैदा करता है। • यह सूक्ष्म और व्यापक अर्थशास्त्र के बुनियादी ज्ञान की भी परिकल्पना करता है और रुचि पैदा करने का प्रयास करता है।	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण
7	कुल अंक	पूर्णांक - 100	उत्तीर्णांक - 40

खंड – ब : कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)		
इकाई	**प्रसंग (विषय वस्तु)**	**कालखंड की संख्या**
I - अर्थशास्त्र क्या है	1. भारतीय संस्कृति में अर्थशास्त्र की उत्पत्ति	**15**

	2. अर्थशास्त्र की परिभाषा, प्रकृति और क्षेत्र। 3. प्रमुख क्षेत्र- व्यष्टि एवं समष्टि 4. प्रतिष्ठित , नव- प्रतिष्ठित और आधुनिक अर्थशास्त्री 5. विभिन्न अर्थशास्त्रियों द्वारा प्रमुख योगदान (संक्षेप में) - एडम स्मिथ, जे एम कीन्स, मार्शल, पीगू	
II- व्यापक अर्थशास्त्र की अवधारणा	1. आय का चक्रीय प्रवाह 2. राष्ट्रीय आय का मापन 3. जीडीपी, जीएनपी, एनएनपी की मूल बातें 4. मुद्रा और उसके कार्य 5. मुद्रा की मांग और पूर्ति 6. उपभोग एवं बचत की अवधारणा	**15**
III- सूक्ष्म अर्थशास्त्र की अवधारणा	1. उपभोक्ता व्यवहार का अर्थ 2. उपयोगिता की अवधारणा 3. मांग और लोच 4. उत्पादन फलन की मूल बातें 5. अर्थव्यवस्था में विभिन्न बाज़ार (संक्षेप में)	**15**
IV- छत्तीसगढ़ की अर्थव्यवस्था	1. छत्तीसगढ़ में कृषि- कृषि उत्पादन, भूमि उपयोग, सिंचाई सुविधाएं। 2. छत्तीसगढ़ में उद्योग - प्रमुख उद्योग, छत्तीसगढ़ में खनिज आधारित उद्योग 3. छत्तीसगढ़ में बुनियादी ढांचा, सड़क और रेलवे। 4. छ.ग. में प्रति व्यक्ति आय एवं सकल राज्य घरेलू उत्पाद	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
सिन्हा, वी.सी., पुष्पा सिन्हा	व्यष्टि अर्थशास्त्र	SBPD
पंत जे॰सी॰ एवं मिश्रा	सूक्ष्म अर्थशास्त्र	साहित्य भवन
जैन, के. पी.	आधुनिक माइक्रो अर्थशास्त्र	रतन प्रकाशन मंदिर
Jhingan, M.L.	Micro Economic Theories (Hindi & English)	Vrinda Publications
Ahuja, H.L.	Principles of Micro Economics	S Chand & Co

	(Hindi & English)	
Seth, M.L.	Micro Economics (Hindi & English)	L.N Agrawal
Dhingra, I. C., V. K. Garg	Principles of Micro Economics (Reference)	Sultan Chand & Sons
Bose, D., A. Marimuthu	An Introduction to Micro Economics (Reference)	Himalaya Publishing House
ऑनलाइन स्रोत :		
1	https://www.swayamprabha.gov.in/index.php	
2	https://vidyamitra.inflibnet.ac.in/index.php	
3	https://epgp.inflibnet.ac.in/Home/ViewSubject	
4	https://descg.gov.in/	
खंड – द : आंकलन एवं मूल्यांकन		
अनुशंसित सतत मूल्यांकन प्रविधि		
पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	
हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-		

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION			
PROGRAM: Bachelor in Art (Certificate/Diploma/Degree)		**Sem -II**	**SESSION:2024-2025**
SUBJECT: **ECONOMICS**			
1	COURSE CODE:	ECGE-02	
2	COURSE TITLE:	**BASICS OF INDIAN ECONOMY**	
3	COURSE TYPE:	DSC	
4	Pre-requisite	As per program	
5	COURSE LEARNING OUTCOME (CLO):	• The students learn about the state of Indian economy pre and post-independence. • The students learn about the planning process and its achievements in Indian economy. • The students come across with the new economic reforms introduced in Indian economy in the year 1991 and its role in India's development. • The students will come to know about some social problems like overpopulation, education, health & malnutrition, poverty, unemployment etc. • The students learn the problems and prospects of agriculture sector in India. • The students learn various aspects of industrial development and reforms process in the industrial economy. • The students learn the role of foreign trade on Indian economy. They will also learn various aspects of foreign trade in India. • The students learn the state income of Chhattisgarh in the form of GSDP, Per capita income, sectorial contribution etc. • The students also learn about the importance of agriculture in Chhattisgarh's economy. • The students learn about various crops their production and productivity. • The students learn about various industries and infrastructure facilities in Chhattisgarh.	
6	CREDIT VALUE:	4 Credits	Credit= 15 Hours-Learning and observation
7	TOTAL MARKS:	Max Marks:100	Min Passing Marks:40

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods (01Hr per period) -60 Periods (60 Hours)		
UNIT	**TOPICS (Course Contents)**	**No of Periods**
UNIT I- AN INTRODUCTION TO INDIAN ECONOMY	1. INDIAN ECONOMY AT THE TIME OF INDEPENDENCE 2. POST INDEPENDENCE INDIAN ECONOMY 3. DEVELOPMENT THROUGH FIVE YEAR PLANS	15

	4. NITI AAYOG 5. NEW ECONOMIC REFORMS	
UNIT II- DEMOGRAPHY	1. DEMOGRAPHIC TRENDS OF INDIA 2. ISSUES OF EDUCATION, HEALTH, MALNUTRITION AND MIGRATION. 3. POVERTY AND INEQUALITY 4. UNEMPLOYMENT & OCCUPATIONAL DISTRIBUTION	15
UNIT III- AGRICULTURE	1. NATURE & IMPORTANCE OF AGRICULTURE 2. AGRICULTURE PRODUCTION & PRODUCTIVITY 3. MAJOR PROBLEMS IN INDIAN AGRICULTURE 4. LAND USE PATTERN & LAND REFORMS 5. NEW AGRICULTURE STRATIGIES & GREEN REVOLUTION	15
UNIT IV- INDUSTRY & FOREIGN TRADE	1. INDUSTRIAL GROWTH & PRODUCTIVITY 2. INDUSTRIAL POLICY & ECONOMIC REFORMS 3. MICRO, SMALL & MEDIUM INDUSTRIES (MSME) 4. PROBLEMS OF SMALL SCALE INDUSTRIES 5. PUBLIC ENTERPRIZES IN INDIA 6. ROLE OF FOREIGN TRADE IN INDIA'S DEVELOPMENT	15

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES ,Reference Books& others

AUTHOR	TITLE	PUBLISHER
Uma Kapila	India Economy: Performance & Policies	Academic Foundation
Datt, Ruddar & K.P.M. Sundharam	Indian Economy	S. Chand & Co. new Delhi
Mishra & Puri	Indian Economy	Himalaya Publishing House
Govt. of India	Economic Survey (Various Issues)	Govt. of India
Brahmanand, P.R. & V.R. Panchmukhi (Eds)	The development process of the Indian Economy	Himalaya Publishing, Mumbai
मिश्रा एवं पुरी	भारतीय अर्थव्यवस्था	हिमालया पब्लिशिंग हाउस

अग्रवाल, ए. एन.	भारतीय अर्थव्यवस्था	न्यू ऐज इंटरनेशनल पब्लिशर्स
मिश्र, जे. पी.	भारतीय अर्थव्यवस्था	साहित्य भवन पब्लिकेशन, आगरा
छत्तीसगढ़ सरकार	आर्थिक सर्वेक्षण	आर्थिक एवं सांख्यिकीय संचालनालय, रायपुर
Uma Kapila	India Economy: Performance & Policies	Academic Foundation

Online Resources

1	https://epgp.inflibnet.ac.in
2	https;//vidyamitra.inflibnet.ac.in
3	https://vidyamitra.inflibnet.ac.in/index.php/search
4	https://www.swayamprabha.gov.in
5	https://www.rbi.org.in/
6	http://descg.gov.in
7	https://www.indiabudget.gov.in/economicsurvey/
8	https://www.cso.ie/en/index.html

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :100 Marks
Continuous Internal Assessment (CIA) : 30 Marks,
End Semester Exams (ESE) :70 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 20 & 20 Assignment/Seminar/Attendance - 10 Total Marks - 30	Better marks out of the two Test /Quiz +Obtained marks in Assignment shall be considered against 30 Marks
End Semester Exams (ESE) :	**Two Section – A & B** **Section A:**Q 1- Objective- 10x1=10 Marks Q 2-Short answer type- 5x4=20 Marks **Section B:** Descriptive answer type questions, 1 out of 2 from each unit - 4x10=40 Marks	

Signature of Convener & Members CBoS:-

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय				
पाठ्यक्रम : बैचलर इन आर्ट्स (सर्टिफ़िकेट / डिप्लोमा / डिग्री)			**सेमेस्टर – II**	**सत्र – 2024-2025**
1	**कोर्स कूट**	ECGE - 02		
2	**कोर्स शीर्षक**	**भारतीय अर्थव्यवस्था की सामान्य जानकारी**		
3	**कोर्स प्रकार**	DSC		
4	**पूर्व अपेक्षित (यदि हो)**	आवश्यकता अनुरूप		
5	**कोर्स लर्निंग आउटकम (CLO)**	• छात्र आजादी से पहले और आजादी के बाद भारतीय अर्थव्यवस्था की स्थिति के बारे में सीखते हैं। • छात्र भारतीय अर्थव्यवस्था में योजना प्रक्रिया और इसकी उपलब्धियों के बारे में सीखते हैं। • छात्र वर्ष 1991 में भारतीय अर्थव्यवस्था में शुरू किए गए नए आर्थिक सुधारों और भारत के विकास में इसकी भूमिका से परिचित हुए। • छात्रों को कुछ सामाजिक समस्याओं जैसे अधिक जनसंख्या, शिक्षा, स्वास्थ्य और कुपोषण, गरीबी, बेरोजगारी आदि के बारे में पता चलेगा। • छात्र भारत में कृषि क्षेत्र की समस्याओं और संभावनाओं को सीखते हैं। • छात्र औद्योगिक विकास और औद्योगिक अर्थव्यवस्था में सुधार प्रक्रिया के विभिन्न पहलुओं को सीखते हैं। • छात्र भारतीय अर्थव्यवस्था पर विदेशी व्यापार की भूमिका सीखते हैं। वे भारत में विदेशी व्यापार के विभिन्न पहलुओं को भी सीखेंगे। • छात्र जीएसडीपी, प्रति व्यक्ति आय, क्षेत्रीय योगदान आदि के रूप में छत्तीसगढ़ की राज्य आय सीखते हैं। • छात्र छत्तीसगढ़ की अर्थव्यवस्था में कृषि के महत्व के बारे में भी सीखते हैं। • छात्र विभिन्न फसलों, उनके उत्पादन और उत्पादकता के बारे में सीखते हैं। • छात्र छत्तीसगढ़ में विभिन्न उद्योगों और बुनियादी सुविधाओं के बारे में सीखते हैं।		
6	**क्रेडिट महत्व**	4 क्रेडिट	क्रेडिट = 15 घंटे का अध्ययन / प्रशिक्षण/ प्रवेक्षण	
7	**कुल अंक**	पूर्णांक - 100	उत्तीर्णांक - 40	

खंड – ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 60 कालखंड (60 घंटे)

इकाई	**प्रसंग (विषय वस्तु)**	**कालखंड की संख्या**
I - भारतीय अर्थव्यवस्था का परिचय	1. स्वतंत्रता के समय भारतीय अर्थव्यवस्था 2. स्वतंत्रता के बाद की भारतीय अर्थव्यवस्था 3. पंचवर्षीय योजनाओं के माध्यम से विकास 4. नीति आयोग 5. नए आर्थिक सुधार	**15**
II- जनांकिकी	1. भारत की जनसांख्यिकीय प्रवृत्तियाँ 2. शिक्षा, स्वास्थ्य, कुपोषण और प्रवासन के मुद्दे	**15**

	3. गरीबी और असमानता 4. बेरोज़गारी और व्यावसायिक वितरण	
III- कृषि	1. कृषि की प्रकृति एवं महत्व 2. कृषि उत्पादन एवं उत्पादकता 3. भारतीय कृषि की प्रमुख समस्याएँ 4. भूमि उपयोग तरीक़ा एवं भूमि सुधार 5. नई कृषि रणनीतियाँ और हरित क्रांति	**15**
IV- उद्योग एवं विदेशी व्यापार	1. औद्योगिक विकास और उत्पादकता 2. औद्योगिक नीति एवं आर्थिक सुधार 3. सूक्ष्म, लघु एवं मध्यम उद्योग (एमएसएमई) 4. लघु उद्योगों की समस्याएँ 5. भारत में सार्वजनिक उद्यम 6. भारत के विकास में विदेशी व्यापार की भूमिका	**15**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Datt, Ruddar & K.P.M. Sundharam	Indian Economy	S. Chand & Co. new Delhi
Mishra & Puri	Indian Economy	Himalaya Publishing House
Govt. of India	Economic Survey (Various Issues)	Govt. of India
Brahmanand, P.R. & V.R. Panchmukhi (Eds)	The development process of the Indian Economy	Himalaya Publishing, Mumbai
मिश्रा एवं पुरी	भारतीय अर्थव्यवस्था	हिमालया पब्लिशिंग हाउस
अग्रवाल, ए. एन.	भारतीय अर्थव्यवस्था	न्यू ऐज इंटरनेशनल पब्लिशर्स
मिश्र, जे. पी.	भारतीय अर्थव्यवस्था	साहित्य भवन पब्लिकेशन, आगरा
छत्तीसगढ़ सरकार	आर्थिक सर्वेक्षण	आर्थिक एवं सांख्यिकीय संचालनालय, रायपुर
Uma Kapila	India Economy: Performance & Policies	Academic Foundation

ऑनलाइन स्रोत :

1	https://epgp.inflibnet.ac.in
2	https;//vidyamitra.inflibnet.ac.in
3	https://vidyamitra.inflibnet.ac.in/index.php/search
4	https://www.swayamprabha.gov.in
5	https://www.rbi.org.in/
6	http://descg.gov.in
7	https://www.indiabudget.gov.in/economicsurvey/
8	https://www.cso.ie/en/index.html

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि		
पूर्णांक - अंक	सतत आंतरिक मूल्यांकन (CIA) : 30 अंक अंत सेमेस्टर परीक्षा (ESE): 70 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 20 +20 कार्यभार / सेमिनार / उपस्थिति – 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 30 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा (ESE)	दो खंड - अ तथा ब खंड – अ : प्रश्न 1 – वस्तुनिष्ठ प्रश्न – 10x1= 10 अंक प्रश्न 2 – लघु उत्तरीय प्रश्न - 5x4=20 अंक खंड – ब : वर्णात्मक प्रकार के प्रश्न – 2 प्रति इकाई से (1-1 प्रश्न हल करना है) – 4x10 = 40 अंक	
हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-		

ECSEC -01

FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ECONOMICS
COURSE CURRICULUM – 2024-28

PART-A, INTRODUCTION			
PROGRAM: Bachelor in Art (Diploma/Degree/Honors)		**Sem -II, IV, V, VI**	**SESSION:2024 -2025**
SUBJECT: **ECONOMICS**			
1	COURSE CODE:	ECSEC -01	
2	COURSE TITLE:	**Statistical Product and Service Solutions (SPSS)**	
3	COURSE TYPE:	SEC	
4	Pre-requisite	As per program	
5	COURSE LEARNING OUTCOME (CLO):	• Use the advanced features of SPSS will assist the students in their research endeavours. • Comprehending new trends and techniques in using appropriate statistical and computational tools for inter – disciplinary research. • Effectively analyse and present their data and research outcomes • Understand basic functions of statistical software package for managing variables and generate descriptive statistics to describe the data and analyse data through graphs and charts. • Test differences in sample means. • Identify relationships between variables and develop models for predicting dependent variables on the basis of independent variables.	
6	CREDIT VALUE:	2 Credits (1C+1C)	Credit= 15 Hours-Theoretical Learning and =30 hrs. Field Learning/Training
7	TOTAL MARKS:	Max Marks:50	Min Passing Marks:20

PART-B, CONTENT OF THE COURSE		
Total No. of Teaching-Learning Periods: Theory- 15 periods (15 Hrs) and Lab or field learning / Training (01Hr per period) -30 Periods (30 Hours)		
Module	**TOPICS (Course Contents)**	**No of Periods**
Theory Contents	6. Introduction: Data Entry, Storing and Retrieving Files, Generating New Variables; Managing Data- Listing cases, replacing missing values, computing new variables, recoding variables, selecting cases, sorting cases, merging files, Graphs- Creating and editing	15

	graphs and charts; Descriptive Statistics Procedures: Frequencies, Descriptive, Explore, Cross Tabulation. 7. T-tests: One sample test, Independent samples and paired samples t-test; Anova – One way analysis of variance with post hoc analysis, Two way analysis of variance. 8. Chi-square analysis	
Lab /Field Training Contents	7. Performing Data Analysis using IBM SPSS	30

Signature of Convener & Members CBoS:-

PART-C, LEARNING RESOURCES

AUTHOR	TITLE	PUBLISHER
Lawrence S Meyers	Performing Data Analysis using IBM SPSS	Wiley Publication
Kiran Pandya, Smruti Bulsari	SPSS in simple steps	Dreamtech Press
Dr Radha Mohan	Using SPSS in research	Neelkamal

PART-D ASSESSMENT & EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks :50 Marks
Continuous Internal Assessment (CIA) : 15 Marks,
End Semester Exams (ESE) :35 marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Tests/Quiz–(2) : 10 & 10 Assignment/Seminar/Attendance - 05 Total Marks - 15	Better marks out of the two Test /Quiz +Obtained marks in Assignment shall be considered against 15 Marks
End Semester Exams (ESE) :	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on learned skill - 20 Marks B. Spotting based on tools (written) – 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Coordinator as per skilling

चार वर्षीय स्नातक पाठ्यक्रम (2024-28)

अर्थशास्त्र विभाग

कोर्स करिकुलम

खंड – अ : परिचय			
पाठ्यक्रम : बैचलर इन आर्ट्स (सर्टिफ़िकेट / डिप्लोमा / डिग्री)		**सेमेस्टर – Sem -II, IV, V, VI**	**सत्र – 2024-2025**
1	**कोर्स कूट**	ECSEC 01	
2	**कोर्स शीर्षक**	**Statistical Product and Service Solutions (SPSS)**	
3	**कोर्स प्रकार**	SEC	
4	**पूर्व अपेक्षित (यदि हो)**	आवश्यकता अनुरूप	
5	**कोर्स लर्निंग आउटकम (CLO)**	• एसपीएसएस की उन्नत सुविधाओं का उपयोग करने से छात्रों को उनके शोध प्रयासों में सहायता मिलेगी। • अंतर-विषयक अनुसंधान के लिए उपयुक्त सांख्यिकीय और कम्प्यूटेशनल उपकरणों का उपयोग करने में नए रुझानों और तकनीकों को समझना। • अपने डेटा और अनुसंधान परिणामों का प्रभावी ढंग से विश्लेषण करें और प्रस्तुत करें • चरों के प्रबंधन के लिए सांख्यिकीय सॉफ्टवेयर पैकेज के बुनियादी कार्यों को समझें और डेटा का वर्णन करने और ग्राफ़ और चार्ट के माध्यम से डेटा का विश्लेषण करने के लिए वर्णनात्मक आंकड़े तैयार करें। • नमूना साधनों में अंतर का परीक्षण करें। • चरों के बीच संबंधों की पहचान करें और स्वतंत्र चरों के आधार पर आश्रित चरों की भविष्यवाणी के लिए मॉडल विकसित करें।	
6	**क्रेडिट महत्व**	2 क्रेडिट (1क्रेडिट + 1 क्रेडिट)	क्रेडिट = 15 घंटे का सैद्धांतिक अध्ययन / प्रवेक्षण तथा = 30 घंटे का प्रायोगिक / क्षेत्रीय अध्ययन / प्रशिक्षण)
7	**कुल अंक**	पूर्णांक - 50	उत्तीर्णांक - 20

खंड – ब : कोर्स की विषयवस्तु		
कुल अध्यापन कालखंड (01घंटा प्रति काल खंड) – 15 कालखंड /15 घंटे तथा प्रायोगिक / क्षेत्रीय अध्ययन / प्रशिक्षण 02 घंटा प्रति कालखंड) - 30 कालखंड/ 30 घंटे		
मापांक	**प्रसंग (विषय वस्तु)**	**कालखंड की संख़्या**
सैद्धांतिक विषय वस्तु	1. परिचय: डेटा प्रविष्टि, भंडारण और फ़ाइलें पुनर्प्राप्त करना, नए वेरिएबल उत्पन्न करना; डेटा प्रबंधित करना- मामलों	**15**

	को सूचीबद्ध करना, लुप्त मानों को बदलना, नए वेरिएबल्स की गणना करना, वेरिएबल्स को रिकोड करना, मामलों का चयन करना, मामलों को क्रमबद्ध करना, फ़ाइलों को मर्ज करना, ग्राफ़- ग्राफ़ और चार्ट बनाना और संपादित करना; वर्णनात्मक सांख्यिकी प्रक्रियाएँ: आवृत्तियाँ, वर्णनात्मक, अन्वेषण, क्रॉस सारणीकरण। 2. टी-परीक्षण: एक नमूना परीक्षण, स्वतंत्र नमूने और युग्मित नमूने टी-परीक्षण; अनोवा - पोस्ट हॉक विश्लेषण के साथ विचरण का एकतरफ़ा विश्लेषण, विचरण का दोतरफ़ा विश्लेषण। 3. काई -स्क्वायर विश्लेषण	
प्रयोगशाला , क्षेत्रीय कार्य / प्रशिक्षण	1. आईबीएम एसपीएसएस का उपयोग करके डेटा विश्लेषण करना	**30**

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

खंड – स : अध्ययन स्रोत / साधन

लेखक	शीर्षक	प्रकाशक
Lawrence S Meyers	Performing Data Analysis using IBM SPSS	Wiley Publication
Kiran Pandya, Smruti Bulsari	SPSS in simple steps	Dreamtech Press
Dr Radha Mohan	Using SPSS in research	Neelkamal

खंड – द : आंकलन एवं मूल्यांकन

अनुशंसित सतत मूल्यांकन प्रविधि		
पूर्णांक - 50 अंक	सतत आंतरिक मूल्यांकन (CIA) : 15 अंक अंत सेमेस्टर परीक्षा (ESE): 35 अंक	
सतत आंतरिक मूल्यांकन (CIA) : (कोर्स शिक्षक द्वारा)	आंतरिक जाँच परीक्षा/ प्रश्नोत्तरी परीक्षा (दो) : 10 +10 कार्यभार / सेमिनार / उपस्थिति – 05 कुल अंक - 15	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक : 15 अंक के परिपेक्ष्य में अधिग्रहित किया जाएगा
अंत सेमेस्टर परीक्षा	प्रयोगशाला / क्षेत्र आधारित कौशल प्रदर्शन : मौक़े पर आंकलन / मूल्यांकन	

(ESE)	- कार्यभार आधारित कौशल – 20 - तकनीकी / उपकरण आधारित तात्कालिक प्रश्नोत्तरी - 10 अंक - सिद्धांत एवं तकनीक पर आधारित मौखिक प्रश्नोत्तरी – 05 अंक	कौशल समन्वयक / प्रशिक्षक द्वारा कौशल प्रकृति के आधार पर प्रविधि व्यवस्थित किया जा सकेगा

हस्ताक्षर, सदस्य एवं संयोजक (केंद्रीय अध्ययन मंडल)-

(Dr. Nanita Singh) (Dr. Cresencia Toppo)

B.Z. Sonkar (Dr. A.K. Mehar) (Dr. A.K. Khan) (Dr. S.K. Gobhi) (Dr. R. Tosh, AS)