

University of Mumbai



AAMS_UGS /ICC/2022-23/87

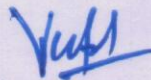
CIRCULAR:-

Suh :- B.Com., B.Ed. four years Integrated Course.

Ref :- RB/MU-2022/CR-207/Edn-5/899, dated 18th August, 2022.

All the Principals of the Affiliated Colleges, the Head of the University Department and Directors of the recognized Institutions in Faculty of Inter-disciplinary are hereby informed that the recommendations made by the Board of Studies in **Education** at its online meeting held on 23rd October, 2021 vide item No. 2 and subsequently passed in the faculty Inter-disciplinary of and then by the Board of Deans at its online meeting held on 2nd May, 2022 vide item No. 8.1(N) have been accepted by the Academic Council at its meeting held on 17th May, 2022, vide item No. 8.1 (N) and subsequently approved by the Management Council at its meeting held on 25th May, 2022 vide item No. 4 and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 74(4) of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) the Ordinance 6799 & 6800 Regulations 9561 & 9562 and the syllabus of **B.Com., B.Ed. four years Integrated Course – Sem I to VIII (CBCS)** has been introduced and the same have been brought into force with effect from the academic year **2022-23**, accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI – 400 032
20th August, 2022


(Dr. Vinod Patil)
I/c. REGISTRAR

To,

The Principals of the Affiliated Colleges, the Head of the University Department and Directors of the recognized Institutions in Faculty of Inter-disciplinary.

A.C/8.1(N)/17/5/2022
M.C/4/25/5/2022

AAMS_UGS/ICC/2022-23/87

20th August, 2022

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans
- 2) The Dean, Faculty of Inter-disciplinary,
- 3) The Chairman, Ad-hoc Board of Studies in Education,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Board of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Co-ordinator, MKCL.


(Dr. Vinod Patil)
I/c. REGISTRAR

Copy to :-

- 1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),**
- 2. The Deputy Registrar, College Affiliations & Development Department (CAD),**
- 3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),**
- 4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),**
- 5. The Deputy Registrar, Executive Authorities Section (EA),**
- 6. The Deputy Registrar, PRO, Fort, (Publication Section),**
- 7. The Deputy Registrar, (Special Cell),**
- 8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,**
- 9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,**

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

- 1. P.A to Hon'ble Vice-Chancellor,**
- 2. P.A Pro-Vice-Chancellor,**
- 3. P.A to Registrar,**
- 4. All Deans of all Faculties,**
- 5. P.A to Finance & Account Officers, (F.& A.O),**
- 6. P.A to Director, Board of Examinations and Evaluation,**
- 7. P.A to Director, Innovation, Incubation and Linkages,**
- 8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),**
- 9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,**
- 10. The Director of Board of Student Development,**
- 11. The Director, Department of Students Welfare (DSD),**
- 12. All Deputy Registrar, Examination House,**
- 13. The Deputy Registrars, Finance & Accounts Section,**
- 14. The Assistant Registrar, Administrative sub-Campus Thane,**
- 15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,**
- 16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,**
- 17. The Assistant Registrar, Constituent Colleges Unit,**
- 18. BUCTU,**
- 19. The Receptionist,**
- 20. The Telephone Operator,**
- 21. The Secretary MUASA**

for information.

UNIVERSITY OF MUMBAI



**Syllabus for B.Com B.Ed.
Four years Integrated Course
Sem – I to VIII
(Choice Based Credit System)**

(Introduced with effect from the academic year 2022-23)

UNIVERSITY OF MUMBAI



Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of the Course O.6799	B.Com B.Ed.Four years Integrated Course
2	Eligibility for Admission O.6800	Candidates with atleast 50% marks in the senior secondary/ +2 or its equivalent are eligible for admission.
3	Passing Marks	40%
4	Ordinances / Regulations (if any)	
5	No. of Years / Semesters	Sem I to VIII
6	Level	P.G. / U.G./ Diploma / Certificate (Strike out which is not applicable)
7	Pattern	Yearly / Semester (Strike out which is not applicable)
8	Status	<u>New</u> / Revised (Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year 2022-2023

Name & Signature of BOS Chairperson : Dr Sunita Magre

Name & Signature of Dean: Dr. Anita Swami



UNIVERSITY OF MUMBAI
B.Com B.Ed.Four years Integrated Course
(Credit Based Choice Semester)
PROGRAMME GUIDELINES

O. 6799 Title :

The Title of the programme is B.Com. B.Ed. Four years Integrated Course.

Objectives of the B.Com B.Ed (Integrated) Course :-

To enable the student teachers :

1. To prepare student-teachers to bring in quality in all their endeavours.
2. To inculcate research skills to find solutions to classroom problems.
3. To inspire individual, social, emotional and intellectual competence.
4. To create an awareness among student teachers about community, national and global issues.
5. To provide opportunities to interact with experts in the field of education.
6. To foster networking and collaborative skills with their contemporaries.
7. To cultivate organizational skills through teamwork, collaboration and co-operation.
8. To train the student-teachers in imparting and evaluating learning experiences.
9. To inspire student-teachers to meet the challenges of dynamic society.
10. To provide supportive skills in dealing with academic and personal problems of learners.
11. To nurture the thirst for knowledge and skills in the latest innovation and technologies in education.
12. To sensitize the student-teachers towards the threatening environmental issues.
13. To direct the student-teachers to fulfill their role as nation builders.
14. To be sensitive about emerging issues such as environment, population gender equality, etc.
15. To inculcate rational thinking and scientific temper among the student-teachers.

Preamble:

The four year integrated programme aims at integrating general studies comprising B.Com B.Ed and professional studies comprising foundation of education and school subjects and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice and coherence and integration among the components of the programme representing a wide knowledge base of a secondary school teacher. The programme aims in preparing teachers for Upper Primary and Secondary stages of education.

Duration:

The B.Com B.Ed programme shall be of four academic years or eight semesters including school based experiences and internship in teaching. Student teachers shall, however, be permitted to complete the programme within a maximum period of six years from the date of admission to the programme.

Working days:

- (a)** In a year there shall be atleast two hundred and fifty working days per year excluding the period of of examination and admission.
- (b)** A working day will be of minimum 5-6 hours adding up to a minimum of 36 hours per week. The institution shall ensure the availability of teachers and students for consultation and mentoring – providing group or individual guidance.
- (c)** The minimum attendance of student- teachers shall have to be 80% for all course work and practicum and 90% for school internship.

R. 9561 Intake

- a) There shall be a basic unit of fifty (50) students. Initially two units may be permitted. The University may prescribe distribution of students for different subjects.

O. 6800 Eligibility

- a) Candidates with atleast 50% marks in the senior secondary/ +2 or its equivalent are eligible for admission.

R 9562 Standard of Passing: 40%**Admission procedure:**

- a)** Admission shall be mad on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State Government/ University administration.
- b)** At the time of admission to the programme, the student will need to indicate their selection of the subjects to be pursued for the discipline options and the accompanying pedagogic specializations for which they are applying and these may be assigned on the basis of order of merit and availability.

The Professional Education. Course(PEC) Component consists of the following.

(i) Perspectives in Education (PE)

(ii) Curriculum and Pedagogic Studies

(iii)Ability Enhancement Course (AEC)

(iv)Engagement with the Field/Practicum (FE)

School Internship

School internship would be a part of the broad curricular area of ‘engagement with the field’ and shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills.

Internship Programme: (All activities should be systematically documented and maintained for the purpose of internal assessment)

Semester V – Two (04) weeks of Internship + One (01) week of Community service

Semester VI – Three (03) weeks of Internship

Semester VII - Eight (08) weeks of Internship + One (01) week of Community service

Semester VIII – Three (03) weeks of Internship

Semester V - (200 marks)

Four (04) weeks of Internship + One (01) week of Community service

The Semester V Internship activities include

- Micro skills – 1) Skill of Set Induction, 2) Skill of Explanation, 3) Skill of Questioning, 4) Skill of Illustration, 5) Skill of Stimulus Variation and Blackboard writing and Integrated lesson.
Total = 30 marks.
- Observation of lessons given by peers (4 lessons)) = 5marks x 4 lessons = 20 marks
- Shadowing of School Teacher - 5 lessons to be observed and recorded in Pedagogy of school subject I) = 6lessons x 5 marks = 30marks
- Teaching lessons in Pedagogy of school subject I (5 Lessons)) = 10 marks x 5 lessons = 50 marks
- Reflective Journal = 20 marks
- Co-curricular Activity = 30 marks
- Community = 20 marks

Semester VI - (150 marks)

Three (03) weeks of Internship

The Semester VI Internship activities include

- Teaching lessons in Pedagogy of school subject II (5 Lessons)) = 10 marks x 5 lessons = 50 marks
- Shadowing of School Teacher - 5 lessons to be observed and recorded in Pedagogy of school subject I) = 5 lessons x 5 marks = 25 marks
- Observation of School activities = 20 marks
- Reflective Journal = 30 marks
- Co-teaching with school teachers (5 lessons) 5x 5 marks each = 25 marks

Semester VII - (300 marks)

Eight (08) weeks of Internship + One (01) week of Community service

The Semester VII Internship activities include

- Teaching lessons in Pedagogy of school subject I and II (10 Lessons)) = 10 marks x 10 lessons = 100 marks
- Theme based lessons (6 Lessons)) = 10 marks x 6 lessons = 60 marks
- Co-teaching with Peers Pedagogy I and II = 6 lessons x 5 marks = 30 marks
- Administration of Unit Test and analysis of test results = 50 marks
- Reflective Journal = 20 marks
- Community work = 20 marks
- Observation of School records = 20

Semester VIII - (100 marks)

Three (03) weeks of Internship

The Semester VIII Internship activities include

- Teaching lessons in Pedagogy of school subject II (5 Lessons)) = 10 marks x 5 lessons = 50 marks
- Theme based lessons (5 Lessons)) = 10 marks x 3 lessons = 30 marks
- Reflective Journal = 20 marks

The student teacher during internship in a school should perform the roles of a regular teacher at the respective level under the direct guidance and supervision of the mentoring teacher (Supervising / Guide Teacher) of the school. While at school, the student teacher shall prepare the necessary teaching resources and records for teaching lessons.

Sem V : Co-curricular activities and day celebrations such as

- Morning prayer, Activities for value education
- Day celebrations such as: Independence day, Environment day, World literacy day,
- Hindi day, Teachers' day, Kojagiri
- Subject clubs such as science club, language club, environment club
- Orientation of art and culture
- Lectures by experts in various fields,
- Competitions, Sports
- Field trip

Sem VIII – Development of Learning Resources = 50 marks

Students in group are supposed to prepare material and organize an educational exhibition an awareness program for students/ parents/ society. Health activities, co-curricular activities, day celebrations (Grade), General orientation of syllabus and Self learning skills

Health activities such as

- Orientation/ training about Yoga, Balanced Diet, Deep breathing, stress management
- Medical check up

Conduct an Action Research = 50 marks

COURSE OUTLINE

SEMESTER I

Title of the Course		Name of the Course	Credits	CA	UA	Total
	B.Com	Business Communication	6	40	60	100
	B.Com	Business Communication	6	40	60	100
	B.Com	Business Environment	6	40	60	100
	B.Com	Values and Ethics in Business	6	40	60	100
	B.Com	Business Law	6	40	60	100
	B.Ed	Perspectives in Education - Childhood and Growing Up	6	40	60	100
	B.Ed	Perspectives in Education - Creating an Inclusive school	6	40	60	100
	AEC	Yoga and Health Education	3	50	---	50
Total			45			750

SEMESTER II

Title of the Course		Name of the Course	Credits	CA	UA	Total
	B.Com	Business Accountancy	6	40	60	100
	B.Com	Business Marketing	6	40	60	100
	B.Com	Business Economics: Macro Economics	6	40	60	100
	B.Com	Organisational Skill and Development	6	40	60	100
	B.Com	Computer Concepts and Applications	6	40	60	100
	Part IV	Perspectives in Education - Learning and Teaching	6	40	60	100
	Part IV	Perspectives in Education - Knowledge and Curriculum	6	40	60	100
	AEC	Critical Understanding of ICT	3	50	---	50
Total			45			750

SEMESTER III

Title of the Course		Name of the Course	Credits	CA	UA	Total
	B.Com	Mathematics and Statistics I	6	40	60	100
	B.Com	Fundamentals of Banking	6	40	60	100
	B.Com	Business Management	6	40	60	100
	B.Com	Commerce - I	6	40	60	100
	B.Com	Environment Management	6	40	60	100
	B.Ed	Perspectives in Education – Assessment for Learning	6	40	60	100
	B.Com	Electives: 1) Gender and Women Studies – I 2) Rural Economics and Co-operation-I	6	40	60	100
	AEC	Ability Course: Drama and Art in Education	3	50	---	50
Total			45			750

SEMESTER IV

Title of the Course		Name of the Course	Credits	CA	UA	Total
	B.Com	Management Accounting	6	40	60	100
	B.Com	Commerce II	6	40	60	100
	B.Com	Company Law	6	40	60	100
	B.Com	Banking and Finance	6	40	60	100
	B.Com	Business Statistics	6	40	60	100
	B.Ed	Perspectives in Education – Contemporary India and Education	6	40	60	100
	B.Com	Electives: 1) Gender and Women Studies-II 2) Rural Economics and Co- operation-I	6	40	60	100
	AEC	Reading and Reflecting of Text	3	50	---	50
Total			45			750

SEMESTER V

Title of the Course		Name of the Course	Credits	CA	UA	Total
	B.Com	Entrepreneurship Development	6	40	60	100
	B.Com	Human Resource Management	6	40	60	100
	B.Com	Electives: 1) Marketing Research 2) Investment Analysis and Portfolio	6	40	60	100
	B.Ed	Perspectives in Education – Educational Management	6	40	60	100
	B.Ed	Pedagogical of School Subjects - Pedagogy Electives: 1) Pedagogy of School Subject: English 2) Pedagogy of School Subject: Mathematics 3) Pedagogy of School Subject: Economics	6	40	60	100
	AEC	Ability Based Course: Understanding the Self	3	50		50
	B.Ed	School Internship	12	200	--	200
Total			45			750

SEMESTER VI

Title of the Course		Name of the Course	Credits	CA	UA	Total
	B.Com	Cyber Laws	6	40	60	100
	B.Com	Business Leadership	6	40	60	100
	B.Com	Financial Management	6	40	60	100
	B.Com	Project Management	6	40	60	100
	B.Com	Advertising	6	40	60	100
	B.Ed	Pedagogical of School Subjects II- Pedagogy Electives: 1) Pedagogy of School Subject: English 2) Pedagogy of School Subject: Mathematics 3) Pedagogy of School Subject: Economics 4) Pedagogical of School Subjects: Commerce	6	40	60	100
	B.Ed	School Internship	9	150	--	150
Total			45			750

SEMESTER VII

Title of the Course		Name of the Course	Credits	CA	UA	Total
	B.Com	Cyber Laws II	6	40	60	100
	B.Ed	Perspectives in Education-Language Across Curriculum	6	40	60	100
	B.Ed	Peace Education	6	40	60	100
	B.Ed	Pedagogical of School Subjects II- Pedagogy Electives: 1) Pedagogy of School Subject: English 2) Pedagogy of School Subject: Mathematics 3) Pedagogy of School Subject: Economics 4) Pedagogical of School Subjects: Commerce	6	40	60	100
	B.Ed	School Internship	18			300
	AEC	CCA	3			50
Total			45			750

SEMESTER VIII

Title of the Course		Name of the Course	Credits	CA	UA	Total
	B.Com	Direct and Indirect Taxes	6	40	60	100
	B.Com	Electives: 1) Management of Service Industry 2) Insurance	6	40	60	100
	B.Ed	Perspectives in Education – Gender, School and Society	6	40	60	100
	B.Ed	Electives: 1) Guidance and Counselling Action Research	6	40	60	100
	B.Ed	Electives: 1) Pedagogical of School Subjects - Pedagogy II : English (Part II) 2) Pedagogical of School Subjects - Pedagogy II : Mathematics (Part II) 3) Pedagogical of School Subjects - Pedagogy II : Commerce (Part II) 4) Pedagogical of School Subjects - Pedagogy II : Economics (Part II)	6	40	60	100
	B.Ed	Development of Learning Resources	3	50		50
	B.Ed	School Internship	6	100	--	100
	B.Ed	Action Research	3	50		50
	AECC	Communication Skills	3	50		50
Total			45			750

SEMESTER I BUSINESS COMMUNICATION

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- a) To understand the concept, process and importance of communication.
- b) To acquire and develop good communication skills requisite for business correspondence.
- c) To acquire the fundamental knowledge about types of Business Letters
- d) To develop awareness regarding new trends in business communication.
- e) To provide knowledge of various media of communication.
- f) To develop business communication skills through the application and exercises.

MODULE 1: BUSINESS COMMUNICATION I (2 CREDITS)

Unit 1: Theory of Communication

- a) Concept and Need of Communication
- b) Channels and Objectives of Communication-Channels: Formal and Informal-Vertical, Horizontal, Diagonal, Grapevine
- c) Methods: Concept and Characteristics-Verbal and Nonverbal

Unit 2: Report Writing and Internal Correspondence

- a) Reports - Meaning and Significance; Structure of Reports; Negative, Persuasive and Special Reporting
- b) Types of Special reporting - Informal Report – Proposals, Formal Reports, Project Report
- c) Introduction and Essential elements of Report writing (Reporting for a meeting), organisation of Press report, Office memo, Office orders, Office Circulars, Press release

Unit 3: Recent Trends in Business Communication

- a) Internet: Email, Websites, Social Media Network (Twitter, Face book, LinkedIn, YouTube, WhatsApp)
- b) Google Doc, Google Form, Google Sheet, Google Slide, Google Class Room,
- c) Online Conference, Video conferencing, Meeting through Zoom App, Google meet App, Cisco Webex meetings App.

MODULE 2: BUSINESS COMMUNICATION II (2 CREDITS)

Unit 4: Types and Drafting of Business Letters

- a) Enquiry Letters, Replies to Enquiry Letters, Order Letters
- b) Credit and Status Enquiries, Sales Letters, Complaint Letters
- c) Collection Letters, Circular Letters

Unit 5: Group Communication

- a) Interviews: Preparing for an interview, Types of Interviews (meaning and characteristics) – Selection, Appraisal, Grievance, Exit
- b) Group Discussions: Need and Importance of Group Discussion Participating in a group discussion
- c) Meetings: Need and Importance of Meetings, Conduct of Meetings and Group Dynamics, Role of the Chairperson, Role of the Participants, Drafting of Notice, Agenda and Resolutions

Unit 6: Presentation Skill

- a) Conference: Meaning and Importance of Conference, Organizing a Conference, Modern Methods: Video and Tele-Conferencing
- b) Public Relations: Meaning and Functions of Public Relations (PR)
- c) Reports: Feasibility Reports, Investigative Reports, Summarization-Identification of Main and Supporting/Sub Points, Presenting these in Cohesive Manner

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Listening Comprehension and Remedial Teaching
- b) Speaking Skills: Presenting a News Item, Dialogue and Speeches
- c) Paragraph Writing: Preparation of the first draft, Revision and Self-Editing, Rules of spelling.
- d) Reading Comprehension: Analysis of texts from the fields of Commerce and Management Presentations, Group Discussion, Mock Interviews, Mock Meetings / Conferences, Book
- e) Reviews/Summarization, Reading Comprehension: Analysis of texts from the field of Literature

References:

- Agarwal, Anju D (1989) A Practical Handbook for Consumers, IBH
- Alien, R.K. (1970) Organisational Management through Communication.
- Ashley, A (1992) A Handbook of Commercial Correspondence, Oxford University Press
- Aswalthapa, K (1991) Organisational Behaviour, Himalayan Publication, Mumbai

- Bahl, J.C. and Nagamia, S.M. (1974) Modern Business Correspondence and Minute Writing
- Balan, K.R. and Rayudu C.S. (1996) Effective Communication, Beacon New Delhi
- Barkar, Alan (1993) Making Meetings Work, Sterling Publication Pvt. Ltd., New Delhi
- Basu, C.R. (1998) Business Organisation and Management, T.M. H. New Delhi
- Bhargava and Bhargava (1971) Company Notices, Meetings and Regulations
- Black, Sam (1972) Practical Public Relations, E.L.B.S. London
- Burton, Grand Thakur (1995), Management Today Principles and Practices T.M.H., New Delhi
- Ecouse Barry (1999), Competitive Communication: A Rhetoric for Modern Business, OUP
- Fisher Dalmar (1999), Communication in Organisation, Jaico Pub House, Mumbai, Delhi
- Frailey, L.E. (1982) Handbook of Business Letters, Revised Edition, Prentice Hall, New Jersey
- Lesikar, Raymond V and Petit, John D. (1994) Business Communication: Theory and Application
- McQuail, Denis (1975), Communication, Longman
- Merrihue, William (1960) Managing by Communication, McGraw Hill, New York
- Monippalli, M.M. (1997), The Craft of Business Letter Writing, T.M.H. New Delhi
- Murphy, Herta and Hilde Brandt, Herbert W (1984) Effective Business Communication, McGraw Hill, New York
- Parry, John (1968) The Psychology of Human Communication
- Parson, C.J. and Hughes (1970) Written Communication for Business Students, Great Britain
- Stephenson, James (1988) Principles and Practice of Commercial Correspondence, Pilman and Sons Ltd. London
- Shurter, Robert L. (1971) Written Communication in Business, McGraw Hill, Tokyo

SEMESTER I BUSINESS ECONOMICS – MICRO

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To understand the basic concepts of micro economics.
- To understand the tools and theories of economics for solving the problem of decision making by consumers and producers.
- To understand the problem of scarcity and choices.
- To impart knowledge of business economics
- To clarify micro economic concepts
- To understand basic theories, concepts of micro economics and their application

MODULE 1: INTRODUCTION TO BASICS OF MICRO ECONOMICS (2 CREDITS)

Unit 1: Cost and Revenue

- a) Concepts and Types of Cost- Economic Cost and Accounting Cost, Private Cost and Social Cost, Actual Cost and Opportunity Cost, Explicit Cost and Implicit Cost, Incremental Cost and Sunk Cost, Fixed Cost and Variable Cost
- b) Relation between Total Cost, Average Cost and Marginal Cost, Cost Curves in Short run and Long run
- c) Concept of Total Revenue, Average Revenue and Marginal Revenue

Unit 2: Pricing Under Perfect Market Conditions

- a) Pure Competition: Meaning and Features
- b) Features of Perfect Competition
- c) Price Determination in Perfect Competition, Equilibrium of Firm and Industry in Short Run and Long Run

Unit 3: Pricing Under Imperfect Market Conditions

- a) Meaning of Imperfect Competition
- b) Monopoly: Features and Equilibrium, Price Discrimination
- c) Monopolistic Competition- Features and Equilibrium.

MODULE 2: INTRODUCTION TO BASIC THEORIES OF MICRO ECONOMICS (2

CREDITS)

Unit 4: Factor pricing

- a) Marginal Productivity Theory of Distribution
- b) Rent- Meaning, Ricardian Theory of Rent, Modern Theory of Rent
- c) Concept of Quasi Rent

Unit 5: Wages

- a) Meaning and Types of Wages – i) Minimum Wages ii) Money Wages iii) Real Wages iv) Subsistence Wages v) Fair Wages
- b) Backward Bending Supply Curve of Labour
- c) Role of Collective Bargaining in Wage Determination

Unit 6: Interest, Profit and Competition

- a) Interest-Meaning, Loanable Fund Theory, Liquidity Preference Theory
- b) Profit- Meaning, Risk and Uncertainty Theory of Profit, Dynamic Theory of Profit, Innovation Theory of Profit
- c) Oligopoly and Duopoly: Concept and Features

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Prepare a detailed Report on Types of wages and the difference in Rural and Urban Areas
- b) Report on the Comparison of cost and revenues in industries
- c) Case studies on Trends of cost and revenue in industries
- d) Prepare a detailed Report on Price and non-price competition in monopolistic competition
- e) Report a Study of application of theories of factor pricing

References:

- Mehta, P.L.: Managerial Economics – Analysis, Problem and Cases (S. Chand & Sons, N. Delhi, 2000)
- Hirchey .M., Managerial Economics, Thomson South western (2003)
- Salvatore, D.: Managerial Economics in a global economy (Thomson South Western Singapore, 2001)
- Frank Robert.H, Bernanke. Ben S., Principles of Economics (Tata McGraw Hill (ed.3)
- Gregory Mankiw., Principles of Economics, Thomson South western (2002 reprint)
- Samuelson & Nordhas.: Economics (Tata McGraw Hills, New Delhi, 2002)
- Pal Sumitra, Managerial Economics cases and concepts (Macmillan, New Delhi, 2004)

SEMESTER I BUSINESS ENVIRONMENT

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To develop awareness of the meaning, scope and objectives of business environment
- To develop awareness of the meaning, scope, objectives and factors affecting natural environment
- To develop understanding of the Indian economy and factors affecting economic resources
- To develop understanding of legal environment focusing on fiscal monetary policies
- To develop awareness of the technological environment and impact of technology on business.
- To develop understanding on the social and global environment and trends in business.

MODULE 1: BASICS OF BUSINESS ENVIRONMENT AND (2 CREDITS)

Unit 1: Business Environment

- a) Meaning of Business, Scope and Objectives Business
- b) Meaning, Scope and Objectives of Business Environment
- c) Features of Micro and Macro Environment of Business (Social, Cultural, Economic, Political, Legal Technological and Natural)

Unit 2: Natural Environment

- a) Meaning, Component of Natural Environment
- b) Impact of Natural Environment on business decision
- c) Factors affecting environment to the business, Internal and External Environment, Micro Environment, Macro Environment

Unit 3: Economic Environment

- a) Characteristics of Indian Economy
- b) Factors Affecting Economy, Economic Resources
- c) Impact of Liberalization, Privatization and Globalisation on Indian Business

MODULE 2: PROMOTING BUSINESS ENVIRONMENT (2 CREDITS)

Unit 4: Legal Environment

- a) Meaning and Impact of Fiscal Monetary Policy

b) Exim Policy and Industrial Policy on Business

- c) Features of Industrial Policy of 1991

Unit 5: Technological Environment

- a) Concept and Significance of Technological Environment
b) Impact of Technology on Business
c) Regulation of Foreign Investment and Collaboration

Unit 6: Social and Global Environment

- a) Social Environment: Business and Society, Business and Culture, Language, Culture
b) Nature of Globalization, Challenges of International Business
c) Emerging Trends in Business Concepts, Advantages and Limitations: Network Marketing-Franchising-Business Process Outsourcing (BPO)-E-Commerce

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two activities for assignment from the following

(2 x 10 = 20 Marks)

1. Prepare a Report on Micro and Macro Environment of Business
2. Compare and contrast the factors affecting the business environment
3. Report on Exim policy of business
4. Prepare a Report on Emerging trends in business concepts
5. Trends of Foreign investment and collaboration – Case study

References:

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- Entrepreneurial Development, Khanka S.S., S. Chand, New Delhi

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- McKinney M.L. &Schoch R.M.,1998 : Environmental Science, Jones & Bartlett Publishers, London
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- AHIRRAO W.R. & others, ParyavaranVijnan (Marathi), NiraliPrakashan, Pune

SEMESTER I VALUES AND ETHICS IN BUSINESS

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To enhance students general awareness of ethical dilemmas at work
- To understand differing perceptions of interests in business-related situation
- To introduce the concept of Corporate Social Responsibility, Corporate Governance and explore its relevance to ethical business activity
- To examine whether ethics set any boundaries on accounting, marketing, IT, social media and workplace
- To prepare students to play a constructive role in improving the sustainable development with which they may become involved

MODULE 1: FUNDAMENTALS OF BUSINESS ETHICS (2 CREDITS)

Unit 1: Business Ethics

- a) Business Ethics: Concept, Scope, Objectives, Need and Principles
- b) Human Values and Moral-Meaning, Formation and Importance
- c) Professional Ethics: Meaning and Significance, Management and Ethics

Unit 2: Corporate Social Responsibility

- a) CSR: Concept, Scope, Forms of CSR, Dimensions of CSR, Legal and Ethical Foundation for CSR, Steps to attain CSR
- b) International Approach to CSR
- c) CSR activities in: Social Welfare, Healthcare, Education and Infrastructure

Unit 3: Corporate Governance and Business Ethics

- a) Corporate Governance: Concept, Objectives, Features, Core Principles of Good Corporate Governance, Advantages, System of Corporate Governance and SEBI's Guidelines
- b) Whistle Blowing: Meaning and Causes and Types
- c) Current Issues of Business Ethics in Accounting, Social Media, IT, Marketing and Advertisement, Harassments and discrimination at workplace

MODULE 2: BASICS OF ETHICAL VALUES (2 CREDITS)

Unit 4: Sustainable Development and Ethics

- a) Sustainable Development: Concept, Need, Principles and Importance, Goals of Sustainable Development and Challenges to achieve Sustainable Development

- b) Achievements of Sustainable Development in India clean water, clean energy, no poverty, zero hunger, good health, quality education, climate action and industry innovations infrastructure
- c) Ethics and Sustainable Development

Unit 5: Social Ethics

- a) The Basis for Ethical Human Conduct
- b) Defects in Ethical Human Conduct
- c) Universal Human Order and Ethical Conduct

Unit 6: Understanding Harmony in the Nature and Existence- Whole Existence as Coexistence

- a) Understanding the harmony in the nature
- b) Interconnectedness and mutual fulfilment among the four orders of nature recyclability and self-regulation in nature
- c) Holistic Perception of harmony at all levels of existence

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two activities for assignment from the following

(2 x 10 = 20 Marks)

1. Prepare a Report on Ethics in Business
2. Impact of Corporate Social Responsibility towards community welfare
3. Report on Current Issues of Business ethics in Corporate Governance
4. Prepare a Report on achieving the Targets of Sustainable development goals
5. Prepare a report on Holistic perception of harmony

References:

- Ethics in Management, S.A. Sherlekar, Himalaya Publication, New Delhi
- Business Ethics and corporate Governance, S S Khanka, S. Chand Publication, Mumbai
- Business Ethics and Corporate Governance, S. K. Bhatia, Deep and Deep sons, New Delhi
- Corporate Governance : Principle, Policies and Practices, Bob Tricker, Oxford University Press, New Delhi
- Management by Values, S.K.Chakraborti, Oxford University Press, Mumbai
- Business Ethics And Corporate Governance, A. C. Fernando, Dorling Kindersly, Mumbai
- E Commerce - A Study in Business Ethics, Rituparna Raj, Himalaya Publication, New Delhi
- E-Commerce and It's Applications, Dr. U. S. Pandey, Rahul Srivastava and Saurabh Shukla, S. Chand & Company, New Delhi

- The sustainable development goals, United Nations, United Nations Publication, UN
- Atlas of Sustainable Development Goals 2017: from World Development Indicators, World Bank, World Bank Publication
- Business Ethics And Corporate Governance, A. C. Fernando, Dorling Kindersly, Mumbai
- The age of sustainable development goals, Jeffery D Saches and Ki Moon Ban, Columbia University Press
- <http://www.mca.gov.in/MinistryV2/csrdatasummary.html>
- Csr.gov.in
- <https://www.acclimited.com/sustainable/corporate-social-responsibility>
- <https://www.youtube.com/watch?v=FN0kRR985l8>
- <https://sustainabledevelopment.un.org/?menu=1300>
- https://www.toppr.com/guides/business-communication-and-ethics/business_ethics/meaning-and-ethical-principles-in-business/

SEMESTER I BUSINESS LAW

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To orient students on the Indian Contract Act 1872 – General Principle of Law of Contract
- To orient students on the Indian Contract Act 1872 – Specific Contract
- To orient students on the Sale of Goods Act 1930
- To orient students on Partnership Act, 1932
- To orient students on the Limited Liability Partnership Act 2008
- To orient students on the Negotiable Instruments Act 1881

MODULE 1: FUNDAMENTAL ACTS – I (2 CREDITS)

Unit 1: The Indian Contract Act, 1872: General Principle of Law of Contract

- a) Contract: Meaning, Characteristics and kinds of contract
- b) Essentials of a valid contract- Offer and Acceptance, Consideration, Contractual Capacity, Free Consent, Legality of Objects
- c) Discharge of Contract: Modes of Discharge, Breach and remedies against Breach of Contract

Unit 2: The Indian Contract Act, 1872: Specific Contract

- a) Contract of Indemnity and Guarantee
- b) Contract of Bailment
- c) Contract of Agency

Unit 3: The Sale of Goods Act, 1930

- a) Contract of Sale, Meaning and Difference Between Sale and Agreement to sell, Performance of Contract of Sale
- b) Features of Conditions and Warranties, Transfer of Ownership in goods including sale by a non-owner
- c) Unpaid Seller: Meaning, Rights of an unpaid seller against the goods and the buyer

MODULE 2: FUNDAMENTAL ACTS – II (2 CREDITS)

Unit 4: Partnership Laws I (The Partnership Act, 1932)

- a) Nature and Characteristics of Partnership
- b) Types of Partners, Rights and Duties of Partners
- c) Implied Authority of a Partner, Incoming and Outgoing Partners

Unit 5: Partnership Laws II (The Limited Liability Partnership Act, 2008)

- a) Salient Features of LLP

- b) Difference between LLP and Partnership, LLP and Company
- c) Incorporation Document, Incorporation by Registration

Unit 6: The Negotiable Instruments Act 1881

- a) Meaning and Characteristics, Types of Negotiable Instruments: Promissory Note, Bills of Exchange, Cheque-Crossing of Cheque and Bouncing of Cheque
- b) Holder and Holder in due course, Privileges of holder in due course
- c) Negotiation: Types of Endorsements

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two activities for assignment from the following

(2 x 10 = 20 Marks)

1. Prepare a Report on Indian Contract Act 1872: General Principle of Law of Contract
2. Prepare a Report on Indian Contract Act 1872: Specific Contract
3. Prepare a Report on The Sale of Goods Act, 1930
4. Prepare a Report on the Negotiable Instruments Act 1881
5. Prepare a Report on any one Partnership Laws

References:

- M.C. Kuchhal, and Vivek Kuchhal, *Business Law*, Vikas Publishing House, New Delhi.
- Avtar Singh, *Business Law*, Eastern Book Company, Lucknow.
- Ravinder Kumar, *Legal Aspects of Business*, Cengage Learning
- SN Maheshwari and SK Maheshwari, *Business Law*, National Publishing House, New Delhi.
- Aggarwal S K, *Business Law*, Galgotia Publishers Company, New Delhi.
- Bhushan Kumar Goyal and Jain Kinneri, *Business Laws*, International Book House
- Sushma Arora, *Business Laws*, Taxmann Publications.
- Akhileshwar Pathak, *Legal Aspects of Business*, McGraw Hill Education, 6th ed.
- P C Tulsian and Bharat Tulsian, *Business Law*, McGraw Hill Education
- Sharma, J.P. and Sunaina Kanojia, *Business Laws*, Ane Books Pvt. Ltd., New Delhi

SEMESTER I

PERSPECTIVE IN EDUCATION: CHILDHOOD AND GROWING UP

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To create and awareness about basic concepts and Principles of Educational Psychology
- To develop an understanding of the nature, process and factors influencing development
- To sensitize learners to the role of cultural context in shaping human development
- To enable learners to relate the theories of Erikson and Piaget to the stage of development
- To develop an understanding about self and personality
- To equip learners with coping strategies on meeting life challenges

MODULE 1: HUMAN DEVELOPMENT (2 CREDITS)

Unit 1: Role of Educational Psychology

- a) Educational Psychology: Meaning, Concept and Scope
- b) Stages of Growth and Development (Later Childhood and Adolescence)
- c) Role of Educational Psychology to a Teacher

Unit 2: Process of Development

- a) Meaning and Principles of Growth and Development and its difference
- b) Determinants of Growth and Development: Heredity, Environment, Learning, Maturation
- c) Erikson's theory of Psychosocial Development and Piaget's theory of Cognitive Development

Unit 3: Context of Child Development

- a) Child Development as a multidimensional concept within a pluralistic society with reference to Ecological System by Urie Bronfenbrenner
- b) Impact of different parenting styles on child development (Authoritarian, Authoritative, Permissive and Uninvolved)
- c) Cultural Psychology: Meaning, Scope: Culture and Motivation - Self Enhancement v/s Self Improvement, Culture and Empathy-Collectives v/s Individualistic, Prejudice and Stereotypes

MODULE 2: PERSPECTIVES OF HUMAN DEVELOPMENT (2 CREDITS)

Unit 4: Methods and Approaches of Studying Human Development

- a) Methods: Observation (Participatory and Non-Participatory), Experimental and Clinical
- b) Approaches: Cross Sectional, Cross Cultural
- c) Longitudinal Approach with reference to Piaget's Theory of Cognitive Development

Unit 5: Self and Personality

- a) Concept of Self and Personality
- b) Major Approaches to understand Personality: Types and Traits, Big Five Theory of Personality
- c) Defence Mechanisms- (Denial, Escape and Substitution); Kohlberg's Theory of Moral Development

Unit 6: Meeting Life Challenges

- a) Stress: Type and Source
- b) Effect and Coping Strategies of Stress
- c) Life Skills: Meaning, Importance and Strategies to develop self-reflection and inter-personal skills

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Tasks - Any one from the following: (1x10 =10m)

- a) Prepare a reflective journal on the basis of observations of any two students keeping the variables as determinants of Growth and Development
- b) Conduct a case study on secondary school students based on Urie Bronfenbrenner theory
- c) Fill in a self-awareness questionnaire, interpret the results, analyse your behaviour patterns and write your reflections on it.
- d) Review any one movie of the following: 1. Smile Pinky (2008), 2. Born into Brothels (2014), 3. Salaam Bombay (1988), 4. Slumdog Millionaire (2009), 5. Gippie (2013) and 6. Mehek (2007). Discuss their content, Characters and Messages in the context of issue and concerns of childhood/adolescence.

II. PSYCHOLOGICAL TEST- ANY ONE

- a) Big five Personality Test
- b) Self-Concept

References:

- Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition. Orient Longman.
- Bigge, M. L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper and Row Publishers, P.P. 89-90.
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- Understanding Social Psychology Across Cultures, 2nd Edition, Peter Smith et al, Sage Publications
- The Handbook of Culture and Psychology, 2nd Edition, Eds. D.Matsumoto and Hyisung C. Hwang, Oxford University Press
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- Papalia D. E., and Sally, W. O. (1978). Human Development. McGraw Hill Publishing Company

SEMESTER I

PERSPECTIVE IN EDUCATION: CREATING AN INCLUSIVE SCHOOL

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To discuss basic understanding of diversity, disability and inclusion
- To obtain the knowledge of Inclusive Education
- To understand the curriculum and assessment adaptations for inclusive classroom
- To describe the different models of disability
- To discuss the contributions of International and National Policies and Acts on Inclusive Education
- To understand the contribution of NGO in Inclusion

MODULE 1: INTRODUCTION AND TOWARDS NURTURING INCLUSION (2 CREDITS)

Unit 1: Understanding Inclusion

- a) Difference between: Diversity, Disability and Inclusion
- b) Meaning, Needs of Inclusion Education
- c) Models of Inclusion: Charity Model, Functional Model and Human Right Model

Unit 2: Nurturing Inclusion

- a) Concept of Children with special needs and their types
- b) Characteristics of disabilities-sensory, neuro-development, loco motor and multiple disabilities
- c) Catering to the needs of children with sensory, neuro-developmental and multiple disabilities

Unit 3: Policies and Acts promoting inclusive education

- a) International Policies: Significance of (and Acts: Salamanca 1994), UNCRPD, EFA (MDG)
- b) National Policies and Acts: Rehabilitation Council Act 1992, National Policy for person with disability 2006, Rights to Education Act 2009, National Education Policy 2019
- c) Educational Concessions, Facilities for CWSN

MODULE 2: UNDERSTANDING AND ADDRESSING LEARNER'S DIVERSITY (2 CREDITS)

Unit 4: Planning Instruction and Designing Learning Experiences for an Inclusive Classroom

- a) Curriculum Adaption/ Modification-Disability wise Curriculum Adaption/ Modification in Instruction
- b) Use of ICT in Inclusive Classroom
- c) Strategies for differentiating content in an inclusive classroom

Unit 5: Inclusion in Classroom

- a) Facilitating inclusion in classroom: Attitudinal, Social and Infrastructural
- b) Individualized Educational Plans: Concepts, Steps
- c) Alternate means of assessment and evaluation in an inclusive classroom

Unit 6: Functionaries in Inclusive Settings

- a) Profile and Role of Teacher: General Teacher and Resource Teacher
- b) Role of NGO in supporting inclusive school
- c) Pre-Support and Pre-Vocational Training Program for children with special needs

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Assignments (2 x 10 Marks)	20
3	Overall Participation	05
Total		40

Any two activities for assignment from the following

(2 x 10 = 20 Marks)

- a) Prepare a presentation on any one model of disability (excluding models of disability given in the syllabus)
- b) Case Study of any one NGO supporting inclusive education
- c) Prepare a scrapbook showing different ICT technologies used in Inclusive Education (Picture and Information)
- d) Interview a teacher working in a mainstream school promoting inclusion
- e) Making a report of visit to a school for children with special needs

References:

- Algozzine, Robert & Ysseldyke, James(2006).Teaching students with learning disabilities. California: Corwin press.
- Deshprabhu, Suchitra (2014) Inclusive education in India. New Delhi: Kaniksha Publishers
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- Rana, Nishta. (2013) Children with special needs.Hyderabad: Neelkamal Publishers.
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- Umadevi, M R. (2010) Special education. Hyderabad: Neelkamal Publishers
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- Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers
- Umadevi, M R. (2010) Special education. Hyderabad: Neelkamal

Web-links:

- RTE and disadvantaged children
<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/StatusreportRTE2013.pdf>
- THE REHABILITATION COUNCIL OF INDIA ACT, 1992
http://www.svayam.com/pdf/the_rci_act-1992&amendment_act_2000.pdf
- Teachers in inclusion
<http://www.inclusiveeducationinaction.org/iea/index.php?menuid=25&downloaded=87&reoreid=247>
- Universal Design for learning <http://inclusive.tki.org.nz/guides/universal-design-for-learning/>
<http://www.uvm.edu/~cdci/universaldesign/?Page=about-udl/guidelinesprinciples.php&SM=about-udl/submenu.html>

SEMESTER I

YOGA AND HEALTH EDUCATION

Total Credits: 03

Total Marks: 50

College Assessment: 50

Course Learning Outcomes

- To develop understanding about meaning, importance, aims and objectives of Health Education.
- To develop understanding about Balance Diet, Communicable Diseases and First Aid.
- Acquire knowledge about health education and Yoga.
- Acquire knowledge about recreation, health and safety education
- To develop understanding about Philosophy of Yoga.
- To develop awareness about of Yogic Exercise and Diet in life.

MODULE 1: HEALTH EDUCATION

Unit 1: Introduction of Health Education

- a) Concept of Health Education: Meaning, Definition and Importance of Health Education
- b) Forms of Health Education: Health Instructions, Health Service and Health Supervision
- c) Healthy Practice for Healthy Living

Unit 2: Nutrition and Balanced Diet

- a) Nutrition and Balanced Diet Components and Malnutrition
- b) Foods and Nutrition, Food habits, Timing of Food, Nutrients and their functions, Seasonal foods and festivals, Preservation of food value during cooking, food and water borne and deficiency diseases and prevention
- c) Communicable and Non-Communicable Diseases; Reproductive and Sexual Health, hygiene, HIV/AIDS, responsible sexual behaviour, measures to prevent diseases transmission

MODULE 2: YOGA EDUCATION

Unit 3: Essential of Yoga and Practices

- a) Meaning, Aim, Scope and function of yoga education
- b) Yoga Asanas, Pranayama and Shudhikriya (Technique, Do's and Don'ts and Benefit)
- c) Yoga Practices for Healthy Living

Unit 4: Yoga and Fitness

- a) Difference Between Physical Exercise and Yoga
- b) Yoga Practices for Memory Development
- c) Yoga Practices for Stress Development

MODULE 3: SUGGESTED TASKS/ASSESSMENT (ANY FIVE)

- a) Conduct workshop on various Asanas, Pranayama and Meditation
- b) Conduct five sessions on physical Exercise (PT)

c) Demonstration of asanas and pranayama and their effect on Human body.

- d) Organising school health check-ups, referral, and practical classes of first aid and write report.
- e) Organising and discuss with students how they will contribute to health communities and environments as adults.
- f) Prepare a food chart with their nutritional values for a week
- g) Present a seminar on techniques of yoga for stress management

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- Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P. Publisher,
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- Importance of Health Education : <http://www.schoolchalo.com/basic-education/show-results/introduction-of-health-education/effect-of-health-education>
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- Streams of Yoga: https://yoga.manavata.org/?page_id=120
- Yoga Asana and Pranayam: <https://www.timesnownews.com/health/article/yoga-asanas-pranayama-and-meditation-a-complete-yoga-guide-for-beginners/586246>
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- Postures : <https://www.edokita.com/common-postural-defects-types-causes-and-remedies/>
- Exercises to Strengthen Physical Fitness: <https://www.nia.nih.gov/health/four-types-exercise-can-improve-your-health-and-physical-ability>
- Components of Physical Fitness : <https://www.kenoshachc.org/2018/06/11/know-5-components-physical-fitness/>
- Meditation Techniques: <https://www.yogajournal.com/meditation/let-s-meditate>
- Stress Management Techniques : <http://www.boostconference.org/PDF/2015->

[presenters/Yoga%20for%20Stress%20Management%20and%20Relaxation.pdf](#)

- Yoga for improving Short Term Memory

[https://www.wellbeing.com.au/body/yoga/discover-yoga-improve-memory.html](#)

- Yoga for improving Long Term Memory

[https://www.stylecraze.com/articles/yoga-poses-to-improve-your-memory/](#)

- NCERT Book on Yoga: [https://ncert.nic.in/dess/pdf/tiyhw1ss1.pdf](#)

- Yoga Education Bachelors of Education Programme :

[http://doe.du.ac.in/academics/bed/syllabus/Yoga%20Education%20-%20B.Ed%20-%20English.pdf](#)

- Yoga Education Diploma in of Elementary Education

[https://www.scribd.com/document/376181349/Yoga-Education-D-El-Ed-English-p](#)

SEMESTER II BUSINESS ACCOUNTANCY

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To introduce the fundamentals of accounting
- To introduce the meaning of Financial Accounting, Cost Accounting and Management Accounting
- To introduce the classification of expenditures and incomes
- To introduce the Elements of Cost and the methods of Costing
- To study the types of expenditures and incomes
- To study the Inventory valuation

MODULE 1: FUNDAMENTAL OF ACCOUNTING (2 CREDITS)

Unit 1: Basics of Accounting

- a) Basics: Basic of Accounting,
- b) Definition of Book-Keeping, Financial Accounting, Cost Accounting, Management Accounting,
- c) Objectives of Accounting, Basic Accounting Terms, Basic Accounting Assumptions and Principles

Unit 2: Capital, Revenue and Deferred Revenue Expenditure and Incomes:

- a) Basic of Capital, Revenue and Deferred Revenue Expenditure and Income,
- b) Accounting Treatments and Rules for Capital, Simple Practical Questions
- c) Accounting Treatments and Rules for Revenue and Deferred Revenue Expenditure and Income, Simple Practical Questions

Unit 3: Accounting Standards and Indian Accounting Standards (IND AS)

- a) Difference between Accounting Standards and IND AS
- b) AS-1: Disclosure of Accounting Policies, AS-2: Valuation of Inventories, AS-7: Construction Contract
- c) IND AS-1: Presentation of Financial Statement, IND AS-2: Inventories, IND AS-11: Construction Contracts (Theory Only)

MODULE 2: FINANCIAL ACCOUNTING (2 CREDITS)

Unit 4: Inventory Valuation:

- a) Valuation of Inventory by using First In First Out Method and Weightage Average Method, simple Practical Questions
- b) Valuation of Goodwill (Problem), Valuation of Brands
- c) Valuation of Patents, Copyright and Trademark etc.

Unit 5: Preparation of Financial Statements from Incomplete Records

- a) Features of Single Entry, Features of Double Entry
- b) Difference between Single Entry and Double Entry
- c) Preparation of Final Accounts (Simple Practical Questions)

Unit 6: Software used in Accounting

- a) Types of Accounting Software, Use of Accounting Software
- b) Installation of Accounting Software
- c) Advantages and disadvantages of Accounting Software

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Solve Practical questions on Capital Revenue and Deferred Revenue
- b) Compare and Contrast between Accounting standards and Indian Accounting standards
- c) Prepare a Report on Valuation of Patents and Copyright
- d) Prepare a Report on Accounting Software
- e) Compute a Practical solution on Single and Double Entry system
- f) Prepare a Report on Valuation of Inventory by using FIFO method

References:

- Introduction to Accountancy by T. S. Grewal, S. Chand and Company (P) Ltd., New Delhi
- Advance Accounts by Shukla & Grewal, S. Chand and Company (P) Ltd., New Delhi
- Advanced Accountancy by R. L Gupta and M Radhaswamy, S. Chand and Company (P) Ltd., New Delhi
- Modern Accountancy by Mukherjee and Hanif, Tata Mc. Grow Hill & Co. Ltd., Mumbai
- Financial Accounting by Lesile Chandwichk, Pentice Hall of India Adin Bakley (P) Ltd.
- Financial Accounting for Management by Dr. Dinesh Harsalekar, Multi-Tech. Publishing Co. Ltd., Mumbai.
- Financial Accounting by P. C. Tulsian, Pearson Publications, New Delhi
- Accounting Principles by Anthony, R.N. and Reece J.S., Richard Irwin Inc.
- Financial Accounting by Monga, J.R. Ahuja, Girish Ahujaand Shehgal Ashok, Mayur Paper
- Compendium of Statement & Standard of Accounting, ICAI.
- Indian Accounting Standards, Ashish Bhattacharya, Tata Mc. Grow Hill & Co. Ltd., Mumbai
- Financial Accounting by Williams, Tata Mc. Grow Hill & Co. Ltd., Mumbai Company

- Accounting Standards by Shrinivasan Anand, Taxman.
- Financial Accounting by V. Rajasekaran, Pearson Publications, New Delhi.
- Introduction to Financial Accounting by Horngren, Pearson Publications.
- Financial Accounting by M. Mukherjee.M. Hanif. Tata McGraw Hill Education Private Ltd; New Delhi

SEMESTER II BUSINESS MARKETING

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To introduce the fundamentals of marketing research
- To introduce the meaning marketing environment
- To introduce the fundamentals of marketing mix and research
- To introduce the meaning of rural marketing
- To study the recent trends in marketing
- To introduce the concept of International marketing

Module 1: FUNDAMENTALS OF MARKETING (2 Credits)

Unit 1: Introduction to Marketing

- d) Marketing - Definition and Features, Advantages and Scope
- e) Marketing - 4P's and 4C's
- f) Marketing - Needs and wants and demand, Orientation of a firm

Unit 2: Marketing Environment

- d) Marketing Environment – Concept and Features
- e) Micro Environment - Concept and Features
- f) Macro Environment - Concept and Features

Unit 3: Marketing Mix and Research

- d) Marketing Mix: Meaning and Features, Importance and Types
- e) Marketing Research: Meaning and Features, Importance and Types
- f) Marketing methods: Meaning, Types and Strategies- Segmentation, Targeting and Positioning

MODULE 2: MARKETING MANAGEMENT (2 CREDITS)

Unit 4: Rural Marketing

- a) Rural Marketing: Concept and Features
- b) Rural Marketing: Importance and Present scenario
- c) Rural Marketing: Challenges and Opportunities in Rural Marketing

Unit 5: Recent Trends in Marketing

- a) Concept, Characteristics, Challenges and Opportunities of Digital Marketing, E-marketing
- b) Concept, Characteristics, Challenges and Opportunities of Green Marketing and Niche Marketing
- c) Concept, Characteristics, Challenges and Opportunities of Social Media Marketing- Challenges and Opportunities

Unit 6: Introduction to International Marketing

- a) Meaning, Definition, Scope Objectives and Facets of International Marketing
- b) Benefits and Limitations of International Marketing
- c) Forces influencing and restraining International Marketing

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Assignments – PPT Presentation, Case Studies, Book-Review	20
3	Overall Participation	05
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Prepare a business proposal based on 4P's of Marketing
- b) Compare and Contrast on Macro and Micro-Environment
- c) Prepare a report on Marketing Mix in Business
- d) Prepare a report on challenges of Rural marketing
- e) Any five Emerging trends in Marketing
- f) Report the factors influencing International Marketing

References:

- Marketing Management, Philip Kotler, Pearson Publication
- Marketing Management, Rajan Saxena, McGraw Hill Education
- Principles of Marketing, Philip Kotler & Gary Armstrong, Pearson Publication
- Sales & Distribution Management, Tapan K Panda, Oxford Publication
- Advertising Management, Rajiv Batra, Pearson Publication
- Retail Management, Swapna Pradhan, McGraw Hill Publication
- Retail Management, Gibson Vedamani, Jayco Publication
- Marketing Management, V. S. Ramaswamy & S. Namakumari, Macmillan Publication
- Supply Chain Management, Sunil Chopra, Peter Meindl & D. V. Karla, Pearson Publication

SEMESTER I BUSINESS ECONOMICS – MACRO

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To familiarize the students to the basic theories and concepts of Macro Economics and their application.
- To understand the theories of money.
- To understand the phases of trade cycle and policy measures to elongate the trade cycle.
- To understand various concepts related to public finance.
- To understand credit creation of banks and money measures of RBI.
- To understand Public Finance and Procedure of Budget.

MODULE 1: INTRODUCTION TO BASICS OF MACRO ECONOMICS (2 CREDITS)

Unit 1: Money

- a) Meaning and Functions of Money.
- b) Demand for Money: Classical Approach, Keynesian Approach.
- c) Concept of Total Revenue, Average Revenue and Marginal Revenue

Unit 2: Supply and Value of Money

- d) Credit Creation of Commercial Banks, Money Measure of RBI (M1, M2,
- e) Credit Control Methods.
- f) Quantity Theory of Money, Cash Balance Approach : Marshall, Pigou, Robertson and Keynes

Unit 3: Inflation

- a) Inflation: Meaning, Definition Causes of inflation
- b) Consequences of Inflation, Demand Pull and Cost Push Inflation
- c) Stagflation: Meaning and Causes

MODULE 2: INTRODUCTION TO BASIC ASPECTS OF ECONOMIC DEVELOPMENT (2 CREDITS)

Unit 4: Trade cycle

- a) Trade Cycle; Meaning and Definition of Trade Cycle
- b) Characteristics of Trade Cycle, Phases of Trade Cycle

- c) Control of Trade Cycle: Monetary Measures and Fiscal Measures

Unit 5: Basics of Public Finance

- a) Public Finance: Meaning and Definitions, Scope.
- b) Public Finance: Importance of Public Finance.
- c) Public Finance : Meaning and Types of Tax.

Unit 6: Public Finance

- d) Public Expenditure: Meaning and Causes of Increasing Public Expenditure.
- e) Public Debt: Meaning and Importance.
- f) Budget: Meaning and Types.

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- Prepare a detailed Report on Classical/ Keneyasian Approach of Demand for Money.
- Report on the Credit control methods used by India.
- Report on the Inflation trends in developed and developing countries
- Prepare a detailed Report Trends of agricultural prices in India
- Prepare a detailed Report Trend of developed and non- developed expenditure in Indian economy
- Case Study of Indian budget

References:

- Economics: Paul A Samuelson and William D Nordhaus. McGRAW – HILL international Edition.
- Macroeconomics: N. Gregory Makiw, Worth Publishers, New York.

- Macro- Economic Theory: M L Zingan, Vrinda Publications (P) Limited.
- Samashti Arthshastriy Vishleshan : Shridhar Deshpande, Vinayak Deshpande, Himalaya Publication House.
- Theories of value: Output and Employment - John Eatwell, Thames Polytechnic, 1979
- Business Economics, Dr.J.P.Mishra, Sahitya Bhavan Publications, Agra. Macroeconomics: A Global Text, Sampat Mukherjee, New Central Book Agency Private Limited (Latest Edition), New Delhi and Howard Vane, Routledge
- Paisa, Mahagaie Aani Rajasva: Dr. Rasal, Shelar and Bhadane, Idol Publications, Pune.
- Macroeconomics: Theory and Policy, S. Chand & Company Limited. (Latest Edition)
- Ben Fine & Ourania Dimakou, Macroeconomics: A Critical Companion, Pluto Press (Latest Edition)
- Michel De Vroey, A History of Macroeconomics: From Keynes to Lucas and Beyond, Cambridge University Press (Latest Edition)
- Sampat Mukherjee, Analytical Macroeconomics: From Keynes to Mankiw, New Central Book Agency Private Limited
- Macroeconomics- K R Gupta, R.K.Mandal, Amita Gupta, Atlantic Publishers and distributor's pvt.ltd.
- Money, Inflation, and Business Cycles The Cantillon Effect and the Economy, Arkadiusz Sieroń. Abingdon, Routledge, 2019. New York
- Macroeconomics: N. Gregory Mankiw Worth Publishers, New York
- Macro Economics: Rudiger Dornbusch, Stanley Fisher & Richard Startz Tata McGraw Hill Education Private Limited (Latest Edition), US
- The General Theory of Employment, Interest, and Money- John Maynard Keynes, General Press
- An Analysis of John Maynard Keynes's The General Theory of Employment, Interest and Money- John Collins, CRC Press, 2017

SEMESTER II

ORGANIZATIONAL SKILL AND DEVELOPMENT

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To orient the concept of modern office
- To create an awareness among students on office organisation and management.
- To orient on managing various office records
- To understand the role of an office manager
- To orient on various reports
- To understand the work measurement and standardization at work

MODULE 1: INTRODUCTION TO ORGANISATIONAL SKILLS (2 CREDITS)

Unit 1: Concept of Modern Office

- a) Modern Office:-Definition, Characteristics, importance and functions
- b) Office environment:-Meaning and Importance
- c) Office Location:-Meaning, Principles and factors affecting Office location, Office Layout:-Meaning, Principles and factors affecting Office Layout

Unit 2: Office Organisation and Management

- a. Office Organisation : Definition, Importance, Principles and Types of Organisation
- b. Office Management:- Definition, Functions
- c. Scientific Office Management:-Meaning, Aims, Techniques of Scientific Office Management and Steps for installation of Scientific Office Management

Unit 3: Office Records Management

- a. Office Records Management -Definition, Objectives, Scope of Records Management, Significance, Principles of Records management.
- b. Digitalization of records:-Advantages and Problems of Digitalization
- c. Form Design: Objectives, types of forms, Significance, Principles of form designing

MODULE 2: INTRODUCTION TO ORGANISATIONAL DEVELOPMENT (2 CREDITS)

Unit 4: Office Manager

- a. Qualities of office manager, skills of office manager – Interpersonal skills, Presentation skills, thinking and Negotiation skills, Duties and Responsibilities of office manager
- b. Goal Setting:-Concept, Importance of goals, SMART (Specific, Measurable, Achievable, Realistic and Time Bound)
- c. Time Management:-Meaning, Techniques, Principles and Significance

Unit 5: Office Reports

- a) Meaning, Purpose or Objectives and Classification of Report, Principles of preparation of report, qualities of good report, steps in report presentation, evaluating the report, follow-up of reports
- b) Office Communication:-Meaning, Significance, Barriers and Recent trends in Communication such as E-mail, Video Conferencing, Tele-Conferencing, Internet, Intranet, WWW, etc.,
- c) Office work:-Meaning and Characteristics, Flow of work:-Significance, Features of Ideal flow of work, benefits of flow of work ,problems in smooth flow of work, suggestions for even flow of work

Unit 6: Work Measurement and standardization of office work

- a) Definition, Objects, Importance, steps in work measurement, techniques of work measurement - Time study and Motion study
- b) Standardization of office work:- Meaning, objects, areas of standardization, Types of standards, methods of setting standards, advantages and limitations of standardization.
- c) Objects of Mechanization, Advantages of Mechanization, Factors in selecting office machines, Leasing versus Purchasing Office equipment, Types of modern Office Machines

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- Prepare a Power Point Presentation SMART Goal Setting activity sheet.
- Report on Power Point Presentation or Online Videos on the Use of Latest communication Media Live in Class Rooms

- Report on various office automation tools
- Report on Objects of Mechanization

References:

- Modern Office Management – By Mills, Geoffrey
- Office Management – By Dr. R.K. Chopra, Priyanka Gauri
- Office Management – By R.S.N. Pillai
- Office Management – By K.L. Maheshwari, R.K . Maheshwari
- Modern Office Management: Principles and Techniques – By J.N. Jian, P.P. Singh

SEMESTER II

COMPUTER CONCEPTS AND APPLICATIONS

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To familiarize the students to the basic computer concepts on e-commerce
- To familiarize the students on the concept of e-marketing
- To familiarize the students on E-customer relationship management
- To understand the various electronic payment system.
- To understand the basics of public finance
- To familiarize the students on M-commerce

MODULE 1: INTRODUCTION TO BASICS OF COMPUTER CONCEPTS (2 CREDITS)

Unit 1: Introduction to E-Commerce

- a. Types of E-Commerce; Role of Internet and Web in E-Commerce; Technologies Used in E-Commerce
- b. Various Activities of E-Commerce; Various Modes of Operation Associated with E-Commerce; Elements and Resources Impacting E-Commerce and Changes; Types of E-Commerce Providers and Vendors; Opportunity Development for E-Commerce Stages;
- c. Development of E-Commerce Business Case; Components and Factors for the Development of the Business Case; Steps to Design and Develop an E-Commerce Website.

Unit 2: Basics to E-Marketing

- a) E-Marketing: Traditional Marketing; E-Marketing;
- b) Identifying Web Presence Goals – Achieving web presence goals, Uniqueness of the web, Meeting the needs of website visitors, Site Adhesion: Content, format and access;
- c) Maintaining a Website; Metrics Defining Internet Units of Measurement; Online Marketing; Advantages of Online Marketing.

Unit 3: E-Customer Relationship Management

- a) Customer Relationship Management (CRM) – Marketing automation, Enterprise customer management;

- b) Customer Relationship Management Areas; CRM Processes; Architectural Components of a CRM Solution – Customer’s information repository, Campaign management, Event triggers, business logic and rules repository,
- c) Forecasting and planning tools, Electronic Customer Relationship Management; Need, Architecture and Applications of Electronic CRM.

MODULE 2: INTRODUCTION TO BASICS OF COMPUTER APPLICATIONS (2 CREDITS)

Unit 4: Electronic Payment System

- a) Electronic Data Interchange (Introduction to EDI, EDI Architecture Financial EDI, Overview of the technology involved in EDI
- b) Application of Online payment system ,Introduction to EFT (Electronic Fund Transfer) Types of EFT (NEFT, RTGS),
- c) E- Payment Systems: Electronic Funds Transfer; Digital Token Based E-Payment Systems;

Unit 5: Basics of Public Finance

- a) Modern Payment Systems; Steps for Electronic Payment; Payment Security; Net Banking
- b) Introduction to Digital Signature and Digital Certificates, Stages of Secure Electronic Transaction (SET)
- c) Types of Payment System: Digital Cash, Electronic Cheque, Smart Card, Credit/Debit Card

Unit 6: Introduction to M-Commerce

- a) Definition, Need and Scope, Advantages and disadvantages of M-commerce, M-Commerce and its applications.,
- b) Types of M-Commerce. Products and Services of M-Commerce,
- c) Mobile payment application. Difference between E-commerce and M-Commerce.

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- Prepare a detailed Report on Use ICT or presentation on E-commerce Tools
- Report on Use ICT or presentation on E-Marketing
- Report on Use ICT or presentation on Electronic Payment System
- Use ICT or presentation on M-Commerce

References:

- Computer Fundamentals by: Anita Goel, Pearson Education India ISBN: 9788131742136
- Connecting with Computer Science, by Greg Anderson, David Ferro, Robert Hilton, Course Technology, Cengage Learning, ISBN: 9781439080351
- Fundamentals of Computer : For undergraduate courses in commerce and management, ITL Education Solutions Limited, Pearson Education, ISBN: 9788131733349
- Introduction to Computer Science, 2/e, ITL Education Solutions Limited, Pearson Education, ISBN: 9788131760307
- Frontiers of Electronic Commerce, Ravi Kalakota, Andrew B. Whinston, Pearson Education, ISBN: 9788177583922
- Internet: The Complete Reference, Margaret Levine Young, Tata McGraw Hill Education Private Limited, ISBN: 9780070486997
- On the Way to the Web: The Secret History of the Internet and Its Founders, A. Banks, Press Publication, ISBN: 9781430208693
- Computers and Commerce: A Study of Technology and Management at Eckert-Mauchly Computer Company, Engineering Research Associates, and Remington, Arthur L. Norberg, MIT Press (MA), ISBN: 9780262140904
- Essential of E-commerce technology By V. Rajaraman, Prentice Hall India Learning Private Limited ISBN 9788120339378
- E-commerce Fundamental and Application By Henry Chan ,Wiley ISBN: 978126514694
- Information Technology By Dr. Kishor Jagtap, Tech-Max Publications, Pune

SEMESTER II

PERSPECTIVE IN EDUCATION: LEARNING AND TEACHING

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To develop an understanding of the concepts of Learning & Teaching.
- To analyze the factors affecting Learning.
- To develop an understanding, the processes of Learning through various theoretical perspectives.
- To understand the active engagement in learning.
- To understand the concept of teaching and as a profession
- To apply the knowledge of teaching for better learning

MODULE 1: UNDERSTANDING LEARNING (2 CREDITS)

Unit 1: Concept of Learning

- d) Learning and Teaching: Meaning and Characteristics
- e) Factors Affecting Learning: Attention (Meaning, Types and Educational Implications), Motivation (Meaning, Types and Educational Implications), Maslow's Theory of Hierarchy of Needs
- f) Multiple Intelligences (Gardener's Classification): Concept and Educational Implications

Unit 2: Theories of Learning: (Principles & Educational Implications)

- a) Behaviourist Theories: Pavlov & Skinner.
- b) Cognitive Theory: Jerome Bruner
- c) Social Learning Theory: Bandura

Unit 3: Active Engagement in Learning

- a) Cognitive constructivism and social constructivism (Concept and Features)
- b) Concept mapping and Mind Mapping
- c) Brain based learning: Principles and Educational Implications

MODULE 2: UNDERSTANDING TEACHING (2 CREDITS)

Unit 4: Teaching for All (Educational needs of differently abled learners)

- a) Characteristics & role of education (strategies) in case of: Learners with Learning Disabilities
- b) Characteristics & role of education (strategies) in case of: Learners with Hyperactivity & Attention Disorders, Gifted Learner and Slow Learner
- c) Differentiated Instruction: Concept, Characteristics / Key Features & Strategies

Unit 5: Teaching for Effective Learning

- a) Promoting reflection and critical thinking
- b) Creativity (Meaning and ways of promoting)
- c) Metacognition (Meaning and components)

Unit 6: Teaching as a Profession

- a) Professionalism in Teaching: Concept and Principles
- b) Evolving Roles of Teacher: Instructional Expert, Manager, Counsellor and Researcher
- c) Competencies for classroom management

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Task/Assignment for each module held in semester (2 x 10 Marks)	20
2	One Periodical Class Test held in the given semester	15
3	Overall Participation	05
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- f) Experimental Psychology (any one from the following)
 - **Division of Attention**
 - **Group Judgement**
 - **Suggestion**
 - **Perception**
 - **Transfer of Learning – (Mirror Drawing / Cup & Ball)**
- g) Psychological Test (any one from the following)
 - **Sociometry test**
 - **Multiple Intelligence Test- Gardener**
 - **Thinking Style**
- h) Construct and Develop a concept of map or mind map on any unit or topic from the course

References:

- Adams & Hamm – New Designs for Teaching & Learning, Jossey-Bass Publishers, San Francisco
- Agarwal. J.C- Essentials of Educational Psychology, Vikas Publishing House Pvt Ltd, 1995
- Bhatnagar Suresh & Saxena Anamika - Advanced Educational Psychology, R Lall Book Depot Meerut Brubacher, Modern Philosophies of Education, 4th Ed., McGraw Hill Book Company
- Cascio, Wayne F. & Aguinis Herman - Applied Psychology in Human Resource Management - Prentice-Hall of India, New Delhi.
- Charles Skinner - Educational Psychology.
- Chatteijee S. K. - Advanced Educational Psychology.
- Chauhan, S.S- Advanced Educational Psychology, Vikas Publication House, N.D.1990
- Crow L.D and Crow A “Educational Psychology”
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- Dandekar W. N. - Fundamentals of Experimental Psychology.
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- David W. Martin- Doing Psychology Experiments.

- Donna Walker Tileston – Ten Best Teaching Practices, 3rd Ed., Corwin
- E.G. Parameswaran & K. Ravichandra- Experimental Psychology. G
- Gage & Berliner – Educational Psychology (6th Ed.), Houghton Mifflin Co.
- Gardener, Frames of Mind
- Henson & Eller – Educational Psychology for Effective Teaching – Wadsworth Publishing Company.
- Hergenhahn, B. R. & Olson, Matthew H. - An Introduction to Theories of Learning - Prentice-Hall of India
- Jonassen & Land (Editors), Theoretical Foundations of Learning Environments, Routledge o Kakkar S. B. - Educational Psychology.
- Kenneth T. Henson, Ben F. Ella - Educational Psychology for Effective Teaching.
- Lahey, Benjamin- Psychology- An Introduction (Sixth Edition), Tarn McGraw Hill Publ.
- Lawson et al, A History of Psychology – Globalization, Ideas, and Applications, PrenticeHall of India
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- Mathur, S.S- Educational Psychology 50
- Micheal Pressley, Christine B. McCormick - Child & Adolescent Development for Educators.
- Paulo Freire – Pedagogy of the Oppressed(2011)
- Rajamanickam, Experimental Psychology with Advanced Experiments-Vol.1,II. Concept Publishing Company
- Richard D. Parsons, Stephanie Lewis Hinson, Deborah Sardo-Brown- Educational Psychology.
- Richardson, Constructivist Teacher Education: Building a World of New Understandings, Routlegde Falmer
- Tileston, Donna Walker- 10 Best Teaching Practices (3rd Ed.), Corwin - A SAGE Co.
- Tiwari, Roma Pal- Experimental Psychology A Dynamic Approach, VinodPustakMandir
- Walial. S. - Foundations of Educational Psychology.
- WOOLFOLK, Anita- Educational Psychology (1 Ith Ed.), Merrill -Pearson

SEMESTER II

PERSPECTIVE IN EDUCATION: KNOWLEDGE AND CURRICULUM

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- Students will be able to understand the epistemological basis of Education
- Students will be able to understand modern child centered Education.
- Students will be able to understand National Integration and International Understanding
- Students will be able to understand curriculum and its types.
- Students will be able to understand Dimensions of Curriculum.
- Students will be able to understand the autonomy of teacher and learner.

MODULE 1: KNOWLEDGE AND ITS RELATION TO EDUCATION (2 CREDITS)

Unit 1: Perspective of Knowledge and Education

- a) Meaning and Characteristic of Knowledge
- b) Meaning, Definition and Characteristic of Education
- c) Forms of Education: Meaning and Characteristics of Formal, Non-formal, Informal

Unit 2: Modern Child Centered Education (Concept, Characteristic, Educational Implications)

- a) Learning through Activity – M.K. Gandhi
- b) Learning through Discovery – John Dewey
- c) Learning through Dialogue – Paulo Freire

Unit 3: Social and Cultural context of Education

- a) Concept and Characteristics of Democracy, Modernization.
- b) Concept and Need of Nationalism, Universalism and inter relationship with Education
- c) Concept of Values, Equity and Equality, Social Justice and Dignity with reference to Dr. Ambedkar

MODULE 2: CURRICULUM AND ITS RELATION TO EDUCATION (2 CREDITS)

Unit 4: Curriculum

- a) Curriculum –Concept and Need
- b) Determinants of Curriculum (Philosophical, Psychological, Sociological)
- c) Types of Curriculum – Concept and characteristics (Subject centered, Child centered, Hidden curriculum)

Unit 5: Dimensions of Curriculum

- a) Principles of Curriculum development
- b) Process of Curriculum Development

- c) Relationship of curriculum with Syllabus and textbook

Unit 6: Curriculum Implementation and Evaluation

- a) Role of Teacher in Implementing the Curriculum
b) Curriculum Evaluation: Meaning and Need of Curriculum evaluation
c) Role of MHRD, NCERT in curriculum reform

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- Preparing a report on difficulties faced in chapter wise teaching of the school subject
- Comparative study of the curriculum of different boards (SSC, ICSC, CBSE, IB)
- Report writing: Critically examine any secondary school text book of any two standards from 5th to 10th with reference to values of equity, equality and social justice.
- Seminar Presentation: Critical appraisal of philosophy and practice of Education advocated by Gandhi, Dewey and Freire.
- Critical writing: Critically examine the role of hidden curriculum with reference to school rules, rituals, celebrations and discipline.

References:

- Aggarwal, J.C., & Gupta, S. (2005). Curriculum Development. New Delhi: Shipra Publisher.
- Alexander, W.M., & Saylor, J.G. (1966). Curriculum Planning for modern schools, New York: Holt, Rinhart and Winston Inc.
- Balrara, M. (1999). Principal of Curriculum Renewal. New Delhi: Kanishka Publishers.
- Chandra, A. (1977) Curriculum Development and Evaluation in Education, New Delhi: Sterling Publishers.
- Darji, D.R.& Lulla, B.P. (1967). Curriculum development in Secondary schools of Baroda. Baroda: Sadhana Press.
- D'Costa, Agnes R. (2016) Knowledge and Curriculum, Mumbai Himalaya Publishing House
- Khan M.I. and Nigam, B. K. (2007) Curriculum reform change and continuity. New Delhi; Kanishka Publication.
- Nigam, B.K.& Khan, I. M. (1993) evaluation and Research in Curriculum construction. New Delhi: Kanishka Publishers.
- Sharma, R. (2002). Modern methods of curriculum Organization, Jaipur: Book Enclave.
- Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sai Pornographers.

SEMESTER II

CRITICAL UNDERSTANDING OF ICT

Total Credits: 03

Total Marks: 50

College Assessment: 50

Course Learning Outcomes

- To develop an understanding of the concept of ICT
- To practice safe and ethical ways of using ICT.
- To use ICT in Teaching-Learning, Administration, Evaluation and Research.
- To design, develop and use ICT based learning resources.
- To develop an understanding of the concept of Open Education Resources and Creative Commons in education.
- To adopt mobile learning, open learning and social learning in the classroom.

MODULE 1: ICT IN EDUCATION AND ITS IMPLICATIONS (1 CREDIT)

Unit 1: Understanding of ICT in Education

- a) Information and Communication Technology in Education: Concept, Principles & Importance
- b) Approaches for using ICT in Education:
 - E-learning
 - Synchronous versus Asynchronous/ Online versus Offline
 - Individual versus Group
 - Computer based versus Other Digital Devices
 - Self-paced versus Instructor lead
- c) Ethical, Legal & Social safety in the use of ICT: Copyright, Netiquettes, Net safety, Plagiarism, Gaming addiction

Unit 2: Designing Technology Integrated Learning Experiences

- a) Information Processing: Meaning, Gagne's Information Processing Model
- b) Pedagogy and Models for integrating technology in education: TPACK Model, Web-based learning (including Social Learning: Use of Web 2.0 tools for learning), Mobile Learning, Flipped Learning, Blended Learning: Concept and Applications
- c) Instructional Design: Meaning, Using ADDIE Model for Instructional Designing. Using E-tools for developing e-content material/resource including SLM (Self-Learning Materials) Script writing and Story Boarding, Recording, Presenting and Evaluation Criteria for evaluating them

MODULE 2: TEACHER AND ICT ENABLED ADMINISTRATION AND EVALUATION (1 CREDIT)

Unit 3: Use of ICT in Administration, Evaluation and Research

- a) LMS: Concepts, Features and Applications
- b) Technology Integration in Evaluation: Online and Offline Assessment tools - Computer Assisted Assessments, E-portfolios, Online Survey Tools, Quizzes, Podcasts, Storytelling, Graphics, Computer based games: Meaning and Application
- c) Administration with Technology: Role of ICT in school administration, School Management Software: Meaning and Applications

Unit 4: Emerging Trends in E-Learning

- a) Open Educational Resources: Creative Common Licensing, Massive Open Online Courses (MOOCs)
- b) Research with technology: ICT for Research-Online repositories/databases for research and digital library. E-portals: E-Pathshala, NROER, Diksha and Swayam Prabha: Concept and Applications
- c) Artificial Intelligence, Virtual Reality and Augmented Reality: Concept and Application in education

MODULE 3: SUGGESTED TASKS/ASSIGNMENTS ACTIVITIES (1 CREDIT)

Any **Five** from the following:

- a) Select a case study/report related to legal and ethical issues in use of ICT. Discuss your case using any mode of line discussion forum. Submit the screenshots of your group discussion.
- b) Design a teaching lesson plan for any topic of your choice using the TPACK Model.
- c) Develop and critically evaluate an E-content material (Script writing and StoryBoard) using ADDIE Model of Instructional design for any topic of your choice.
- d) Develop and Manage a Social Networking site/Blog/ Chat forum for college based ICT course. Submit the report for the same with empirical evidence.
- e) Review an educational Mobile App and write a report on it.
- f) Using any LMS carry out the following activities for facilitating learning in any of the unit of your choice:
- g) Identify resources for a topic of your choice and upload it.
- h) Generate a test
- i) Use any discussion forum available for the discussion on the uploaded learning material.
- j) Select an educational problem and conduct a seminar on online surveys. Submit a report on the procedure and analysis of the survey result along with the screen shot.
- k) Conduct an assessment for any topic using any one of each Online and Offline assessment tools.
- l) Review a School Management Software and write a report on it.
- m) Select a topic relevant to education, collect Open Educational Resources (Text, Multimedia, Website references) and analyse the type of license used in the Open Educational Resources. Submit the report for the same with evidence.

References:

- Goel, D. R., and Joshi, P. (1999). A Manual for INTERNET Awareness. CASE: The M. S. University of Baroda Press.
- Mahapatra, B.C. (2006). Education in Cybernetic Age. New Delhi: Sarup Sons.
- Mansfield, R. (1993). The Compact Guide to Windows, World and Excel. New Delhi: BPB Publishing.
- Saxena, S. (1999). A first course in computers. New Delhi: Vikas Publishing House.
- Tanenbaum, A. S. (1996). Computer Networks. New Delhi: Prentice Hall of India.
- Walkenbach, J. (1997). Excel 97 Bible. New Delhi: Comdex Computer Publishing.
- Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi: Sarup& Sons.
- Khirwadkar, A. (2010). e-learning Methodology: Perspectives on the Instructional Design for Virtual

Classrooms. New Delhi: Sarup Book Publication Ltd.

- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teachers' knowledge. *Teachers College Record*, 108 (6), 1017–1054
- Chatterjee, A., & Kothari, P. (2014, October). Bridging achievement gaps amongst school students through a technology-based blended learning model. In *Frontiers in Education Conference (FIE)*, 2014 IEEE (pp. 1-8). IEEE.
- Bergmann J., and Sams A., *Flip your classroom: Reach every student in every class every day*, Eugene, International Society for Technology in Education, 2012.
- Göksel, Nil & Bozkurt, Aras. (2019). *Artificial Intelligence in Education: Current Insights and Future Perspectives*.
- Helsel, S. (1992). Virtual Reality and Education. *Educational Technology*, 32(5), 38-42. Retrieved September 18, 2020, from <http://www.jstor.org/stable/44425644>

SEMESTER III MATHEMATICS AND STATISTICS

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

The course will enable the students-

- To introduce the basic concepts in Finance and Business Mathematics and Statistics
- To familiar the students with applications of Statistics and Mathematics in Business
- To acquaint students with some basic concepts in Statistics.
- To learn some elementary statistical methods for analysis of data.
- To analyze the data by using some elementary statistical methods
- To orient the construction of index numbers.

MODULE 1: INTRODUCTION TO BASIC KNOWLEDGE OF MATHEMATICS AND STATISTICS (2 CREDITS)

Unit 1: Matrices and Determinant (up to order 3 only)

- a) Definition of a Matrix, Types of Matrices, Algebra of Matrices,
- b) Determinants, Adjoint of a Matrix, Inverse of a Matrix via Adjoint Matrix,
- c) Homogeneous System of Linear equations, Condition for Consistency of homogeneous system.

Unit 2: Correlation

- a) Concept and types of correlation - Scatter diagram,
- b) Interpretation with respect to magnitude and direction of relationship.
- c) Karl Pearson's coefficient of correlation for ungrouped data. Spearman's rank correlation coefficient. (with tie and without tie).

Unit 3: Regression

- a) Concept of regression, Lines of regression for ungrouped data, predictions using lines of regression.
- b) Regression coefficients and their properties (without proof).
- c) Examples and problems.

MODULE 2: INTRODUCTION TO ADVANCED KNOWLEDGE OF MATHEMATICS AND STATISTICS (2 CREDITS)

Unit 4: Linear Programming Problems (LPP) (for two variables only)

- a) Definition and terms in a LPP,
- b) formulation of LPP,
- c) Solution by Graphical method, Examples and Problems

Unit 5: Concept and Types of Index numbers

- a) Concept of index number, price index number, price relatives.
- b) Construction of price index number: Weighted index Number, Laspeyre's, Paasche's and Fisher's method
- c) Cost of living / Consumer price index number: Definition, problems in construction of index number.

Unit 6: Construction of Index numbers

- a) Methods of construction: Family budget and aggregate expenditure.
- b) Problems in construction of index number.
- c) Inflation, Uses of index numbers, commonly used index numbers. Examples and problems.

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- i) Apply the theory of matrices to solve business and economic problems.
- j) Represent business and economic optimization problems involving two variables as LPP and solve those problems using graphical method
- k) Solve a problem and predict the type of relationship between bivariate data.
- l) Compute different index numbers.
- m) Compute cost of living.

References:

- Mathematics for Economics and Finance Methods and Modelling by Martin Anthony and Norman
- Biggs, Cambridge University Press, Cambridge low- priced edition, 2000, Chapters 1, 2, 4, 6 to 9 &10.

- Applied Calculus: By Stephen Waner and Steven Constenoble, Brooks/Cole Thomson Learning, second edition, Chapter 1 to 5.
- Business Mathematics By D. C. Sancheti and V. K. Kapoor, Sultan Chand & Sons, 2006, Chapter 1, 5, 7, 9 & 10.
- Mathematics for Business Economics: By J. D. Gupta, P. K. Gupta and Man Mohan, Tata McGrawHill Publishing Co. Ltd., 1987, Chapters 9 to 11 & 16.
- Quantitative Methods- Part- I By S. Saha and S. Mukerji, New Central Book Agency, 1996, Chapters 7 & 12.
- Mathematical Basis of Life Insurance By S.P. Dixit, C.S. Modi and R.V. Joshi, Insurance Institute of India, Chapters 2: units 2.6, 2.9, 2.20 & 2.21.
- Securities Laws & Regulation of Financial Market : Intermediate Course Paper 8, Institute of Company Secretaries of India, Chapter 11.
- Investments By J.C. Francis & R.W. Taylor, Schaum's Outlines, Tata McGraw Hill Edition 2000, Chapters 2, 4 & section 25.1.
- Indian Mutual Funds Handbook : By Sundar Shankaran, Vision Books, 2006, Sections 1.7, 1.8.1, 6.5 & Annexures 1.1 to 1.3.
- STATISTICS by Schaum Series.
- Operations Research by Gupta and Kapoor
- Operations Research by Schaum Series
- Fundamentals of Statistics - D. N. Elhance.
- Statistical Methods - S.G. Gupta (S. Chand & Co.
- Statistics for Management - Lovin R. Rubin D.S. (Prentice Hall of India)
- Statistics - Theory, Method & Applications D.S. Sancheti & V. K. Kapoor.
- Modern Business Statistics - (Revised)- B. Pearles & C. Sullivan –Prentice Hall of India.
- Business Mathematics & Statistics: B Aggarwal, Ane Book Pvt. Limited
- Business Mathematics: D C Sancheti & V K Kapoor, Sultan Chand & Sons
- Business Mathematics: A P Verma, Asian Books Pvt. : Limited.
- **Suggested references - Web reference**
 1. www.freestatistics.tk (National Statistical Agencies)
 2. www.psychstat.smsu.edu/sbk00.htm (Online book)
 3. www.bmj.bmjournals.com/collections/statsbk/index.shtml
 4. www.statweb.calpoly.edu/bchance/stat-stuff.html
 5. www.amstat.org/publications/jse/jse-data-archive.html (International journal on teaching and learning of statistics)

SEMESTER III FUNDAMENTALS OF BANKING

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To develop the working capability of students in banking sector
- To make the Students aware of Banking Business and practices.
- To enlighten the students regarding the new concepts introduced in the banking system
- To create the awareness about Banking Sector Reforms
- To understand the role of various committees on Banking Sector Reforms.
- To create the awareness on the types of technology applications in banking

MODULE 1: INTRODUCTION TO FUNDAMENTALS OF BANKING (2 CREDITS)

Unit 1: Important Concepts of Banking

- a) Meaning and Features of Central Banking , Commercial Banking Branch Banking,
- b) Meaning and Features of Unit Banking, Wholesale Banking, Retail banking, Social Banking ,
- c) Meaning and Features of Merchant Banking, Digital Banking

Unit 2: Banking Regulation Act

- a) Structure and Organization of Reserve Bank of India (RBI)
- b) History, Social Control, Banking Regulation Act as applicable to Banking Companies and Public Sector Banks
- c) Banking Regulation Act as applicable to Co-operative banks

Unit 3: Lending Principles and Balance Sheet of a Bank

- a) Meaning and Features of Safety, Liquidity, Profitability, Diversification of risks and other Principles of Lending, Conflict between Liquidity, Profitability and Safety
- b) Meaning and Features of Customer assessment through CIBIL and other similar agencies
- c) Meaning and Features of Balance sheet of a bank.

MODULE 2: REGULATORY INSTITUTIONS AND TECHNOLOGY IN BANKING (2 CREDITS)

Unit 4: Regulatory Institutions

- a) Regulatory Institutions- Establishment, Objectives and Functions of Reserve Bank of India(RBI), National Bank for Agriculture and Rural Development(NABARD), Securities and Exchange Board of India (SEBI), National Housing Bank (NHB).
- b) Objectives of Monetary Policy.
- c) Techniques of Monetary Policy control – Quantitative and Qualitative weapons of control.

Unit 5: Basics of Technology in Banking

- a) Role and Uses of Technology in Banking
- b) Precautions in using Technology in Banking
- c) Current Trends in Banking Technology

Unit 6: Concept and Types Technology applications

- a) Automated Teller Machine (ATM) – onsite and offsite ATM, Cash Deposit machine, Cheque Deposit machine, Passbook Printing Machine, Note and Coin counting device, Fake currency detector, Credit card, Debit card –Personal Identification Number (PIN) – Use and Safety,
- b) Mobile Banking – Mobile Banking Applications - BHIM (Bharat Interface for Money) / UPI (Unified Payments Interface), Net Banking , Core Banking
- c) Online enquiry and update facility, Home Banking- Corporate and Personal.

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Compare and contrast any two types of Banks.
- b) Analyse a Balance Sheet of any Bank and present a Report
- c) Prepare a Report of any one regulatory institutions
- d) Prepare a Report on any Mobile Banking application
- e) Prepare a chart of Do's and Don't's of Safety in Mobile banking.

References:

1. **Majumdar N. C., ‘Fundamentals of Modern Banking’, New Central Book Agency (P) Ltd., New Delhi.**
2. **Arondekar A.M. & Others, ‘Principles of Banking’, Macmillan India Pvt. Ltd.**
3. **Srinivasan D. & Others, ‘Principles & Practices of Banking’, Macmillan India Pvt. Ltd.**
4. **Agarwal O.P, (4th Edition, 2017), ‘Banking and Insurance’, Himalaya Publication House.**
5. **Gopinath M. N., (1st Edition, 2008) ‘Banking Principles and Operations’, Snow White Publications Pvt. Ltd, Mumbai.**
6. **Gordon E. & Natarajan K., (21st Revised Edition), ‘Banking – Theory, Law and Practice’ ,Himalaya Publication House.**
7. **Kaptan S S & Choubey N S, “E-Indian Banking in Electronic Era”, Sarup & Sons, New Delhi 2003.**
8. **Padmalatha Suresh, Justin Paul, “Management of Banking and Financial Services” Second Edition, 2013, Published By Dorling Kindersley (Pearson)**

SEMESTER III BUSINESS MANAGEMENT

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To understand the fundamentals of Management
2. To understand the Management Information System
3. To understand the importance of Quality Management
4. To create awareness of challenges faced by the management in a competitive environment
5. To understand the needs and expectations of group members and meeting them effectively.
6. To coordinate group efforts and minimizing resource waste

MODULE 1: FUNDAMENTALS OF MANAGEMENT (2 CREDITS)

Unit 1: Introduction of Management

- a) Management: Meaning and definition, Principles of management-functions of management
- b) Management skills and competency in 21st century
- c) Management Information System: Meaning and Features, Management by Exception: Meaning and advantages.

Unit 2: Quality Management

- a) Quality Management:- Meaning and definition- Techniques of Quality Control- Quality Circle and its process.
- b) Contemporary trends in Quality Management - Meaning and Features: Total Quality Management, Six Sigma, ISO, Kaizen, Service Quality Management
- c) Recent trends in Quality Management - Meaning and Features: Risk Management, Change Management, Crisis Management.

Unit 3: Management Challenges in Competitive Environment

- a) Corporate Social Responsibility: Meaning - scope- advantages.
- b) Knowledge Management: Meaning- features.
- c) Corporate Governance: Meaning – need- corporate governance tests.

MODULE 2: FUNCTIONS OF MANAGEMENT (2 CREDITS)

Unit 4: Improving peoples' performance : Motivating the staff

- a) Meaning, Importance and Theories of motivation

- b) Meaning, Importance - Maslow's Need Hierarchy Theory, Herzberg's Two Factor Theory, Douglas MC Gregor's Theory of X and Y
- c) Meaning, Importance - Ouchi's Theory Z , McClelland's Theory

Unit 5: Organizing from front- Leadership Skills

- a) Meaning, Importance, Qualities and Functions of a leader
- b) Leadership styles for effective management
- c) Contribution of Mahatma Gandhi, Dr. Babasaheb Ambedkar and Pt. Jawaharlal Nehru in leadership.

Unit 6: Achieving success at work : Coordination and Control

- a) Meaning and need of coordination and control
- b) Techniques and difficulties in establishing coordination and control
- c) Steps in the process of control and it's techniques

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Poster Presentation on motivation theories.
- b) Poster Presentation on coordination
- c) Project Report on various emerging trends in management
- d) PowerPoint presentation on emerging trends in Management.
- e) Book review on any one dynamic leader showcasing effective Leadership skills.

References:

- Management Theory & Practice-J.N.Chandan
- Essential of Business Administration-K.Aswathapa Himalaya Publishing House
- Principles & practice of management-Dr.L.M.Parasad, Sultan Chand & Sons-New Delhi
- Business Organization & Management-Dr.Y.K.Bhushan
- Management: Concept and Strategies By J.S.Chandan, Vikas Publishing
- Principles of Management, By Tripathi, Reddy Tata McGraw Hill

- Business organization and Management by Talloo by Tata McGraw Hill Business Environment and Policy – A book on Strategic Management By Francis Cherunilam Himalaya Publishing House
- Essentials of Management - Horold Koontz and Itenz Weibrich - McGrawhills International
- ManagementTheory&Practice-J.N.Chandan
- EssentialofBusinessAdministration-K.AswathapaHimalayaPublishingHouse
- Principles&practiceofmanagement-Dr.L.M.Parasad,SultanChand&Sons-NewDelhi

SEMESTER III COMMERCE – I

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To introduce the concept of Commercial Administration
- To introduce the students to the Concept of Entrepreneurship
- To improve the understanding of the students on E- Commerce
- To improve the knowledge of students on recent trends in Retail Sector
- To introduce the students to the concept of Management and Administration
- To introduce the concept of Information Management and Research

MODULE 1: FUNDAMENTALS OF COMMERCE (2 CREDITS)

Unit 1: Introduction and Orientation to Commercial Administration

- a) Commercial Administration: Meaning, nature and importance of Commercial Administration in business activity
- b) Role and functions of a commercial office administrative
- c) Structure of a commercial office- abilities, skills and attributes of office manager.

Unit 2: Entrepreneurship

- a) Entrepreneurship : Introduction, difference between Business and Entrepreneurship , Qualities of an Entrepreneur
- b) Role of Entrepreneur in Social and Economical Development of the Country
- c) Types of Entrepreneurs: Meaning and Features - Small scale entrepreneurship, Large scale entrepreneurship Social entrepreneurship, Environmental entrepreneurship

Unit 3: E- Commerce

- a) Introduction- Meaning, Features, Functions of E-Commerce
- b) Scope of E-Commerce, Importance and Limitations of E-Commerce.
- c) Types of E-Commerce: B2B, B2C, C2B, C2C, B2G, C2G, B2A, C2A and P2P, B2B service provider.

MODULE 2: FUNCTIONS OF COMMERCE (2 CREDITS)

Unit 4: Retailing

- a) Introduction, Concept of Organized and Unorganized Retailing, Trends in Retailing,

- b) Innovations in Retailing in India , Growth of Organized Retailing in India, Measures adopted by Unorganized Retailers for Survival
- c) FDI in Retail in India, Digital Retailing and Overview

Unit 5: Management and Administration

- a) Management: Concept, Features, Scope of Management
- b) Administration: Concept and Features
- c) Difference between Management and Administration

Unit 6: Information Management and Records

- a) Information Management: Meaning and characteristics of information management
- b) Types of records to be maintained- characteristics of effective record management system
- c) Methods of classification of records, methods and procedures for managing inactive files- duties of record management Department.

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Project Report on Innovative entrepreneurial Ideas
- b) Interview of Retailers and Managers in Organized and Unorganized Retail Sector
- c) Project on a Retail Outlet in Organized and Unorganized
- d) Project Report on Management and Administration
- e) Project Report on the recent changes and innovations in the Retail Sector

References:

- Introduction To E – Commerce, Dhawan, Nidhi, International Book House
- E- Commerce - Rajaraman
- Business Organisation Management Maheshwari, Rajendra P ,Mahajan, J. P . International Book House
- Business Organization and Principles of Management by Dutta Chowdury, Central Education
- Retailing Management, Levy Michael., Weitz Barton A,Tata Mcgraw Hill
- Strategic Management, David,Fred R., Phi Leraning

- Government Policies on FDI in Retail.
- Retail Management - S.C. Bhatia Atlantic Publishers & Dist, 2008
- Retail Survival of the Fittest: 7 Ways to Future-Proof Your Retail Store by Francesca Nicasio
- The Oxford Handbook of Entrepreneurship Edited by Anuradha Basu, Mark Casson, Nigel Wadeson, and Bernard Yeun

SEMESTER III ENVIRONMENT MANAGEMENT

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To develop an understanding of the environmental concepts, ecosystem and ecological pyramid
2. To develop an understanding of environmental issues and the various approaches of teaching environmental education.
3. To develop an understanding of sustainable development goals 2030 by United Nations Development Programme(UNDP)
4. To develop skills in sustainable practices in reducing ecological footprint
5. To develop an understanding and skills of Environmental Quality, Environmental Audit, Environmental Impact Assessment
6. To develop an understanding of Environmental initiatives, projects and laws

MODULE 1: FUNDAMENTALS OF ENVIRONMENT MANAGEMENT (CREDITS 2)

Unit 1: Foundation of Environment

- a) Environmental Education: Concept, Scope and Need of Environmental education
- b) Ecosystem: Concept of Ecosystem, Structure of Ecosystem, Types of Ecosystem – Aquatic and Terrestrial Ecosystem
- c) Ecological pyramid: Concept and types of Ecological pyramid - Pyramid of numbers, Pyramid of biomass, Pyramid of energy.

Unit 2: Environmental Issues and Concerns

- a) Climate Change, Ozone layer depletion (causes, effect and Remedies)
- b) Loss of Biodiversity, Land mis-management (causes, effect and Remedies)
- c) Energy Crisis (causes, effect ,precautions and alternate energy sources)

Unit 3: Foundation to Environmental Education

- a) Environmental Education: Concept, Principles and Significance
- b) Historical Developments: Stockholm conference (1972), Intergovernmental conference (1977), Kyoto Protocol (2005), Tbilisi + 30 (2007)
- c) Approaches to teaching environmental education: Interdisciplinary approach and Multidisciplinary approach.

MODULE 2: ENVIRONMENT MANAGEMENT TOWARDS SUSTAINABLE DEVELOPMENT PRACTICES (CREDITS 2)

Unit 4: Practices for sustainable Environment

- a) Sustainable Development Goals (SDG's 2030): Concept and significance, Components -17 SDG's
- b) Sustainable Environment Management: Meaning and Significance – Rainwater Harvesting, Mangrove Management, Disaster Management
- c) Paradigm shift from Environmental education to Sustainable development – Concept and Significance

Unit 5: Environmental Initiatives

- a) Environmental Quality: Concept, need to protect environment quality
- b) Environmental Audit: Objectives, Elements of audit, process of environmental audit
- c) Environmental Impact Assessment (EIA) : Significance, process of EIA.

Unit 6: Environment Initiatives, Projects and Laws

- a) Concept and Significance of Movements: Raleganj Siddhi Movement, Green Peace Movement, Tarun Bharat Sangh Movement.
- b) Concept and Significance of Projects: Tiger project, Narmada Bachao Andolan
- c) Concept and Significance of Laws: Laws of conservation and Protection: Environment Protection Act, Wildlife Protection Act and Noise Pollution Act.

MODULE 3: INTERNAL ASSESSMENT (CREDITS – 2)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
3	Class Test	15 marks
	Total	40 marks

Any two tasks from the following

(2 x 10 = 20 Marks)

1. Conduct activities like tree plantations, Go Green drives, various competitions based on environment
2. Awareness activity in community/school regarding various environmental issues through an exhibition/display
3. Critically analyze the implementation of action plan on Education for sustainable development at global level.
4. Calculate your ecological/carbon footprint and state ways to reduce the carbon footprint.
5. Conduct an environmental audit and report on any development/ industrial projects.
6. Study the impact of any goods purchased on the environment with reference to its manufacturing, packaging and transportation cost.

References:

1. Agarwal, K.C, (2001) Environmental Biology Bikaner, Nidi Publications Ltd.
2. Agarwal, K.M, Sikdar P.K, Deb, S.C A Textbook of Environment Kolkotta, Macmillan India Limited.
3. Bharucha, E the Biodiversity of India Ahmedabad, Mapin Publishing Pvt. Ltd.
4. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. (2001) Environmental Encyclopedia, Mumbai, Jaico Publications House.

5. Deb S.C Environmental Management, Jaico Publishing House, Mumbai
6. Devi U, Reddy A, Environmental Education for Rural Population, Delhi Discovery Publication House.
7. Dhyani S.N. Wildlife Management New Delhi Rawat Publications
8. Dutt, N H, Gopal, Environmental Pollution and Control, Hyderabad, Neelkamal Publication.
9. Enger E.D, Bradley F.S Environmental Science- A Study of Interrelationship
10. G Tyler Miller Jr, Environmental Science, 11th edition, Cengage learning India Pvt ltd
11. Ghanta R & Rao D B Environmental Education Delhi, Discovery Publication House.
12. Gupta N.L and Gurjar R.K (Eds.) Sustainable Development (2 Vols) :) New Delhi Rawat Publications.
13. Krishnamacharyulu V, Reddy Environmental Education Hyderabad Neelkamal Publications.
14. Marilee G, Jeri M, Chakraborty C Environmental Studies MannanPrakashan
15. Murray B (1996) the Philosophy of Social Ecology: Essays on Dialectical Naturalism New Delhi, Rawat Publications.
16. Nanda, V. K, Environmental Education New Delhi Anmol Publication.
17. Odum E.P Fundamentals of Ecology USA, W.B. Saunders Co.
18. Paneerselvam & Ramkrishnan, Environmental Science Education Delhi, Sterling Publications.
19. Rai R.K, Environmental Management: New Delhi, Rawat Publications.
20. Ranjan R. Environmental Education, New Delhi. Mohit Publication.
21. Reddy P, Reddy N Environmental Education, Hyderabad Neelkamal Publication.
22. Saxena, A. B Education for the Environmental Concern New Delhi Radha Publication.
23. Sharma R A Environmental Education Meerut R Lal Book Depot.
24. Singh M S Environmental Education Delhi Adhyayan Publishers.
25. Singh P; Sharma S Environmental and Pollution Education, New Delhi Deep and Deep Publications.
26. Singh Y.K, Teaching of Environmental Science, APH Publishing House, New Delhi
27. Suneetha G; Rao D B Environmental Awareness of School Studies, Sonali Publication.
28. Townsend C., Harper J, and Michael Begon, Essentials of Ecology Blackwell Science.
29. Trivedi R.K. Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vols. I and II, Enviro Media (R)
30. Wanger K.D., (1998) Environmental Management. Philadelphia, W.B. Saunders Co.
31. Wright R.T; Environmental Science- Toward a sustainable future, 9th edition, Prentice-Hall of India Pvt Ltd, new Delhi 2007
32. "Survey of the Environment" The Hindu (Magazine)
33. https://en.wikipedia.org/wiki/Carbon_credit
34. <http://unesdoc.unesco.org/images/0015/001540/154093e.pdf>

SEMESTER III ASSESSMENT FOR LEARNING

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To apply understanding of the concept of Measurement, Assessment and Evaluation
2. To Understand the taxonomy of educational Objectives
3. To develop an understanding of current trends in Assessment
4. To apply the understanding of statistical calculation and interpretation.
5. To develop the skill in preparing, administering and interpreting the achievement test.
6. To comprehend the process of assessment for learning

MODULE 1: FUNDAMENTALS OF ASSESSMENT (CREDITS 2)

Unit 1: Concept of Assessment

- a) Meaning ,Nature and functions of Measurement, Assessment and Evaluation
- b) Perspectives of Assessment - Assessment for Learning, Assessment of Learning, Assessment as Learning
- c) Types of Assessment(Formative and summative)

Unit 2: Educational objectives

- a) Relationship between Aims and Objectives
- b) Criteria of writing statements of objectives and specifications
- c) Taxonomy of Revised Bloom's Educational objectives - Cognitive, Affective, Psychomotor

Unit 3: Learning Experiences

- a) Value Based Learning Experiences
- b) Sources of learning experience
- c) Records used in Assessment- Cumulative record, Reflective journal

MODULE 2: INSTRUMENT OF ASSESSMENT AND RESULTS (CREDITS 2)

Unit 4: Tools of Assessment

- a) Characteristics of measuring tools: Validity, Reliability, Objectivity, Usability, Adequacy and Discrimination Power (Concepts and Factors Affecting them)
- b) Evaluation Tools and Techniques: Meaning, features, merits and demerits
 - (i) Observation Technique: Rating Scale and Check List
 - (ii) Self Reporting Technique: Interview and Questionnaire
 - (iii) Projective Technique: Thematic Apperception Test (TAT) and Sentence Completion Test
- c) Achievement Test: Meaning, features, merits and demerits
 - i) Performance test (Oral and practical)
 - ii) Written: Essay and Objective

- iii) Open book and online

Unit 5: Examination Reforms

- Continuous and Comprehensive Evaluation (CCE)
- Choice Based Credit System (CBCS)
- Feedback in Assessment - Importance of Feedback in learning, Types of Feedback : Constructive feedback, Oral and Written, Individual & Group

Unit 6: Interpreting Test Scores

- Measures of Central Tendency : Mean, Median, Mode
- Percentile and Percentile Rank
- Graphical representation of data : Histogram, Frequency polygon

MODULE 3: INTERNAL ASSESSMENT (CREDITS – 2)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
3	Class Test	15 marks
	Total	40 marks

Any two tasks from the following

(2 x 10 = 20 Marks)

- Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.
- Developing a Portfolio / Profile / Evaluation Rubric
- Evaluation of available Unit test and reformation of the same.
- Designing Questionnaire / Interview Schedule on a given topic
- Preparing any four evaluation tools for Formative Assessment.

References:

- Dandekar, W.N. (2007). Evaluation in Schools. Pune: Shree Vidya Prakashan.
- Ebel, R.L. & Fresbie, D.A. (2009). Essentials of Educational Measurement. New Delhi: PHI Learning PVT. LTD.
- Gupta, S. K. (1994). Applied Statistics for Education. Mittal Publications.
- Garrett, H.E. (2008). Statistics in Psychology and Education. Delhi: Surjeet Publication.
- Mrunalini, T. (2013). Educational Evaluation. Hyderabad: Neelkamal Publications Pvt. Ltd. Patel, R.N. (2011).
- Educational Evaluation Theory and Practice. Mumbai: Himalaya Publishing House Pvt. Ltd.

- Rani, P. (2004). Educational Measurement and Evaluation. New Delhi: Discovery Publishers. Rawat, D. S. (1970).
- Measurement, Evaluation and Statistics in Education. , New Delhi: New Raj Book Depot.
- Reynolds, C.R., Livingston, R.B., and Willson, V. (2011). Measurement and Assessment in Education. New Delhi: PHI Learning PVT. LTD.
- Siddiqui, M.H. (2010). Educational Evaluation. New Delhi: A.P.H. Publishing Corporation. Sidhu, K.S. (2009).
- New Approaches to Measurement and Evaluation. New Delhi: Sterling Publishers Pvt. Ltd.
- Ten Brink, T. D. (1974). Evaluation - A Practical Guide for Teachers. New York: McGraw Hill Book Co.
- Thorndike, R.M. (2010). Measurement and Evaluation in Psychology and Education. New Delhi: PHI Learning PVT. LTD.

Semester III
ELECTIVE - GENDER AND WOMEN STUDIES

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To raise consciousness among learners enrolling for the course and to sensitize them to address the gender issues in their everyday lives.
2. To establish the linkages between concepts and concerns.
3. To build the learners' capacity and to enable them to actively engage in discourses and debates on gender issue.
4. To equip students to undertake research from a gender perspective.
5. To introduce learners to women studies
6. To equip learners with an understanding of social and political theories in women's studies and gender studies.

MODULE 1: FUNDAMENTALS OF WOMEN AND GENDER STUDIES (CREDITS 2)

Unit 1: Basic Concepts

- a) Sex and gender, multiple identities, femininity, masculinity, parallel sexualities
- b) Patriarchy and structures of patriarchy: family and kinship, private and public, economy and state
- c) Power, powerlessness, empowerment and subordination, sexual division of labour, personal is political.

Unit 2: Equality, Rights and Empowerment

- a) Approaches to gender equality (formal, substantive, protectionist, de jure and de facto)
- b) Gender equity and equality
- c) Rights vs. Needs

Unit 3: Exclusion and Discrimination

- a) Engendering Citizenship and governance
- b) Different forms of Exclusions and discriminations: Social, religious, economic and political, differently abled
- c) Inclusive policies and affirmative action

MODULE 2: THEORIES AND CONTEMPORARY APPROACH IN GENDER (CREDITS 2)

Unit 4: Feminist Theories: Meaning, Need and Importance

- a) Liberal
- b) Socialist / Marxist
- c) Radical

Unit 5: Contemporary Approaches / Debates in Feminism: Meaning, Need and Importance

- a) Post-modern
- b) Black feminism, post-colonial
- c) Multiculturalism

Unit 6: Feminism in India: Meaning, Need and Importance

- a) Gandhian feminism
- b) Marxist and Socialist feminism
- c) Dalit feminism

MODULE 3: INTERNAL ASSESSMENT (CREDITS – 2)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
3	Class Test	15 marks
	Total	40 marks

Tasks:

- a) Project Report on Women Studies focussing on Equality and Empowerment
- b) Interview any one Women Entrepreneur or Women Activist
- c) Project Report on Contemporary Approach in Feminism
- d) Project Report on Impact of Multiculturalism in Gender studies
- e) Movie / Book Review focussing on Feminism

References:

- Aneja, Anu Ed. (2019) *Women's and Gender Studies in India: Crossings*, USA: Routledge India
- Bal, Gurpreet (2019) Ed. *Contemporary Gender Issues- Identity, Status and Empowerment*, Delhi: Rawat Publication
- Bhasin, Kamala (2002) *What is Patriarchy?* Delhi: Kali for Women.
- Chakravarti, Uma (2003) *Gendering Caste: Through a Feminist Lens*. Kolkata: Stree.
- Geetha, V (2007) *Patriarchy. theorizing feminism*. series editor Maithreyi Krishnaraj. Kolkata: STREE
- John, Mary (2006, ed) *Women's Studies in India*, First Edition, Delhi: Penguin Group.
- Patel, Vibhuti (2019) “**Dynamics of Women's Movement in India**”, II Golden Jubilee Lecture for Centre for Social Studies, ICSSR, Surat, 2019. (Free Download)
<http://www.css.ac.in/download/english/CSS@50%20YEARS%20LECTURE%20SERIES%20No.%202.pdf>
- Shalini Suryanarayan, Shanthi G. and K.G. Gayathridevi (2019) *Thinking Gender: Socio-cultural Perspective*, Delhi: Concept Publications.

SEMESTER III

ELECTIVE - RURAL ECONOMICS AND CO-OPERATION

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- a) To create awareness among the students regarding the Rural Economy.
- b) To study the Indian Agriculture.
- c) To study the concepts of Rural poverty and unemployment and its Relief measures.
- d) To study the rural industrialization, finance, irrigation, electrification, and infrastructures.
- e) To study the agricultural marketing and agricultural price policies.
- f) To study the public Distribution System (PDS).

MODULE 1: FUNDAMENTALS OF RURAL ECONOMICS (CREDITS 2)

Unit 1: Rural Economy of India

- a) Features of Rural Economy
- b) Role and Importance of Animal Husbandry in Rural Economy
- c) Place of agriculture in Rural Economy.

Unit 2: Agricultural Productivity

- a) Farm Size, Land Utilization and Cropping Pattern,
- b) Agricultural Productivity Causes of Low Productivity in Agricultural,
- c) Measures taken to improve the productivity

Unit 3: Rural Poverty and Unemployment

- a) Causes, Extent of Rural Poverty and Unemployment
- b) Rural Development programmes
- c) Programmes for reducing the rural Poverty and Unemployment.

MODULE 2: FUNDAMENTALS OF RURAL DEVELOPMENT (CREDITS 2)

Unit 4: Rural Industrialization

- a) Need, Importance and problems of Agro-based Industries
- b) Need, Importance and problems of Small-scale Industries
- c) Need, Importance and problems of Cottage Industries.

Unit 5: Public Utilities in Rural Economy

- a) Need and Importance of Irrigation Facilities
- b) Need and Importance of Transport and communication
- c) Need and Importance of Rural Electrification

Unit 6: Agricultural Policy

- Agricultural Policy Since 1991 – Agricultural Price Policy
- Need and Importance of Public Distribution Systems (PDS)
- Importance, Merits, demerits of Agricultural Marketing

MODULE 3: INTERNAL ASSESSMENT (CREDITS – 2)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
3	Class Test	15 marks
	Total	40 marks

Tasks:

- Project Report on Agricultural productivity
- Project Report on Irrigation facilities
- Project Report on Rural Electrification
- Research/ Case Study on Public Distribution System
- Prepare a Report on any five Rural Development programmes by the Government

References:

- “Agricultural Economics and Rural Development” Tyagi. B.P. Jai Prakashan Nath & Co Garh-Nauchandi Chauraha Garh Road, Meerut-250002
- Agricultural Problems of India Mamoria C.B. & Tripathi.B.B. Century Printers, S.N. Marg Allahabad.
- The Indian Rural Problem M.B. Nanavati and J.J. Anjaria (Vora and Co.Bombay)
- Indian Economy Dutt R. and K.P.M. Sundharam (2007/Latest ed.) 25, S.Chand and company, New Delhi
- Indian Economy Misra S.K. and V.K. Puri, Himalaya Publishing Co., Bombay (Latest ed.)
- Theory, History and Practice of Co-Operation R.D. Bedi, Loyal Book Depot, Meerut (U.P.)
- Co-Operation in India Dr.B.S.Mathur, Sahitya Bhavan, Agra
- Agricultural Co-Operation in India John Matthai, Reliance Publishing House, New Delhi
- Fundamentals of Co-Operation Dr. Krishnaswami, S.Chand and Company Ltd. Ram Nagar, New Delhi

SEMESTER III
ABILITY BASED COURSE: DRAMA AND ART IN EDUCATION

Total Credits: 03

Total Marks: 50

College Assessment: 50

Course Learning Outcomes

- To help student teachers to extend their awareness, through multiple perspectives,
- To develop and understanding of drama & art, scope, and purpose of art education,
- To enable student teachers to look at reality through fantasy, and to predict everyday situations to cope with unpredictable unsettling experiences,
- To help in understanding the self and as a form of self-expression for enhancing creativity,
- To develop aesthetic sensibilities in student-teachers and learn the use of art in teaching learning to understand global and local culture,
- To explore the role of the teacher as creative guide in enhancing drama and art education.

MODULE I: UNDERSTANDING DRAMA AND ART IN EDUCATION

Unit 1: Introduction to the concept of Drama and Art

- a. Forms of Drama and Art (Visual Art, Performing Art)
- b. Functions of Drama and Art
- c. Integration of Drama and Art in the school curriculum

Unit 2: Context of Art

- (a) Functions of Art : Personal, Social, Spiritual, Educational, Political
- (b) Types of Contrast : Visional, Form, Negative
- (c) Social and cultural importance of Art

MODULE II: APPLICATION OF DRAMA AND ART IN EDUCATION

Unit 3: Application of Drama and Art in Education

- a. Developing aesthetic sensibility through Drama and Art
- b. Drama and Art for creative expression
- c. Drama and Art for self-realization

Unit 4: Drama and Art for Teaching

- a. Drama and Art: Understanding social and environmental issues, Understanding global and local culture
- b. Drama and Art for children with special needs and marginalized
- c. Drama and Art for children in multilingual society

Activities:

Following activities can be organized under the course:

- Script writing
- Street play
- Visit to an Art gallery
- Visiting/Organizing exhibitions
- Visiting/Organizing cultural festivals
- Report on the folk life
- Interview with experts from the field like artists, actors, singers, writers, poets, painters, musicians, dancer, etc
- Appreciation of a film/drama/novel/folk drama, etc.
- Workshop on developing short plays/ street play for educational, entertainment or social / environmental relevance
- Workshop on preparing a script for a radio programme to propagate a social behaviour or awareness of social issues
- Organizing art, craft and music exercises with small groups followed by discussions and presentation.
- Workshop –Developing theatre skills, pottery, folk dance, animations depicting culture and art.
- Review the position paper National Focus Group on Arts, Music, Drama and Theatre by NCTE on Drama for children with special needs.
- Visit a centre for children with special needs and observe the use of drama and art in the activities conducted.

Assignments: Any two of the following (5x10 = 50m)

1. Role Playing’ activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc.) and write a reflective essay highlighting the elements of stagecraft.
2. Develop and present a lesson using any one technique of Drama and Art **Or** using any Art form
3. Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.
4. Write an appreciation essay on the historical monuments (sculpture and architecture) or any piece of art (music, dance drama, painting)
5. Write a self-reflective essay on how this course on Dram and Art will make you a better teacher.

6. Review studies on effectiveness of drama and art on education and present the same.
7. Observe an Art period in a school and briefly write your reflections on it.

Recommended Books/websites:

- Akademi South Asian Dance, UK – <http://www.southasiandance.org.uk/>
- Andrewes, E.: A Manual for Drawing and Painting, Hazall Watson and Viney Ltd., 1978
- Carini, P.F. (2001). Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165–181). New York: Teachers College Press, CCRT official website
- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- Dodd, N. and Winifred, H. (1971/1980). Drama and Theatre in Education, London: Heinmann.
- Doshi, Saryu (Ed.), “**Marg—A Magazine of the Arts – Trends and Transitions in Mumbai: Indian Marg Publications, Art**” Vol. XXXVI No. 2, 1984.
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. New York, NY: Teachers College Press.
- Harriet, G. (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
- John, B., Yogin, C., & Chawla, R. (2007). *Playing for real: Using drama in the classroom*. Macmillan.
- Khokar, Mohan, Traditions of Indian Classical Dance, Delhi: Clarion Books, First ed., 1979., London, 1973
- Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
- McCaslin, N. (1987). Creative Drama in the Primary Grades. Vol. I and In the Intermediate Grades, Vol. II, New York/London: Longman.
- Mishra, A. (2004). Aaj bhi Khareinhai Talaab, Gandhi Peace Foundation, 5th Edition.
- Prasad, D. (1998). Art as the Basis of Education, NBT, New Delhi.
- Sahi, J. and Sahi, R. (2009). Learning Through Art, Eklavya.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts: USA.
- Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai.
- Ward, A. (1993). Sound and Music. Franklin Watts: New York.

Websites:

- Athiemoalam, L. Drama-In-Education and its effectiveness in English Second/Foreign classes, www.uni-oldenburg.de/zsn
- Arts Education Matters: We know, We Measured it, <http://www.edweek.org/ew/articles/2014/12/03/13greene.h34.html>
- Bhattacharya, K.K. & Gupta, D.D. : Interpreting theatre as a communication medium, <http://www.caluniv.ac.in/global-mdia-journal/ARTICLEDEC2013/>

- Boudreault, C.: The benefits of using drama in the ESL/EFL classroom,
- <http://iteslj.org/Articles/Boudreault-Drama.html>
- Dewey, J.: Art as an experience, <http://plato.stanford.edu/entries/dewey-aesthetics/>
- Drama in education, <https://www.questia.com/library/education/curriculum-andinstruction/drama-in-education>
- Drama Games, http://en.wikipedia.org/wiki/Drama_Teaching_Techniques
- Drama Strategies, <http://dramaresource.com/strategies/69-drama-techniques>
- Importance of Arts education, [http://www.educationfund.org/programs/artoffoundobjects/importance of Arts Education](http://www.educationfund.org/programs/artoffoundobjects/importance%20of%20Arts%20Education)

SEMESTER IV MANAGEMENT ACCOUNTING

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To introduce the basic concepts in Management Accounting
- To make the students familiar with Financial Statement analysis
- To acquaint students with basic concepts of Types of Analysis
- To learn some elementary concepts of working capital management.
- To introduce the basic concepts of Cost Accounting
- To introduce the basic concepts of Material, Labour cost and Overheads

MODULE 1: INTRODUCTION TO FUNDAMENTALS OF MANAGEMENT ACCOUNTING (2 CREDITS)

Unit 1: Introduction to Management Accounting

- a) Meaning and Definition , Scope, Functions , Objectives, Importance of Management Accounting
- b) Role of Management Accounting, Management Accounting Framework
- c) Tools of Management Accounting

Unit 2: Financial Statement Analysis

a) Introduction to Corporate Financial Statements : Understanding the Balance sheet and Revenue statements with the headings and sub headings, Uses of financial statements, Users of Financial Statements.

b) Financial Statement Analysis: Introduction and Meaning of Financial Statement Analysis, Steps, Objective

c) Types of Analysis.

- Ratio analysis: Meaning, classification, Du Point Chart, advantages & limitations.
- Balance Sheet Ratios: Current Ratio, Liquid Ratio, Stock Working Capital Ratio, Proprietary Ratio, Debt Equity Ratio, Capital Gearing Ratio.
- Revenue Statement Ratios: Gross Profit Ratio, Expenses Ratio , Operating Ratio, Net Profit Ratio , Net Operating Profit Ratio , Stock Turnover Ratio, Combined Ratio, Return on Capital employed (Including Long Term Borrowings), Return on proprietor's Fund (Shareholders Fund and Preference Capital , Return on Equity Capital, Dividend Payout Ratio, Debt Service Ratio, Debtors Turnover, Creditors Turnover.

Unit 3: Working Capital Management:

- a) Concept, Nature of Working Capital,
- b) Planning of Working Capital,

- c) Estimation /Projection of Working Capital Requirements in case of Trading and Manufacturing Organization Operating Cycle.

MODULE 2: INTRODUCTION TO ADVANCED COST ACCOUNTING (2 CREDITS)

Unit 4: Introduction to Cost Accounting

- (a) Objectives and scope of Cost Accounting, Cost centres and Cost units
 (b) Cost classification for stock valuation, Profit measurement, Decision making and control, Coding systems
 (c) Elements of Cost, Cost behaviour pattern, Separating the components of semi- variable costs

Unit 5: Material, Labour Cost and Overheads

- d) Procurement procedures—Store procedures and documentation in respect of receipts and issue of stock, Stock verification, Inventory control —Techniques of fixing of minimum, maximum and reorder levels, Economic Order Quantity, ABC classification; Stocktaking and perpetual inventory
 e) Attendance and payroll procedures, Overview of statutory requirements, Overtime, Idle time and Incentives, Labour turnover, Utilisation of labour, Direct and indirect labour, Charging of labour cost, Identifying labour hours with work orders or batches or capital jobs
 f) Functional analysis — Factory, Administration, Selling and Distribution Behavioural analysis — Fixed, Variable, Semi-variable cost

Unit 6: Classification and Reconciliation of Cost and Cost Sheet

- d) Classification of costs, Cost of Sales, Cost Centre, Cost Unit, Profit Centre and Investment Centre Cost Sheet, Total Costs and Unit Costs, Different Costs for different purpose
 e) Inflation, Uses of index numbers, commonly used index numbers. Examples and problems.
 f) Practical problems based on Reconciliation of cost and Financial accounts.

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- n) Compare between any types of analysis.
 o) Analyse a Corporate Balance Sheet

- p) Estimate the Working capital of a Trading Company
- q) Compute the Labour cost, Material and Overheads of a Company .
- r) Solve a problem on reconciliation of cost and financial accounts.

References:

- Cost and Management Accounting – Ravi N Kishor
- • Essential of Management Accounting – P.N. Reddy, Himalaya publication.
- • Advanced Management Accounting – Robert S Kailer.
- • Financial of Management Accounting – S.R. Varshey, Wisdom.
- • Introduction of Management Accounting Learning – Charbs T Horngram, PHI.
- • Management Accounting – I.M Pandey, Vikas Publications.
- • Cost and Management Accounting – D.K. Mattal, Galgotia Publications.
- • Cost Accounting Theory and Practice-M.N. Arora, Sultan Chand and sons
- • Management Accounting – Khan & Jain Tata Mc Graw

SEMESTER IV COMMERCE -II

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To develop an understanding of the various forms of business organisation
- To develop an understanding on the types of business models
- To enlighten the students regarding the Industrial policies and recent programmes
- To create awareness on the emerging trends in service sector
- To create awareness of the social problems in India
- To create awareness of the economic problems in India
-

MODULE 1: INTRODUCTION TO FUNDAMENTALS OF COMMERCE (2 CREDITS)

Unit 1: Forms of Business Organization

- a) Organization – Meaning , Importance
- b) Meaning , Definition , Structure , Advantages and Disadvantages - Sole Proprietorship , Partnership , LLP , Joint Stock Companies, Joint Ventures , Cooperative
- c) Meaning , Definition , Structure , Advantages and Disadvantages - Government form of Business Organization(Departmental, Corporation , Government company), Non-Government Organizations

Unit 2: Types of Business Models

- d) Meaning , Definition , Structure , Advantages and Disadvantages - Franchise, Brick and Mortar, e-Commerce, Bricks and Clicks, Nickel and Dime, Freemium
- e) Meaning , Definition , Structure , Advantages and Disadvantages - Subscription, Aggregator, Online Market Place , Data Licensing/ Data Selling, Digital Advertising,
- f) Meaning , Definition , Structure , Advantages and Disadvantages - Affiliate Marketing, Drop Shipping, Agency Based, Peer to Peer Catalyst/Platform, Block Chain

Unit 3: Industrial Policies and Recent Programmes for Start-ups in India

- a) Overview of recent Industrial Policies in India – New Industrial Policy 1991, EXIM Policy ,India New Foreign Trade Policy 2015 – 2020 , FDI Policy
- b) Overview of : a. Start-up India b. Atal Innovation Mission (AIM), Make in India d. Digital India
- c) Support To Training And Employment Programme For Women (STEP) f. Trade-Related Entrepreneurship Assistance And Development (TREAD) g. Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

MODULE 2: FUNDAMENTALS OF SERVICE SECTOR AND ISSUES IN INDIA (2 CREDITS)

Unit 4: Emerging Trends in Service Sector

- a) Overview of Recent trends – Banking Sector - Internet and Mobile Banking, Indian Post Payments Bank
- b) Overview of Recent trends Insurance Sector –Malhotra Committee Report, Logistics

- c) Overview of Recent trends BPO, KPO, TPO and LPO, New trends in Tourism- Religious, Rural, & Medical tourism

Unit 5: Social Problems in India

- a) Meaning, Definition, Nature & Characteristics of Indian Society.
 b) Features of Indian Social Structure –Meaning and Definition, Features, Merits and Demerits of Caste System, Schedule Tribes, Nomadic Tribes, Other Backward Class and Economically Backward Classes.
 c) Measures to solve the problems of untouchability in India, Effects of Superstitions, Educational growth and its impact on Society after Independence.

Unit 6: Economic Problems in India

- a) Characteristics of Indian Economy Economics equality vs Economic inequality, types of Economics inequality, National income – per capita income
 b) Meaning, Definition, Features, Measurements of Poverty, Poverty Line, Types & Indicators of Poverty, Poverty in India, Causes of Poverty in India, Effects of Poverty,
 c) Meaning, Types and Causes of Unemployment, Rural Unemployment and Causes of increasing rural unemployment Urban unemployment, causes of increasing Urban Unemployment

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- f) Prepare a Report on the different Forms of Business organisation
 g) Compare and Contrast any two types of business models
 h) Prepare a detailed Report of any one Start Up India Project
 i) Prepare a detailed Report on Employment opportunities for Women
 j) Prepare a detailed Report on Social / Economic Problems in India

References:

- Bhattacharjee, Service Sector Mgt; An Indian Perspective, Jaico Publishing house, 2011.
- Christopher Lovelock, service marketing –people technology, strategy, pearson education, IV Edi, 2003.
- Valarie A. Zeithaml & Mary Jo Bitner, Services Marketing, Tata Mcgraw-Hill, 2000.
- A. Vijaykumar, service sector in India – Recent Policy initiative, New century Publication, 2008.
- Office Management, Pillai R S N, S. Chand Publishers, 2010

- Office Organisation & Management, N.Kumar & R. Mttal, Anmol Publisher, 2001
- Office Management, Balachandran, Tata Mc Graw Hill, 2009
- *Business Organisation Management Maheshwari, Rajendra P ,Mahajan, J.P.,International Book House*
- *Business Organisation, Maheshwari, Rajendra P, Mahajan, J.P., International Book House*
- *Introduction To Commerce, Vikram, Amit, Atlantic Pub*
- *A Course Book On Business Environment, Cherunilam,Francis, Himalaya Pub*
- *Business Environment, Cherunilam,Francis, Himalaya Pub*
- *Essentials Of Business Environment, Aswathappa,K., Himalaya Pub*
- *Essentials Of Business Environment, Aswathappa, Himalaya Pub*
- *Strategic Management, Kapoor, Veekkas, Taxmann*
- *Strategic Management, David,Fred R., Phi Leraning*
- *Strategic Management, Bhutani, Kapil, Mark Pub.*
- *Strategic Management, Bhutani, Kapil, Mark Pub.*
- *Entrepreneurship, Hisrich, Robert D, Mc Graw Hill*
- *Entrepreneurship Development, Sharma, K.C., Reegal Book Depot*
- *Service Marketing, Temani, V.K., Prism Pub*
- *Service Marketing, Temani, V.K., Prism Pub*
- *Management Of Service Sector, Bhatia, B S, V P Pub*
- *Introduction To E – Commerce, Dhawan, Nidhi, International Book House*
- *Introduction To Retailing, Lusch,Robert F.,Dunne,Patrick M., Carver,James R.,Cengage Learning*

SEMESTER IV COMPANY LAWS

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To develop general awareness among the students about management of company
- To have a comprehensive understanding about Key managerial Personnel of company and their role in Company administration.
- To acquaint the students about E Governance and E Filing under the Companies Act, 2013.
- To equip the students about the various meetings of Companies and their importance.
- To make students aware of the Depositors Act 1996
- To make students aware of the Regulatory Framework governing Stock Exchanges as per Securities Contracts Regulation Act 1956

MODULE 1: FUNDAMENTALS OF COMPANY LAWS (2 CREDITS)

Unit 1: Company Law – An Overview

- a) Development of Company Law in India
- b) **Doctrines Governing Corporates** – Lifting the Corporate Veil, Doctrine of Ultra Vires, Constructive Notice, Indoor Management, Alter Ego. The Principle of Non Interference (Rule in Foss V/s Harbottle) – Meaning , Advantages , Disadvantages & Exceptions, Majority and Minority Rights under Companies Act
- c) **Application of Company Law to Banking and Insurance Sector:** Application of Companies Act to Banking and Insurance sector governed by Special Acts. S.1(4) of Companies Act 2013
Exceptions provided (S.67(3), S.73(1), S.129(1), 179(3), S.180(1)(c), S.186, S.189

Unit 2: Management of Company

- a) Board of Directors: Definition, Powers, Restrictions, Prohibition on Board.
- b) Director: Meaning and Legal position of Directors,. Types of Directors, Related Party Transactions(Sec.188)
- c) Appointment of Directors, Qualifications and Disqualifications, Powers, Duties, Liabilities of Directors, Loans to Directors, Remuneration of Directors

Unit 3: Key Managerial Personnel (KMP)

- a) Meaning, Definition and Appointments of Managing Director, Whole Time Director, Manager, CS Company Secretary (CS)- Term of office/ Tenure of appointment, Role of Company secretary
- b) Distinction between Managing Director, Manager and Whole Time Director - Role (Powers, Functions of above KMP)
- c) Corporate Social Responsibility (CSR)– Concept, CSR Committee, Activities under CSR,

MODULE 2: FUNCTIONS OF BUSINESS LAW (2 Credits)

Unit 4: Company Meetings

- a) Board Meeting – Meaning and Kinds
- b) Conduct of Meetings - Formalities of valid meeting [Provisions regarding agenda, notice, quorum, proxies,

voting, resolutions (procedure and kinds) minutes, filing of resolutions, Virtual Meeting]

- c) Meeting of Share Holders General Body Meetings, . Provisions regarding convening, constitution, conducting of General Meetings Types of Meetings
 A. Annual General Meeting (AGM), (Ss.96 to 99)
 B. Extraordinary General Meeting (EOGM).(Sec.100)

Unit 5: The Depositories Act, 1996

- a) Depository – Meaning , Benefits , Models, Functions Participants
 b) The Depository Act 1996 – Objectives, Eligibility condition for depository services, Fungibility, Bye laws of depository , Governance of Depository and Internal audit of depository Participants
 c) Single registration for depository participants.

Unit 6: Regulatory Framework governing Stock Exchanges as per Securities Contracts Regulation Act 1956

- a) Stock Exchange.
 b) Corporatisation and demutualisation of Stock Exchange –Meaning, Procedure & Withdrawal
 c) Power of Recognised Stock Exchange to make rules restricting voting rights etc

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Prepare a Report on the different Managerial Personnel
 b) Prepare a detailed Report of any one Company meetings
 c) Prepare a detailed Report on The Depositors Act 1996
 d) Prepare a detailed Report on Statutory Meetings of a Company

References:

- M.C. Kuchhal, and Vivek Kuchhal, Business Law, Vikas Publishing House, New Delhi.
- Avtar Singh, Business Law, Eastern Book Company, Lucknow.
- Ravinder Kumar, Legal Aspects of Business, Cengage Learning
- SN Maheshwari and SK Maheshwari, Business Law, National Publishing House, New Delhi.
- Aggarwal S K, Business Law, Galgotia Publishers Company, New Delhi.
- Bhushan Kumar Goyal and Jain Kinneri, Business Laws, International Book House
- Sushma Arora, Business Laws, Taxmann Publications.
- Akhileshwar Pathak, Legal Aspects of Business, McGraw Hill Education, 6th ed.

- P C Tulsian and Bharat Tulsian, Business Law, McGraw Hill Education
- Sharma, J.P. and Sunaina Kanojia, Business Laws, Ane Books Pvt. Ltd., New Delhi.

SEMESTER IV BANKING AND FINANCE

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To introduce the fundamentals of banking industry
- To improve the understanding of the banking sectors
- To improve the knowledge of commercial banking and customer – banker relationship
- To introduce the concept of technology in banking sector
- To improve the understanding of Microfinance
- To create awareness of financial inclusion

MODULE 1: FUNDAMENTALS OF BANKING INDUSTRY (2 CREDITS)

Unit 1: An Overview of Banking Industry

- d) Definition of Banks, Types of Banks, Principles of Banking
- e) Banking System in India, Overview of RBI, Public, Private, Co-operative, Payment Bank, Regional Rural Banks
- f) Emerging trends of banking - Universal banking, electronic banking, globalization of banking.

Unit 2: An Overview of Banking Sectors

- a) Brief history of banking sector reforms from 1991-2000 and Current developments in banking sector
- b) Regulatory Architecture – Overview of Banking Regulation Act 1949, Banking Regulation Act (Amendment 2015), Payment and Settlement Act 2007, Negotiable Instrument Act 1881, BIS, Basel I, II and III.
- c) Bank Crises in India, Critical Evaluation of Banking Industry in India

Unit 3: Commercial Banking and Customer – Banker Relationship

- a) Definition and meaning of Commercial Bank, Evolution of Commercial Banking in India, Functions of Commercial Bank, Services offered by Commercial Bank.
- b) Corporate Banking -Meaning, Features, Significance of Corporate Banking
- c) Rural Banking - Meaning, Features, Significance of Rural Banking

MODULE 2: FUNCTIONS OF COMMERCE (2 Credits)

Unit 4: Universal Banking & Technology in Banking sector

- a) Concept of Universal Banking, Evolution of Universal banking, Services to Government, Payment & Settlement, Merchant Banking, Mutual Fund, Depository Services, Wealth Management, Portfolio Management, Bancassurance, NRI Remittance.
- b) Features, norms and Limitations of E- banking, Mobile Banking, Internet Banking, RTGS, POS Terminal, NEFT, IMPS, Brown Label ATM's, White Label ATM's, NUUP, AEPS, APBS, CBS, CTS, Digital Signature, M- Wallets, Online opening of bank accounts – savings & current, and application for credit cards, loan.
- c) Applicability of KYC norms in Banking Sector.

Unit 5: Microfinance

- Introduction, Need and Code of Conduct for Microfinance Institutions in India,
- Advantages, Purpose, Limitations and Models of SHG – Bank Linkage Program, Role of NABARD and SIDBI
- Portfolio Securitization, SHG-2, NRLM and SRLM, Priority Sector and its Classification

Unit 6: Financial Inclusion

- Need & Extent of Financial Inclusion, RBI Committee Report of Medium Term Path on Financial Inclusion 2015, World Findex Report 2015, NISM Report 2015, (Only Brief Extracts relating to bank account holdings and credit taken and contrast between developing and developed nations.)
- Features & Procedures of Pradhan Mantri Jan Dhan Yojana, and PM Mudra Yojana.
- Features, procedures and significance of Stand up India Scheme for Green Field

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- Project Report on Emerging trends in Banking
- Interview a Branch Manager on customer and banker relationships
- Prepare a detailed report on different types of Banks
- Project on a Retail Outlet in Organized and Unorganized
- Project Report on Universal Banking
- Prepare a detailed report on any one policies on financial inclusion

References:

- Khan M.Y, Financial Services, Mc Graw Hill Education.
- Dr.S. Gurusamy, Financial Services, Vijay Nicole Imprints.
- E. Gordon and K. Natarajan – Financial Markets and Services
- Niti Chatnani- Commodity markets McGraw Hill Publication
- S. Kevin, - Commodities & financial derivatives PHI Learning Pvt ltd
- Quantitative Risk Management : A Practical Guide to Financial Risk- Thomas S. Coleman
- Investment Theory and Risk Management: Steve Peterson
- Risk Management : M/s Macmillan India Limited
- Theory & Practice of Treasury Risk Management: M/s Taxman Publications Ltd.
- Corporate Value of ERM : Sim Segal
- Risk Management : Insurance and Derivatives Dr G Kotreshwar-Himalaya Publishing House
- “Actuarial Statistics: An Introduction Using R” by Shailaja R Deshmukh.

- “Predictive Modeling Applications in Actuarial Science” by Richard A Derrig and Glenn Meyers
- “Generalized Linear Models for Insurance Data (International Series on Actuarial Science)” by Piet de Jong and Gillian Z Heller
- “Contributions to Sampling Statistics (Contributions to Statistics)” by Maria Giovanna Ranalli and Fulvia Mecatti
- “Forecasting Product Liability Claims: Epidemiology and Modeling in the Manville Asbestos Case” by J B Weinstein and Eric Stallard
- “Financial Modeling, Actuarial Valuation and Solvency in Insurance” by Mario V Wuthrich & Michael Merz
- “Modern Actuarial Risk Theory: Using R” by Rob Kaas and Marc Goovaerts
- “Health Insurance: Basic Actuarial Models” by Ermanno Pitacco
- “Financial and Actuarial Statistics: An Introduction” by Dale S Borowiak and Arnold F Shapiro

SEMESTER IV BUSINESS STATISTICS

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To understand the concepts, techniques & applications of Statistical Methods Operations Research.
- To develop the skills of solving real life problems using Statistical Methods and Operations Research.
- To make students to understand the art of applying statistical techniques to solve some real life problems.
- To gain knowledge of Statistical Computations
- To gain knowledge on Time Series
- To gain knowledge on simplex method of liner programming problem

MODULE 1: FUNDAMENTALS OF BUSINESS STATISTICS (CREDITS 2)

Unit 1: Time Series

- a) Time Series: Introduction, Definition
- b) Components of Time Series, : The Trend, Seasonal variation, Cyclical variation, Irregular variation, Additive Model, Multiplicative Model
- c) Methods of estimating Trends, Moving averages (with periods 3,4,5), Fitting of trend line and second degree curve, Exponential smoothing, Example and problems

Unit 2: Simplex Method

- a) Definition of Linear programming problem, Canonical and standard form duality relation between primal an dual
- b) Example and problems on simple method
- c) Meaning of unbounded solution, basic feasible solution, alternate solution, degenerate solution

Unit 3: Transportation Problem

- a) Transportation Problem of minimization type objective function,
- b) Introduction, balanced and unbalanced TP, Initial Basic Feasible Solution (IBFS) using NWCR, MMM, VAM
- c) Optimal solution using MODI method. Example and problems.

MODULE 2: ANALYTICAL APPROACH TO STATISTICS (CREDITS 2)

Unit 4: Introduction to Statistics

- a) Meaning and Scope, Stages of Statistical Investigation, Methods of data collection, Census and Sampling Methods, Advantages of Sampling Method, Concepts of Simple Random Sampling and Stratified Random Sampling.
- b) Analysis of Uni-variate Data: Concept of Classification and Tabulation, Construction of frequency distribution, Relative and Cumulative frequency distribution.

- c) Graphical and Diagrammatic Representation: Construction of Histogram, Frequency Polygon, Ogive Curves, Pie Chart and Pyramids.

Unit 5: Measures of Central Tendency

- a) Concept of Central Tendency and Requirements of Good Measures of Central Tendency.
b) Mean, Median, Mode and their merits, demerits, comparison.
c) Quartiles, Properties of Arithmetic Mean (without proof). Numerical examples.

Unit 6: Measures of Dispersion

- a) Concept of Dispersion, Requirements of Good Measures of Dispersion, Absolute and Relative Measures of Dispersion.
b) Range, Quartile Deviation, Mean Deviation about median, Standard Deviation and their relative measures.
c) Variance, Coefficient of Variation, Properties of Standard Deviation (without proof). Numerical examples.

MODULE 3: INTERNAL ASSESSMENT (CREDITS – 2)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
3	Class Test	15 marks
	Total	40 marks

Any two tasks from the following

(2 x 10 = 20 Marks)

- Solve any five practical problems on time series
- Solve any five practical problems on simplex method
- Solve any five practical problems on transportation
- Do a survey and collect data and statistically depict the same
- Do a survey and collect data and statistically depict the measures of central tendency
- Do a survey and collect data and statistically depict the measures of dispersion

References:

- Fundamentals of Statistics- S. C. Gupta.
- Business Statistics - Bharat Jhunjhunwala
- Statistical Methods- S. P. Gupta,
- Introduction to Statistics- C. B. Gupta.
- Essential Statistics- A. B. Rao.
- Statistics for all (Volume I) – S. M. Aherkar
- Statistics Theory, Methods and Applications- Sancheti, D.C. & Kapoor V.K
- Business Statistics :An Applied Orientation- P.K. Viswanathan
- Statistics and their applications to Commerce - Borddigion
- Business Statistics- Reddy, C.R Deep Publications, New Delhi.
- Statistics Problems and Solutions- Kapoor V.K.

- Fundamentals of Statistics - Elhance.D.N
- Statistics - Gupta B.N.
- Practical Business Statistics - Croxton & Crowdory.
- Statistics Concepts & Applications- Nabendu Pal & Sahadeb Sarkar
- Business Statistics- J.K.Sharma
- Busniess Statistics - R.S.Bharadwa

SEMESTER III

CONTEMPORARY INDIA AND EDUCATION

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To understand the concepts, characteristics, causes of various Diversities in Contemporary Indian society.
2. To understand the challenges faced due to various diversities and the role of education in addressing them.
3. To critically analyse the constitutional values related to the Diversity, Stratification and Marginalisation.
4. To understand the Policies, Curricular Framework and Role of Education in Indian context.
5. To understand the provisions and recommendations of various government initiatives for the Paradigm Shift in Education.
6. To create awareness of the Emerging Trends in Education.

MODULE 1: CONTEMPORARY INDIAN SOCIETY (2 Credits)

Unit 1. Understanding and Addressing Diversities in Contemporary Indian Society

- a) Concepts of Diversity, Linguistic Diversity, Regional Diversity and Religious Diversity.
- b) Characteristics and Causes of Linguistic Diversity, Regional Diversity and Religious Diversity.
- c) The role of education in addressing the challenges of diversity - linguistic, regional and religious in modern India.

Unit 2. Understanding and Addressing Inequality in Indian society

- a) Concept and Causes of Stratification with respect to *Caste, Class & Gender*.
- b) Concept and characteristics of Marginalized groups in Indian society: SC/ST/NT (Nomadic Tribes)/ PWD (person with disability).
- c) Role of education in addressing Inequalities with respect to Stratification and Marginalization in Indian society.

Unit 3: Values enshrined in Indian Constitution addressing Diversity, Stratification and Marginalization

- a) Constitutional Values like democracy, socialism and equality for reducing stratification and marginalization
- b) Education and Fundamental Rights and Duties: Articles 14, 15, 16, 21A, 29 and 30.
- c) Directive Principles of state policy with regards to stratification and marginalization (Article 41, 45, 46, 350A)

MODULE 2: GOVERNMENT INITIATIVES IN EDUCATION (2 Credits)

Unit 4 – Policies, Curricular Framework and Role of Education

- a) National Policy of Education-1986,
- b) National Curricular Framework-2005
- c) National Education Policy 2020

Unit 5- Paradigm Shift in Education

- a) Yash Pal Committee Report-‘Learning without Burden’ (1992-93),and its provisions
- b) RTE Act 2009 and its Provisions
- c) RMSA and Recommendations for Secondary Education

Unit 6- Emerging Trends in Education

- a) Open & Distance Education: Concept & Characteristics
- b) Globalization, Liberalization & Privatization: Concept, Characteristics and Implications
- c) Digitalisation in Education: Concept, Characteristics and Challenges

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr. No.	Particular	Marks
1	Task/Assignment for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	Overall participation (tasks/ assignments/ Group discussion/ poster competition/ elocution/	05
	Total	40

Any two of the following tasks/assignments:

- a) Organizing and conducting street plays on various diversities (Linguistic, Regional and Religious) and addressing its related issues.
- b) Critical analysis of a documentary based on Stratification and Marginalisation in Indian society.
- c) Critical analysis of the provisions and recommendations of School Education-NEP 2020.
- d) Seminar presentation on the impact of emerging trends/policies in Education

References:

- Agarwal J.C. (1991). Theory and practices of education. New Delhi: Vikas publishing house Pvt Ltd.
- Agarwal. J.C (2008). Education in the emerging Indian Society. Shipra Publications
- Aggarwal J. C. (1994). Learning without burden: An Analysis. Shipra Publications.
- Aggarwal J.C.(2016).Right to Education and Revitalizing Education, Shipra Publications.
- Anand, C.L. et.al. (1983). Teacher Education in Emerging in Indian Society, NCERT, New Delhi.
- Arora G.L & Pranati Panda.Fifty Years of Teacher Education in India (Post Independence Developments). New Delhi:NCERT
- Bhatia K K.(2015). Contemporary India and education, Tandon Publications, Ludhiana.

- Chaube, S.P. (1997). Landmarks in modern Indian education. Mumbai: Himalaya Publishing House.
- Chaube, S. P. (1999). Philosophical and Sociological Foundations of Education. Agra: Shri Vinod Pustak Mandir.
- Chaube, S.P. (2013). Problems of Indian Education. Shri Vinod Pustak Mandir : Agra
- Chinara B. (1997). Education and Democracy. New Delhi : APH.
- Dash, BN (2002). Teacher and education in the emerging Indian Society. Vol.2. Hyderabad: Neelkamal publication.
- [Final National Education Policy 2020](#) (PDF) (Report). Ministry of Human Resource Development.
- Jain, M K. (2014). Committees and commissions, Shri Vinod Pustak Mandir : Agra
- John, Zeepa Sara. (2012) Philosophical and Sociological Foundations of Education. Chennai: Almighty Book Company,
- Khanna, J. (2016). Education as a field of study, Tandon Publications, Ludhiana.
- Mansuri L. (2019). Contemporary India and Education. Himalayan Publishing House.
- Mukherji, S. M. (1966). History of education in India, charya book depot, baroda.
- National Advisory Committee Contributor India (2004). Department of Education (1971), Government of India, Ministry of Human Resource Development, Department of Education, Learning Without Burden: Report of the National Advisory Committee Appointed by the Ministry of Human Resource Development
- NCERT (2005). National curriculum framework, New Delhi.
- Public report on basic Education in India: The Probe team in association with centre for development economics, October 1998
- Qureshi, Muniruddin. (2005). Social aspects of Education. Anmol Publications Pvt. Ltd.: New Delhi
- Ravikumar, S.K. (2001). Educational Sociology, Mangal Deep Publications, Jaipur.
- Sampat, Urmi. (2007). Education in changing Indian society, Himalaya Publishing House, Mumbai.
- Sharma R.A. (1993). Teacher Education: Theory, Practice and Research. Meerut : International Publishing House
- Sharma, D. (2015). Contemporary India and Education, Tandon Publications, Ludhiana.
- Sngaravelu.G. (2012). Education in the Emerging Indian Society. Neelkamal Publications Pvt. Ltd.: New Delhi
- Swaroop Sarena, N.R. & Shikha Chaturvedi. (2012). Teacher in Emerging Indian Society. Lall Book Depot : Meerut
- Zhijian, L. The multirole of Teacher: Retrieved July 10, 2012, from Wuhan university of science and engineering: <http://www.seiofbluemountain.com>
- Vision of Teacher Education in India Quality and Regulatory Perspective. Volume 1 August, 2012. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/documentreports/JVC%20Vol%201.pdf
- https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- <https://www.mhrd.gov.in/rte>

SEMESTER IV

ELECTIVE - GENDER AND WOMEN STUDIES

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To raise consciousness among learners enrolling for the course and to sensitize them to address the gender issues in their everyday lives.
- To establish the linkages between concepts and concerns.
- To build the learners' capacity and to enable them to actively engage in discourses and debates on gender issue.
- To equip students to undertake research from a gender perspective.
- To introduce learners to women studies
- To equip learners with an understanding of social and political theories in women's studies and gender studies.

MODULE 1: FUNDAMENTALS OF WOMEN AND GENDER STUDIES (CREDITS 2)

Unit 1: The Women's Movements in India

- Phases in the women's movements-Social Reform, Freedom, Contemporary women Rights movement.
- Women's movements and the law
- Intersection of women's movement with people movements

Unit 2: Gender-based Violence

- a) Meaning, forms and extent
- b) Violence by family, community and the state
- c) Intersectionalities of caste, class, race, ethnicity, disability, minority, religion and gender

Unit 3: Law as an Instrument of Empowerment and Disempowerment

- a) Indian Constitution (substantive provisions, role of judiciary)
- b) Labour, Family and Criminal justice system.
- c) Affirmative Actions, Gender laws and policies (restriction of women's work through protectionist / moralist approaches, anti-beggary, criminal tribes, land acquisition, population control, draconian laws)

MODULE 2: WOMEN DEVELOPMENT (CREDITS 2)

Unit 4: Women and Development

- a) Women, Work and Livelihood (Formal, Informal Sectors, role of labour unions, facilities for women at work)
- b) Property and Ownership, land and housing rights.
- c) Education, health and nutrition

Unit 5: Gender and Political Participation

- a) Overview of women's participation, marginalization of minorities (religious / linguistic / caste / ethnic / parallel sexuality)
- b) Reservation of seats in the union, state and local government

- c) Political participation of sexual minorities and people with disability.

Unit 6: Emerging Challenges and Responses

- Moral policing, honour killing and acid attack.
- Women in public space (sexual harassment at workplace, acid attacks...)
- Cybercrimes and Cyber Safety.

MODULE 3: INTERNAL ASSESSMENT (CREDITS – 2)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
3	Class Test	15 marks
	Total	40 marks

Any two tasks from the following

(2 x 10 = 20 Marks)

- Project Report on Women Studies focussing on Equality and Empowerment
- Interview any one Women Entrepreneur or Women Activist
- Project Report on Contemporary Approach in Feminism
- Project Report on Impact of Multiculturalism in Gender studies
- Movie / Book Review focussing on Feminism

References:

- Aneja, Anu Ed. (2019) *Women's and Gender Studies in India: Crossings*, USA: Routledge India
- Bal, Gurpreet (2019) Ed. *Contemporary Gender Issues- Identity, Status and Empowerment*, Delhi: Rawat Publication
- Bhasin, Kamala (2002) *What is Patriarchy?* Delhi: Kali for Women.
- Chakravarti, Uma (2003) *Gendering Caste: Through a Feminist Lens*. Kolkata: Stree.
- Geetha, V (2007) *Patriarchy. theorizing feminism*. series editor Maithreyi Krishnaraj. Kolkata: STREE
- John, Mary (2006, ed) *Women's Studies in India*, First Edition, Delhi: Penguin Group.
- Patel, Vibhuti (2019) “**Dynamics of Women's Movement in India**”, II Golden Jubilee Lecture for Centre for Social Studies, ICSSR, Surat, 2019. (Free Download)
<http://www.css.ac.in/download/english/CSS@50%20YEARS%20LECTURE%20SERIES%20No.%202.pdf>
- Shalini Suryanarayan, Shanthi G. and K.G. Gayathridevi (2019) *Thinking Gender: Socio-cultural Perspective*, Delhi: Concept Publications.
- Menon, Ritu (2011) *Making a Difference: Memoirs from the Women's Movement in India*. Delhi: Women Unlimited.
- Vibhuti Patel, Radhika Khajuria (2017) *Political Feminism in India: An Analysis of Actors, Debates and Strategies*, (Free Download) <https://www.fes-asia.org/news/political-feminism-in-india-an-analysis-of-actors-debates-and-strategies/>

- Rege, Sharmila (2006) *Writing Caste/Writing Gender Narrating Dalit Women's Testimonies*. Delhi: Zubaan Books.
- Shah, Chayanika, Raj Merchant, Shalini Mahajan and Smriti Nevatia (2014) *No Outlaws in the Gender Galaxy*. Delhi: Zubaan Books.
- Shiva, Vandana (1988) *Staying Alive: Women, Ecology and Development*. London: Zed Books.

SEMESTER IV

ELECTIVE - RURAL ECONOMICS AND CO-OPERATION - II

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To study the Concept and principles of cooperatives.
- To study about agricultural co-operatives
- To study about Maharashtra State co-operative Societies Act, 1960 .
- To study the impact of globalization on cooperative movement.
- To create awareness of non-credit co-operatives
- To create an awareness of Co-operatives in India

MODULE 1: FUNDAMENTALS OF CO-OPERATION (CREDITS 2)

Unit 1: Co-Operation

- a. Meaning, features of cooperation
- b. Principles of Cooperation (Manchester-1995)
- c. Role of Cooperation in Economics development

Unit 2: Agricultural Cooperatives Need, Structure, Progress and Problems

- a) Co-Operative Farming
- b) Co-Operative Processing
- c) Co-Operative Marketing

Unit 3: Maharashtra State Co- operative societies Act, 1960

- a) Co-Operative Finance in India - Need, Structure, Progress and Problems
- b) Farmer's Service Co-Operative: Meaning, Importance, Functions and Problems.
- c) Agencies Providing Finance to Co-Operatives: NABARD, NCDC

MODULE 2: ROLE OF CO-OPERATION (CREDITS 2)

Unit 4: Co-operation and Economy

- f) Role of Co-Operation in Reconstruction of Rural Economy.
- g) Globalization and Cooperation.
- h) Need and Sources of rural Finance, Problem of Rural Indebtedness and its relief measures

Unit 5: Non- Credit Cooperatives

- a) Non- Credit Cooperatives - Importance, organization,
- b) Non- Credit Cooperatives Progress and problems - Industrial Co-Operatives

- c) Non- Credit Cooperatives Progress and problems - Labour Co-Operatives

Unit 6: Co-Operative in India

- d) Other Co-Operative in India – Need, Organization,
e) Working and Problems of: Consumer Cooperatives
f) Working and Problems of: Housing Cooperatives.

MODULE 3: INTERNAL ASSESSMENT (CREDITS – 2)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
3	Class Test	15 marks
	Total	40 marks

Any two tasks from the following

(2 x 10 = 20 Marks)

- Project Report on any one Agriculture Co-operatives
- Project Report on any one agency of providing finance – NABARD/ NCDC
- Project Report on Rural Indebtedness
- Report the Issues in Industrial co-operatives
- Report the Issues in Labour co-operatives

References:

- “Agricultural Economics and Rural Development” Tyagi. B.P. Jai Prakashan Nath & Co Garh-Nauchandi Chauraha Garh Road, Meerut-250002
- Agricultural Problems of India Mamoria C.B. & Tripathi.B.B. Century Printers, S.N. Marg Allahabad.
- The Indian Rural Problem M.B. Nanavati and J.J. Anjaria (Vora and Co.Bombay)
- Indian Economy Dutt R. and K.P.M. Sundharam (2007/Latest ed.) 25, S.Chand and company, New Delhi
- Indian Economy Misra S.K. and V.K. Puri, Himalaya Publishing Co., Bombay (Latest ed.)
- Theory, History and Practice of Co-Operation R.D. Bedi, Loyal Book Depot, Meerut (U.P.)
- Co-Operation in India Dr.B.S.Mathur, Sahitya Bhavan, Agra
- Agricultural Co-Operation in India John Matthai, Reliance Publishing House, New Delhi
- Fundamentals of Co-Operation Dr. Krishnaswami, S.Chand and Company Ltd. Ram Nagar, New Delhi

SEMESTER IV

ABILITY BASED COURSE: READING AND REFLECTING OF TEXTS

Total Credits: 03

Total Marks: 50

College Assessment: 50

Course Learning Outcomes:

- To instill and promote the skill of reading and reflecting among students
- To develop reflective reading skills
- To inculcate appreciation of texts from diverse fields
- To acquaint the students with comprehension skills
- To examine the social media impact on texts
- To engage readers to interact with the text individually and in groups

MODULE 1: BASICS OF READING & REFLECTING

Unit 1: Understanding Reading

- a. Reading – Concept, Need & Importance
- b. The process of reading – (Saccade, eye movements, etc)
- c. Reading Evaluation (Understanding and evaluating student's pronunciation, intonation, voice modulation & word and sentence stress)

Unit 2: Understanding Reflection

- a. Reflection - Concept, Need & Importance
- b. Theories of Reflective Learning – Kolb's Experiential Learning Theory and Schon's Theory of Reflective Practice
- c. Incorporating Reflective Practice in the classroom – Pedagogical practices (pre-reading, while reading and post reading)

MODULE II – READING IN THE CLASSROOM

Unit 3: Reading for Comprehension

- a. Types of Texts (Expository, Narrative, Persuasive, Transactional, Argumentative)
- b. Strategies to enhance reading comprehension (Identifying main ideas, understanding context cues, paraphrasing, skimming, scanning)
- c. Davis' Nine Skills of Comprehension

Unit 4: Exposure to Global and Local Literature

- a. Genres of Text Material (Pamphlets, Newspapers, Documents, Advertisements, Books & Novels, Graphic novels, Comics etc.)

- b. Reading & Social Media – Understanding the form and purpose of Facebook, Instagram and Twitter posts, blogs etc
- c. The Vernacular medium – Exposure to texts from Indian writers writing in an Indian language (letters, plays, short stories, books etc.)

Any five tasks from the following

(5 x 10 = 50 Marks)

(Assignments to be completed and assessed in the form of a project report. These assignments can be done as group-work or individually but will be assessed individually for each student)

1. Conduct a speed of reading test for a group of students and suggest measures for improvement of comprehension.
2. Create a rubric and evaluate self or peer's level of pronunciation, word and sentence stress, intonation and voice modulation
3. Determine a set of pre-reading, while reading and post reading questions. Thereafter conduct a reading session and incorporate these reflective learning strategies.
4. Present a Book Review on a book of educational significance
5. Conduct a reading session while incorporating any two strategies to enhance reading comprehension
6. Choose a passage from any text and create questions encompassing all of Davis's nine skills
7. Select a text on a topic of current interest/ controversy and express the writer's opinion and your own opinion about the subject
8. Analyse the social media posts of any hashtag of educational interest
9. Collect different genres of text material and discuss its advantages and disadvantages.
10. Read any vernacular text by an Indian author and discuss the difference between texts in English and texts in the vernacular language.

References:

1. Reading Comprehension Strategies Book series by Becky Jildano
2. <https://thisreadingmama.com/comprehension/comprehension-strategies/>
3. The Reflective Practitioner by Donald A Schon, New York Publishers, ISBN 0—465—06874—X (hbk); ISBN 0—465—06878—2 (pbk)
4. Learning by Thinking: How Reflection Improves Performance by Gia Di Stefano, Francesca Gino, Gary Pisano and Bradley Staats retrieved on 8th September from <https://hbswk.hbs.edu/item/learning-by-thinking-how-reflection-improves-performance>
5. Fundamental Factors of Reading Comprehension by Frederick B Davis retrieved on 8th September, 2020 from <http://www.iapsych.com/wmfhcaarchive/LinkedDocuments/DAVI11.pdf>

SEMESTER V ENTREPRENEURSHIP MANAGEMENT

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To introduce the basic concepts of Entrepreneurship
- To familiarise the students on Business planning
- To acquaint students with basic entrepreneurship skills.
- To understand the importance of Marketing.
- To acquaint the skills of operation finance and human resources
- To acquaint the skills of Concepts in Entrepreneurship

MODULE 1: INTRODUCTION TO FUNDAMENTALS OF ENTREPRENEURSHIP MANAGEMENT (2 Credits)

Unit 1: The Entrepreneur

- d) **Entrepreneur:** Meaning, Nature, origin and development of entrepreneurship in India, Need and Importance, Core elements, Principles, Essentials, Types, Functions, Concept of entrepreneurship management, Motives behind being an entrepreneur, Entrepreneurial Process
- e) Theories of Entrepreneurship: Innovation Theory of Schumpeter, Need for Achievement Theory of McClelland, Risk Bearing Theory of knight, Hagen's Theory of Entrepreneurship, Economic Theory of Entrepreneurship.
- f) Entrepreneurial Values and Attitudes, Dominant characteristics of successful entrepreneurs, Internal and external factors for entrepreneurial motivation

Unit 2: Business Planning

- a) Forms of Entrepreneurial structures:
 - Sole Proprietorship-meaning, merits and limitations.
 - Partnership-Meaning, Forms, merits and limitations.
 - Corporations-Meaning, merits and limitations.
 - Limited Liability partnerships and corporations.
 - Franchising-Meaning, types, merits and limitations.
- b) Critical Factors for starting a new enterprise: Personal, Environmental, Sociological factors. Problems of a New Venture- Financial, administrative, marketing, production and other problems.
- c) Business Plan: Meaning, Benefits, Developing a business plan, Environment scanning, Elements/Areas to be covered in a Business Plan, Project Report preparation, Contents of a Project Report.

Unit 3: Entrepreneurial Skills:

- a) Entrepreneurial Skills, Identifying business opportunities,
- b) Role of creativity in Entrepreneurship, the creative process, the Innovation process, Types of innovation, sources of innovation, principles of innovation, Sources of Business Ideas.

MODULE 2: INTRODUCTION TO KEY AREAS OF NEW VENTURES

(2 CREDITS)

Unit 4: Marketing

- a) New Product Development, Marketing Strategy for the new venture,
- b) Branding strategies, Distribution strategies, Pricing Strategies, Promotion strategies for new venture,
- c) Concept of Marketing Mix and Market segmentation, Marketing Plan

Unit 5: Operation Finance and Human Resources

- g) Operation- Size and location of Enterprise, Layout, Inventory Control, Quality Control.
- h) Finance - Sources of long term and short term finance, Debt fund-Meaning, Merits and limitations, Equity Fund- Meaning, merits and limitations, Concept of Break Even analysis, Venture Capital-Meaning, Merits and Limitations, Criteria for Evaluating New Venture Proposals by Venture Capitalist
- i) Human Resource - Personnel Function, Important Labor Laws: Industrial Disputes Act, Factories Act, Provident Fund Act, Employee State Insurance Act, Payment of Wages Act, Minimum Wages Act, Payment of Gratuity Act, other related Acts and Role of HRD in new ventures.

Unit 6: Evolving Concepts in Entrepreneurship

- a) Social Entrepreneurship: Meaning, Social responsibility of an entrepreneur, Barriers to entrepreneurship: Environmental, economic, non-economic, personal and entrepreneurial barriers.
- b) Intrapreneurship: Meaning, Characteristics, Intrapreneurs Activities, types of Corporate Entrepreneurs, Corporate V/s Intrapreneurial culture, Climate, Fostering Intrapreneurial culture, Promoting intrapreneurship- Pinchot's Spontaneous teams and Formal Venture teams, establishing intrapreneurial ventures.
- c) Ethics and Entrepreneurship: Defining Ethics, Approaches to Managerial ethics, ethics and business decisions, Ethical practices and code of conduct, Ethical considerations in corporate entrepreneurship.

Module 3: College Assessment 40 Marks (2 Credits)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- s) Prepare a Report on Entrepreneurial Values and Attitudes of a successful entrepreneur.
- t) Interview an Entrepreneur and list the challenges and prospects

- u) Report the Entrepreneurial skills towards Innovation
- v) Report the Marketing strategies of any commodity
- w) Report on ethics in entrepreneurship

References:

- S.L. Gupta and Dr. Arun Mittal, Entrepreneurship Development by International Books House Ltd.
- Vasant Desai, Dynamics of Entrepreneurial Development
- William D. Bygrave and Andrew Zacharakis, The Portable MBA in Entrepreneurship by, Fourth edition, John Wiley and Sons.
- S.S. Khanka, Entrepreneurship Development, Sultanchand and Sons Ltd.
- C.B. Gupta and N.P. Shrinivasan, Entrepreneurship Development Sultan Chand and sons
- Sharma Sudhir, Singh Balraj, Singhal Sandeep (2005), "Entrepreneurship Development", Wisdom Publications, Delhi.
- Badi R.V., Badi N.V. (2010), "Entrepreneurship", Vrinda Publications (P) Ltd., Delhi.
- Desai Vasant (2009), "The Dynamics of Entrepreneurial Development and Management – Planning for Future Sustainable Growth", Himalaya Publishing House, India.
- Vasisht Neeru (2008), "Business Organization", Taxmann Allied Services (P.) Ltd.,

SEMESTER V

HUMAN RESOURCE MANAGEMENT

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

The course will enable the students-

- To introduce the concept of Human Resource management
- To understand the concept and process of Human resource planning.
- To enlighten the concept of training and development
- To create the awareness about Performance appraisal
- To understand the concept of safety and disputes
- To understand the importance of international human resource management.

MODULE 1: INTRODUCTION TO FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT(2 CREDITS)

Unit 1: Introduction to Human Resource Management

- d) Human Resource Management: Concept and Functions, Role, Status and competencies of HR Manager,
- e) HR Policies, Evolution of HRM, HRM vs HRD.
- f) Emerging Challenges of Human Resource Management; Workforce diversity; Empowerment; Downsizing; VRS; Human Resource Information System

Unit 2: Acquisition of Human Resource

- a) Human Resource Planning- Quantitative and Qualitative dimensions; job analysis – job description and job specification;
- b) Recruitment – Concept and sources;
- c) Selection – Concept and process; test and interview; placement and induction

Unit 3: Training and Development

- d) Concept and Importance; Identifying Training and Development Needs; Designing Training Programmes;
- e) Role Specific and Competency-Based Training; Evaluating Training Effectiveness; Training Process Outsourcing;
- f) Management Development; Career Development.

MODULE 2: FUNDAMENTALS OF SERVICE SECTOR AND ISSUES IN INDIA (2 CREDITS)

Unit 4: Performance Appraisal

- a) Nature, objectives and importance; Modern techniques of performance appraisal; potential appraisal and employee counseling;
- b) Job changes - transfers and promotions; Compensation: concept and policies; job evaluation;
- c) Methods of wage payments and incentive plans; fringe benefits; performance linked compensation

Unit 5: Maintenance

- a) Employee health and safety; employee welfare; social security;
- b) Employer-Employee relations- an overview; grievance handling and redressal;
- c) Industrial Disputes: causes and settlement machinery

Unit 6: International Human Resource Management

- d) Introduction to International Human Resource Management
- e) Comparison of Domestic and International HRM
- f) Challenges in International HRM

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Prepare a Report on emerging challenges of Human resource management.
- b) Prepare a Report on Competency based training
- c) Report on selection process of a human resource in a school
- d) Study in depth any one Performance appraisal and present it.
- e) Report the factors of International HRM.

References:

- Modern Office Management – By Mills, Geoffrey
- Office Management – By Dr. R.K. Chopra, Priyanka Gauri
- Office Management – By R.S.N. Pillai
- Office Management – By K.L. Maheshwari, R.K. Maheshwari
- Modern Office Management: Principles and Techniques – By J.N. Jian, P.P. Singh

SEMESTER V ELECTIVE – MARKETING RESEARCH

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To introduce the concept of Marketing research
- To improve the understanding on application of Marketing research
- To improve the understanding on price, product and brand research
- To analyse the data by planning market research
- To improve the knowledge of students on data analysis and interpretation
- To introduce the students to the concept of Report writing in market research

Module 1: FUNDAMENTALS OF MARKETING RESEARCH (2 Credits)

Unit 1: Introduction to Marketing Research

- a) Marketing Research- Definition, features, functions, significance of Marketing Research in marketing decision making, limitations of Marketing Research
- b) Steps in Marketing Research, Ethics in Marketing Research, Career options in Marketing Research, Qualities of a good Marketing Research professional
- c) Marketing Information System- Definition, components, essentials of a good MIS, Concept of Decision Support System- Components , importance
Data Mining- concept, importance

Unit 2: Applications of Marketing Research-I

- a) Product Research- concept, areas, steps in new product development Product Testing & Test Marketing- concept, methods
- b) Brand Research- concept, components of a Brand, importance of brand research Packaging Research- concept, importance
- c) Price Research- concept, factors influencing pricing, importance of price research, methods of price research

Unit 3: Applications of Marketing Research-II

- a) Physical Distribution research- concept, types of distribution channels, Supply Chain Management- concept, components of supply chain management, importance of physical distribution research
- b) Promotion Research- concept, elements of promotion, importance of promotion research
Advertising Research- concept, scope, pre & post testing methods of advertising effectiveness
- c) Consumer Research- concept, objectives, methods Motivation Research- concept, importance

MODULE 2: ANALYSIS OF DATA (2 Credits)

Unit 4: Planning Research

- a) Research Design- concept, importance, types Hypothesis- concept, types, importance
- b) Questionnaire- concept, types of questions, steps in the preparation of questionnaire, essentials of a good questionnaire
- c) Sampling- concept, terms in sampling, techniques of sampling, essentials of good sampling

Unit 5: Data Collection

- a) Primary data-concept, merits, demerits, methods
- b) Secondary data- concept, merits, demerits, sources
- c) Qualitative and Quantitative research- concept, features, Qualitative v/s Quantitative research, Integrating technology in data collection, methods- (online surveys, hand held devices, text messages, social networking), importance

Unit 6: Data Processing, Analysis, Reporting

- d) Stages in Data processing
Editing- meaning, objectives, types Coding- meaning, guidelines Classification- meaning, methods
Tabulation- meaning, methods
- e) Data Analysis & Interpretation
Data Analysis- meaning, steps, use of statistical tools (SPSS, SAS, MS EXCEL, MINITAB)
Data Interpretation- meaning, importance, stages
- f) Report Writing- concept, types, contents, essentials, use of visual aids in research report

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Power Point Presentation on any one application of Market research ,
- b) Group Discussion on any one application of Market research
- c) Conduct a research on any one topic and analyse the data, present the report findings.
- d) Conduct a Quiz on Market research
- e) Present a report on any one statistical tools of Market research.

References:

- Marketing Research Text and Cases, Rajendra Nargundkar, McGraw Hill, 2nd edition
- Marketing Research (Text with Cases), Suja Nair, Himalaya Publishing House, Maharashtra, 2014
- Marketing Research, John Boyce, Tata McGraw Hill Publishing Co. Ltd., Maharashtra, 2011

- Encyclopaedia of Marketing Research Series, S.D. Singh, Anmol Publications Pvt. Ltd., New Delhi, 2012
- Marketing Research: A Global Outlook, V. Kumar, Sage Publications, New Delhi, 2015
- Marketing Research, G. C. Beri, McGraw Hill, New Delhi, 2007
- Fundamentals of Marketing Research, M.K. Gawande, Chandralok Prakashan, Kanpur, 2012
- Marketing Research: The impact of internet, Gates, Roger et al, John Wiley & sons, Great Britain, 2002

SEMESTER V

ELECTIVE: INVESTMENT ANALYSIS AND POTFOLIO

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To introduce the concept of Investment analysis
- To improve the understanding on portfolio analysis and selection
- To improve the understanding on portfolio revision and evaluation
- To improve the understanding on fundamental analysis
- To improve the understanding on technical analysis
- To introduce the students to the concept Efficient market theory

MODULE 1: FUNDAMENTALS OF INVESTMENT ANALYSIS (CREDITS 2)

Unit 1: Portfolio Management – An Introduction

- a) Investment - Meaning, Characteristics, Objectives, Investment V/s Speculation, Investment V/s Gambling and Types of Investors
- b) Portfolio Management – Meaning, Evolution, Phases, Role of Portfolio Managers, Advantages of Portfolio Management.
- c) Investment Environment in India and factors conducive for investment in India.

Unit 2: Portfolio Analysis and Selection

- a) Portfolio Analysis – Meaning and its Components, Calculation of Expected Return and Risk, Calculation of Covariance, Risk – Return Trade off.
- b) Portfolio Selection – Meaning, Feasible Set of Portfolios, Efficient Set of Portfolios, Selection of Optimal Portfolio, Markowitz Model, Limitations of Markowitz Model,
- c) Measuring Security Return and Portfolio Return and Risk under Single Index Model and Multi Index Model.

Unit 3: Portfolio Revision and Evaluation

- a) Portfolio Revision–Meaning, Need, Constraints and Strategies.
- b) Portfolio Evaluation–Meaning, Need, Measuring Returns, Decomposition of Performance.
- c) Bond Valuation – Meaning, Measuring Bond Returns – Yield to Maturity, Yield to call and Bond Pricing.

MODULE 2: ANALYTICAL APPROACH TO INVESTMENT (CREDITS 2)

Unit 4: Fundamental Analysis

- a) Economy Analysis – Meaning, Framework, Economic Analysis, Forecasting, Barometric or Indicator Approach, Econometric Model Building and Opportunistic Model Building.
- b) Industry Analysis – Concept of Analysis, Industry Life Cycle, Industry Characteristics

- c) Company Analysis – Financial Statements, Analysis of Financial Statements, (Practical questions on Debt equity ratios, total debt ratio, proprietary ratios, interest coverage ratio, Profitability ratios related to sales, investment and equity shares Efficiency or Activity Ratios) and Assessment of risk (Leverages)

Unit 5: Technical Analysis

- a) Meaning and Principles of Technical Analysis, Price Chart, Line Chart, Bar Chart, Japanese Candlestick Chart, Trends and Trend Reversals, Chart Patterns, Support and Resistance, Reversal Patterns, Continuation Patterns and Elliot Wave Theory
- b) Mathematical Indicators – Calculation of Moving Averages (Simple and Exponential Moving Average), Oscillators and Relative Strength Index
- c) Fundamental Analysis V/s Technical Analysis

Unit 6: Efficient Market Theory : Meaning and Characteristics

- a) Random Walk Theory
- b) The Efficient Market Hypothesis
- c) Competitive Market Hypothesis

MODULE 3: INTERNAL ASSESSMENT (CREDITS – 2)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
3	Class Test	15 marks
	Total	40 marks

Tasks:

Any two tasks from the following

(2 x 10 = 20 Marks)

1. Power Point Presentation on any one Investment portfolio ,
2. Group Discussion on any one application of Risk in portfolio with examples
3. Conduct a research on any one topic of portfolio analysis.
4. Prepare a report on Portfolio analysis
5. Present a report on any one efficient market theory

References:

- Security Analysis and Portfolio Management, Prasanna Chandra, Tata McGraw Hill
- Financial Management, Prasanna Chandra, Tata McGraw Hill
- Security Analysis and Portfolio Management, Ravi Kishor, Taxman Publishers
- Financial Management, Khan & Jain, Tata McGraw Hill
- Fundamentals of Investment Management, Hirt and Block, Tata McGraw Hill. Ed 2009.
- Portfolio Management Handbook, Robert A. Strong, Jaico Publishing House, Mumbai

SEMESTER V ADVERTISING

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To highlight the role of advertising for the success of brands and its importance within the marketing function of a company.
2. It aims to orient learners towards the practical aspects and techniques of advertising.
3. It is expected that this course will prepare learners to lay down a foundation for advanced post-graduate courses in advertising
4. To highlight the role of various Ad agencies
5. To focus on the economic and social aspects of advertising
6. To highlight the role of creativity in advertising

MODULE 1: BASIC FUNDAMENTAL OF ADVERTISING (2 CREDITS)

Unit 1. Introduction to Advertising

- a) **Integrated Marketing Communications (IMC)**- Concept, Features, Elements, Role of advertising in IMC
- b) **Advertising:** Concept, Features, Evolution of Advertising, Active Participants, Benefits of advertising to Business firms and consumers.
- c) **Classification of advertising:** Geographic, Media, Target audience and Functions.

Unit 2. Advertising Agency

- a) **Ad Agency:** Features, Structure and services offered, Types of advertising agencies , Agency selection criteria
- b) **Agency and Client:** Maintaining Agency–Client relationship, Reasons and ways of avoiding Client Turnover, Creative Pitch, Agency compensation
- c) **Careers in advertising:** Skills required for a career in advertising, Various Career Options, Freelancing Career Options - Graphics, Animation, Modeling, Dubbing

Unit 3: Economic & Social Aspects of Advertising

- a) **Economic Aspects:** Effect of advertising on consumer demand, monopoly and competition, Price.
- b) **Social aspects:** Ethical and social issues in advertising, positive and negative influence of advertising on Indian values and culture.
- c) **Pro Bono/Social advertising:** Pro Bono Advertising, Social Advertising by Indian Government through Directorate of Advertising and Visual Publicity (DAVP), Self-Regulatory body- Role of ASCI

(Advertising Standard Council of India)

MODULE 2: FUNCTIONS OF ADVERTISING (2 CREDITS)

Unit 4 – Brand Building and Special Purpose Advertising

- a) **Brand Building:** The Communication Process, AIDA Model, Role of advertising in developing Brand Image and Brand Equity, and managing Brand Crises.
- b) **Special purpose advertising:** Rural advertising, Political advertising-, Advocacy advertising, Corporate Image advertising, Green Advertising – Features of all the above special purpose advertising.
- c) **Trends in Advertising:** Media, Ad spends, Ad Agencies, Execution of advertisements

Unit 5- Fundamentals of Creativity in Advertising

- a) **Creativity:** Concept and Importance, Creative Process, Concept of Creative Brief, Techniques of Visualization
- b) **Creative aspects:** Buying Motives - Types, Selling Points- Features, Appeals – Types, Concept of Unique Selling Proposition (USP)
- c) **Creativity through Endorsements:** Endorsers – Types, Celebrity Endorsements – Advantages and Limitations, High Involvement and Low Involvement Products

Unit 6- Execution and Evaluation of Advertising

- a) **Preparing print ads:** Essentials of Copywriting, Copy – Elements, Types, Layout- Principles, Illustration - Importance.
- b) **Creating broadcast ads:** Execution Styles, Jingles and Music – Importance, Concept of Storyboard
- c) **Evaluation:** Advertising copy, Pre-testing and Post-testing of Advertisements – Methods and Objectives

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
3	Class Test	15 marks
	Total	40 marks

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Prepare a report on the basic features of Advertising
- b) Debate report on the Pros and Cons of Ads in Social media ,

- c) Report on Ethics in advertising.
- d) Choose a product and prepare an Ad focusing on the social, economic and creative aspects
- e) Present a report on evaluating any one Advertisement.

References:

1. Advertising and Promotion : An Integrated Marketing Communications Perspective George Belch and Michael Belch, 2015, 10th Edition, McGraw Hill Education
2. Contemporary Advertising, 2017, 15th Edition, William Arens, Michael Weigold and Christian Arens, Hill Higher Education
3. Strategic Brand Management – Kevin Lane Keller, 4th Edition, 2013 – Pearson Education Limited
4. Kleppner's Advertising Procedure – Ron Lane and Karen King, 18th edition, 2011 – Pearson Education Limited
5. Advertising: Planning and Implementation, 2006 – Raghuvir Singh, Sangeeta Sharma –Prentice Hall
6. Advertising Management, 5th Edition, 2002 – Batra, Myers and Aaker – Pearson Education
7. Advertising Principles and Practice, 2012 - Ruchi Gupta – S.Chand Publishing
8. Brand Equity & Advertising- Advertising's role in building strong brands, 2013- David A. Aker, Alexander L. Biel, Psychology Press
9. Brand Positioning – Strategies for Competitive Advantage, Subroto Sengupta, 2005, Tata McGraw Hill Publication.
10. The Advertising Association Handbook - J. J. D. Bullmore, M. J. Waterson, 1983 - Holt Rinehart & Winston
11. Integrated Advertising, Promotion, and Marketing Communications, Kenneth E. Clow and Donald E. Baack, 5th Edition, 2012 – Pearson Education Limited
12. Kotler Philip and Eduardo Roberto, Social Marketing, Strategies for Changing Public Behaviour, 1989, The Free Press, New York.
13. Confessions of an Advertising Man, David Ogilvy, 2012, Southbank Publishing
14. Advertising, 10th Edition, 2010 - Sandra Moriarty, Nancy D Mitchell, William D. Wells, Pearson

SEMESTER V EDUCATIONAL MANAGEMENT

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To understand the management concepts and their application to educational management
2. To apply the knowledge and understanding of Henry Fayol to Educational management
3. To develop an understanding of Systems Approach to Educational management
4. To develop an understanding of essential components of Organizational climate.
5. To develop an understanding of Time management and classroom management
6. To develop an understanding about the role of time table, staff meeting, attendance system and absenteeism

MODULE 1: FUNDAMENTALS OF EDUCATIONAL MANAGEMENT (2 Credits)

Unit 1. Concept of Educational Management

- d) Concept and Objectives of Educational Management.
- e) Principles of Management by Henry Fayol and its application to Educational Management
- f) Functions of Management - Planning, Organising, Staffing, Directing and Controlling

Unit 2. Process and Organizational of Educational Management

- d) Systems Approach to Educational management.
- e) Meaning and Importance of Organizational climate, Factors affecting organizational climate
- f) Types of Management: Time Management (Meaning and Importance) and Classroom Management (Meaning and Elements)

Unit 3: Organizational Management

- d) Quality Management: Concept, Process
- e) Event Management: Meaning and process.
- f) Institutional Planning: Meaning, Areas and Steps

MODULE 2: FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION (2 CREDITS)

Unit 4- Leadership and Human Resource Management

- d) Concept and Process of Human Resource Management
- e) Leadership Styles: Transformational Leadership, Team Leadership, (Meaning, **Characteristics**, Merits and Demerits)
- f) Leadership Skills: Grievance, Crisis Management (Meaning and Need), **Conflict Management** (Meaning, Need and Process)

Unit 5 – Educational Administration

- a) Timetable: Importance, Types and Principles of Time Table Construction
- b) Staff Meeting: Need, Types and Process
- c) Absenteeism in schools (Student)-Causes and Measures, Biometric Attendance System (Concept and Importance)

Unit 6- Educational Administration in India

- d) School Records- Types, **ICT - Maintenance of Record in Educational Institution**
- e) Characteristics of State, National and International Systems Of Education – SSC, CBSE - Boards of Education
- f) Functions of NCTE, NCERT, **Secondary School Code – Importance and Characteristics not for the examination**

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
3	Class Test	15 marks
	Total	40 arks

Any two tasks from the following

(2 x 10 = 20 Marks)

- a. Prepare a report on any school activity, keeping in mind five functions of Management
- b. Critically analyze the time table of your internship institution based on the principles of time table framing
- c. Critically analyze and compare any two Educational Boards in India
- d. Paper an Action plan in taking decision using Decision making skill to solve a problem
- e. Visit any one of school office and report about school records
- f. Case study of any educational institution for analysing quality management / Human resource management

References:

- Organizational Behaviour, O. Jeff Harris, Ph. D. Sandraj. Hartman, Ph. D. Jaico - Publisher
- Principles and Practice of Management, L.M. Prasad. Sultan Chand & Sons - Publisher
- Essentials of Organization Behavior, Stephen P. Robbins. Prentice Hall of India Pvt. Ltd - Publisher
- Educational Management, Ms. Ashima V. Deshmukh, Dr. Anju P. Naik. Himalaya – Publisher
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SEMESTER V

PEDAGOGY OF SCHOOL SUBJECT- ECONOMICS

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To understand the basic concepts associated with academic disciplines
2. To develop an understanding of the aims and objectives in the teaching of Economics
3. To use various learning resource in the teaching of Economics
4. To develop an insight about role, challenges and professional development of a
5. Economics teacher
6. To keep abreast of the current trends in the teaching of Economics.

MODULE I: FUNDAMENTALS OF ECONOMICS EDUCATION (2 CREDITS)

Unit 1: Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and Economics
- b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c) Place of Humanities and Social Sciences – Economics in the present Secondary curriculum.

Unit 2: Concept and scope of Economics Education

- a) Meaning and scope of Economics education
- b) Aims and objectives of teaching Economics at Secondary level (as per NCF 2005)
- c) Economics education in India (relevance in life and curriculum).

Unit 3: Essentials of Teaching Economics and Curriculum Transaction

- a) Maxims of Teaching Economics:
 - Particular to General
 - Known to Unknown
 - Concrete to Abstract
 - Analysis to synthesis
- b) Importance of correlation in Economics Education, Inter correlation of Economics with Mathematics, Commerce, Language and Geography
- c) Principles of Economics teaching- Flexibility, Activity, Individual difference, Learner centeredness, Community centeredness

MODULE II: TRANSACTING ECONOMICS CURRICULUM (2 CREDITS)

Unit 4: Methods and techniques of Teaching (Meaning, Procedure, Merits and Demerits)

- a) Within Classroom Methods: Lecture, Discussion, Workshop and Lecture cum discussion
- b) Research Methods: Project, Problem Solving, Case study, Survey
- c) Techniques: Seminar, Assignments, Explanation and Illustration

Unit 5: Innovative methods in Economics teaching

- a) 7E's of Constructivism (concept, procedure and advantages)
- b) Blended learning (Flex model, Rotation model, A La Carte model, Enriched virtual model): (concept, procedure and advantages)
- c) Co-operative learning (meaning, importance and types- Jigsaw, Think-pair- share, Round table)

Unit 6: Latest trend in Teaching of Economics

- a) Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)
- b) Use of Team Teaching in Economics – Meaning, Characteristics, Types and Advantages
- c) Simulation (role play, games and CAM- organization and execution in teaching of Economics)

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	10 marks
2	Content Test	10 marks
3	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	40 marks

Any one tasks from the following

(1 x 10 = 10 Marks)

- a) Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Learning experiences, Reflection)
- c) Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Economics by using any one of the following: Blended learning approach, constructivist approach
- d) Study and compare the Economics education at higher secondary level in India with any other developed country.
- e) Select any contemporary issue related to Economics field and present a paper using Seminar method.

SEMESTER –V
ELECTIVE: PEDAGOGY OF SCHOOL SUBJECT: II- ENGLISH

TOTAL CREDITS: 06

Total Marks: 100

University Assessment: 60 and College Assessment: 40

Course Objectives

1. To understand the basic concepts associated with academic disciplines
2. To develop understanding about the fundamentals of English language.
3. To understand pedagogical bases of language learning.
4. To apply pedagogical approaches and techniques in teaching and learning the language.
5. To understand implications of theories of learning with regard to language learning.
6. To apply tools and techniques of assessment in language

MODULE 1: FUNDAMENTALS OF ENGLISH LANGUAGE

(2 Credits)

Unit 1: Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and English
- b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types)
- c) Place of English in the present school curriculum.

Unit 2: Role of English Language

- (a) Role of English Language: - English as a -
Colonial language, Language of knowledge, Means of Learning & communications, Means of medium of Instruction, Language for Specific purposes
- (b) Functions of language:
Informational, Expressive, Directive, Aesthetic, Phatic
- (c) Place of English Language: as a-
 - school subject
 - medium of instruction

Unit 3: Linguistic Behaviour and System

- a) Linguistic Behaviour
- Pronunciation- linguistic diversity, its impact on English, pedagogical implication; speech and writing.
- b) Linguistic system— the organisation of sounds; the structure of sentences;
- c) Nature and structure of meaning; Phonetics, Syntax and Semantics

MODULE 2- BASES OF LANGUAGE LEARNING

(2 Credits)

Unit 4: Pedagogical Bases

- a) Aims and objectives of teaching English
- b) Principles (Palmer's principles) and Maxims of teaching English
- c) Correlation (intra and inter: with all school subjects) of English

Unit 5: Lesson Planning in English

- a) Classification of objectives and their importance General and Specific objectives of teaching English.
- b) Simulation: Meaning, importance, steps, limitations,

- Simulation lesson planning:
 1. skill of set-induction,
 2. skill of fluency in questioning,
 3. skill of reinforcement,
 4. skill of black board work,
 5. skill of explanation.
- c) Lesson Plan: Meaning, importance, various types of lesson planning

Unit 6: Methods, Approaches and Techniques for teaching of English

- a) Methods: Direct method, Structure-situational method, Audio-Lingual Method, , Natural Method
- b) Approaches: Communicative approach, Inductive- deductive approach and Eclectic approach.
- c) Techniques: Narration, Discussion, Role-Play

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	10 marks
2	Content Test	10 marks
3	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	40 marks

Any one tasks from the following

(1 x 10 = 10 Marks)

- a) Read an inspiring book and write a review on it.
- b) Prepare an album of Phonetic scripts, and articulation of vowels and consonants.
- c) Critically analyze any one poem or essay of a well-known poet or writer and do a presentation.
- d) Develop innovative lesson plans for the teaching of prose or poetry and submit.
- e) Prepare an ICT based test in any one aspect of language.
- f) Select a topic from English textbooks of any one class (VI – IX) and develop a lesson plan using Constructivist Approach (7E's) and transacting the same before peers in simulated teaching exercise.
- g) Develop innovative lesson plans for the teaching of prose or poetry and submit.
- h) Google search the challenges faced by the English teachers in India and write an

SEMESTER –V
ELECTIVE: PEDAGOGY OF SCHOOL SUBJECT-II –MATHEMATICS

Total Credits: 10

Total Marks: 100

University Assessment: 60 and College Assessment: 40

Course Objectives

1. To understand the basic concepts of Mathematics as academic discipline.
2. To understand the nature and scope of Mathematics.
3. To acquaint with the aims and objectives in teaching and learning Mathematics at Secondary school and higher secondary levels.
4. To understand and apply different approaches, methods and techniques of teaching Mathematics in classroom situations.
5. To set up mathematics club in the institution and organize its activities.
6. To understand the professional competencies required to Mathematics teacher.

MODULE 1: FUNDAMENTAL OF MATHEMATICS EDUCATION (2 Credits)

Unit: 1 Basics of Mathematics Education

- a) Meaning of Mathematics as Academic Discipline, Relationship between Academic Discipline and Mathematics as School Subject
- b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c) Place of Mathematics in the present school curriculum

Unit-2 Concept and Scope of Mathematics Education

- a) Meaning, nature and scope of Mathematics Education
- b) Aims and objectives of teaching Mathematics at secondary and higher secondary levels (NCF-2009)
- c) Concept of Modern Mathematics.

Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction

- a) Maxims of teaching and learning Mathematics
 - From Known to Unknown
 - From Simple to Complex
 - From Particular to General
 - From Concrete to Abstract
- b) Approaches of teaching Mathematics (Concentric and Topical)
- c) Values of teaching Mathematics

MODULE: 2 TRANSACTING OF MATHEMATICS CURRICULUM (2 Credits)

Unit: 4 Method of Teaching and Learning Mathematics

- a) Inductive-Deductive Method (Teaching Generalizations)
- b) Analytical-Synthetic Method (Teaching Proofs)
- c) Problem Solving Method (Activity centered)

Unit 5: Innovative methods in Mathematics teaching

- d) 7E's of Constructivism (concept, procedure and advantages)
- e) Blended learning (Flex model, Rotation model, A La Carte model, Enriched virtual model): (concept, procedure and advantages)
- f) Co-operative learning (meaning, importance and types- Jigsaw, Think-pair- share, Round table)

Unit 6: Latest trend in Teaching of Mathematics

- d) Use of e-resources. (Geometry Pad, fxSolver, Geogebra and Virtual manipulatives)
- e) Drill and Review, Assignment in Mathematics Teaching
- f) Recreational Activities: Games, Puzzles and riddles

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	10 marks
2	Content Test	10 marks
3	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	40 marks

Any one tasks from the following**(1 x 10 = 10 Marks)**

1. Plan a lesson in Mathematics using appropriate method of teaching (Inductive-deductive, Analytical-synthetic, Problem solving).
2. Plan a lesson using recreational activities in Mathematics.
3. Preparation of ICT based lesson plan on any topic from the Mathematics textbook of Secondary school.
4. Critically appreciate any one textbook of Mathematics.
5. Collect the names of Mathematicians and prepare a report on contributions of any one renowned Mathematician to Mathematics.
6. Organize Mathematics club activities in your institution and write a report.
7. Plan and conduct a lesson in Mathematics using Geogebra.

Semester V

ABILITY BASED COURSE: UNDERSTANDING THE SELF

Total Credits: 03

Total Marks: 50

College Assessment: 50

Course Learning Outcomes:

- To develop better understanding of the self.
- To understand and have better self-awareness
- To understand their emotions and express them better
- To develop compassion for self and others, being other centered
- To develop skills and qualities of resilience
- To understand how to be empathetic while being assertive and able to resolve conflicts amicably.

MODULE I – I, ME AND MYSELF

Unit 1: Exploring the self

- a. Knowing the self – self- concept, self -esteem

Activities - Create a work of art depicting how they see themselves (painting, collage, drawing, etc.)

- b. Knowing the strengths and weaknesses

Activities – Johari Window/ SWOC analysis

- c. Knowing ways to reflect on self

Activities – Reflective journal/diary (online or offline)/blogs and other online communities

Unit 2: The evolving self

- a. Self-awareness and self-motivation

Activities – complete tools and questionnaire to create awareness about self and to motivate the self

- b. Positive thinking

Activities – watching a movie / reading a book and writing a review on them.

- c. Emotions and how to handle them

MODULE II – OTHERS AND I

Unit 3 – The Emerging self

- a. Self-compassion, other-centeredness

Activities – tools for compassion and self-compassion, movies or videos showing compassion/ narrate instances of selfless acts committed by people in the world

- b. Resilience

Activities – meditation, making a dream board and an action plan to make it true. Reading about success and failures of people in the world and reflecting on the same.

- c. Social identity – Henry Tajfel's theory

Activities – Videos on prejudice / creating social identity

Unit 4 - The Caring Self

- a. Empathy

Activities – celebrating days showing kindness, completing empathy worksheets, practicing empathetic listening activity

- b. Assertive self-expression

Activities – small group discussion, brainstorming sessions, role play

c. Conflict resolution

Activities – strategies and skills required for conflict resolution

Any five tasks from the following

(5 x 10 = 50 Marks)

(Assignments to be completed and assessed in the form of a project report. These assignments can be done as group-work or individually but will be assessed individually for each student)

- a) Present a narrative on “Your Journey as a person”. Include major insights, takeaways, breakthroughs achieved and action plans for the future
- b) Prepare a student portfolio containing evidences of your strengths in the form of creative art/ writing/ pictures of your achievements/ testimonials/ appreciation received. How have these achievements helped you to evolve as a person by helping you build a positive self image?
- c) Identify one personal conflict experienced and the process of resolution of the conflict.
- d) Prepare a report on Self Expression – small group discussion, brainstorming sessions, role play
- e) Prepare a report on Social identity – Henry Tajfel’s theory
- f) Report on Five activities towards Positive thinking
- g) Select a text on a topic of current interest/ controversy and express the writer’s opinion and your own opinion about the subject
- h) Analyse your SWOC and write how to enhance each aspect of the same.

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SEMESTER VI CYBER LAWS

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To introduce the basic concepts in components of Computer
- To familiarise the students with basic internet applications
- To acquaint students with cyber security.
- To acquaint students with cyber laws.
- To acquaint students with cyber space jurisdiction
- To familiarise the students with intellectual property rights and trademark disputes

MODULE 1: BASICS OF COMPUTER AND COMPUTER SAFETY (2 Credits)

Unit 1: History of Computer and Components

- g) History of Computers, Areas of Application
- h) Computers and its components, Application Software and System Software
- i) Basics of Networks and internet, Types of Network, Definition of Cyber Security

Unit 2: Basics of Internet Applications

- a) Search Engines, E –mails and WWW; Internetworking Devices, Internet Service provider, IP Address, Working of Email system, Domain Name System, Blogs, Peer to peer sharing
- b) Cryptography, type, goals , PKI
- c) Digital signatures and electronic signatures, Electronic Payment System and Taxation.

Unit 3: Computer & Cyber Security:

- a) Types of Attacks, Network Security
- b) Overview of Security threats, (d) Hacking Techniques, Password cracking
- c) Insecure Network connections, Malicious code, Concept of Fire wall Security

MODULE 2: INFORMATION TECHNOLOGY LAW. (2 CREDITS)

Unit 4: Cyber Laws

- d) Evolution of the IT Act, Genesis and Necessity
- e) Salient features of the IT Act, 2000, various authorities under IT Act and their powers, Penalties & Offences, amendments.
- f) Impact on other related Acts (Amendments) : i)Amendments to Indian Penal Code ii) Amendments to Indian Evidence Act iii) Amendments to Bankers Book Evidence Act. iv)Amendments to Reserve Bank of India Act.

Unit 5: Cyber Space Jurisdiction and E – commerce and Laws in India

- a) Jurisdiction issues under IT Act, 2000., Traditional principals of Jurisdiction, Extra terrestrial Jurisdiction, Case Laws on Cyber Space Jurisdiction
- b) E – commerce and Laws in India: (a) Digital / Electronic Signature in Indian Laws
(b) E – Commerce; Issues and provisions in Indian Law (c) E – Governance; concept and practicality in India
- c) E – commerce and Laws in India: (d) E – Taxation issues in Cyberspace, (e) E – Contracts and its validity in India, (f) Cyber Tribunal & Appellate Tribunal, (g) Cyber Regulations

Unit 6: Intellectual Property Rights, Domain Names and Trademark Disputes

- d) Concept of Trademarks / in Internet Era, Cyber Squatting, Reverse Hijacking
- e) Jurisdiction in Trademark Disputes, Copyright in the Digital Medium, Copyright in Computer Programmes
- f) Copyright and WIPO Treaties, Concept of Patent Right, RelevantProvisionsofPatentAct1970

Module 3: College Assessment 40 Marks (2 Credits)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- x) Power Point Presentation on cyber laws ,
- y) Report on any one internet application
- z) Do's and Don'ts of Cyber Security
- aa) Report on Intellectual Property Rights.
- bb) Report any one cyber Crime that you have heard or witnessed.

References:

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- Frontiers of Electronic Commerce - Kalakota & Whinston
- E- Commerce - Rajaraman
- E- Commerce - Whitley
- E- Commerce concepts and cases - Rao and Deshpande.
- Programming in VB 6.0 - Julia case Bradley, Anita C. Milspaugh, TMH
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- The Complete Reference to Visual Basic 6 - Noel Jerke, TMH
- Visual Basic 6 Programming Black Book - Steven Holzner, Dreamtech Press
- Cyber Law & Cyber Crimes By Advocat Prashant Mali; Snow White publications, Mumbai
- Cyber Law in India by Farooq Ahmad; Pioneer Books
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- The Regulation of Cyberspace by Andrew Murray, 2006; Rutledge – Cavendish.
- Scene of the Cybercrime: Computer Forensics Handbook by Syngress.
- Security and Incident Response by Keith J. Jones, Richard Bejtloch and Curtis W. Rose
- List of Websites for more information is available on: <http://www.garykessler.net/library/forensicsurl.html>
- Introduction to Forensic Science in Crime Investigation by Dr. (Smt) Rukmani Krishnamurthy.

SEMESTER VI BUSINESS LEADERSHIP

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To gain theoretical and practical knowledge to evaluate leadership skills, styles and strategies in contemporary world so as to become a successful leader and effective employee in organisation.
2. To understand the group dynamics and group decision making so as to develop acumen to utilize the leadership
3. To understand the team building concepts, tools and techniques to handle the complex organisational problems at different levels.
4. To recognize the dynamics of group decision making.
5. To understand the working of various teams in organisations.
6. To evaluate the role of women as leader and using various social media platforms as effective means of communication in contemporary world as a leader.

MODULE 1: INTRODUCTION TO FUNDAMENTALS OF BUSINESS LEADERSHIP (2 CREDITS)

Unit 1: Leadership

- g) Styles and attributes of Leadership;

- h) Transactional and transformational leadership; Ethical leadership, culture and leadership (the emerging trends in leadership are to be discussed with case studies and projects).
- i) Empowerment; Downsizing; VRS; Human Resource Information System

Unit 2: Directing and Leading

- a) Communication as an important tool for effective direction and leadership
- b) Barriers to Communication, Ethical issues in using social media for communication
- c) Role of a leader in business organisations - qualities of a good leader

Unit 3: Leaders and Group Decisions

- g) Group decision making;
- h) Power and influence in teams;
- i) Leadership and team empowerment; Challenges in team decision making.

MODULE 2: EMERGING LEADERSHIP ROLES (2 CREDITS)

Unit 4: Team Building and Team Effectiveness

- a) Group vs. team; Evolution of group into teams; Stages of team development (team development case studies); Emotionally intelligent teams;
- b) Characteristics of effective team; Collaborative communication in teams;
- c) Problem solving and conflict resolution in teams.

Unit 5: Emerging Trends in Leadership

- a) Women in leadership;
- b) Leadership skills- coaching and mentoring;
- c) leadership and social media.

Unit 6: Contemporary Issues in Leadership and Management

- a) Challenges in organisational growth and development - management perspective
- b) Change management
- c) Addressing diversity due to human resource mobility

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05

3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- f) Power Point Presentation on any one application of Leadership style ,
- g) Seminar presentation on Role of a Leader
- h) Report on barriers in leadership.
- i) PowerPoint presentation on Team building and team effectiveness
- j) Suggest any five team building activities among students .

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SEMESTER VI FINANCIAL MANAGEMENT

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To gain theoretical and practical knowledge on financial management
2. To understand the various financial statements
3. To understand the sources of finance and cash flow.
4. To gain theoretical and practical knowledge of Indian financial system
5. To understand the working of financial markets in India.
6. To create an awareness of ethical behaviour in accounts.

MODULE 1: FUNDAMENTALS OF FINANCIAL MANAGEMENT (2 CREDITS)

Unit 1: Introduction to Financial Management

- a) Definition, nature and functions of financial management
- b) Objectives of financial management, Importance of financial management and limitations.
- c) Preparation of financial Statements adhering to current statutory requirements.

Unit 2: Study of Financial Statements

- a) Objectives of financial statement analysis and interpretation, Steps involved in the analysis of financial statements
- b) Comparative Statements Common Size Statements
- c) Trend Analysis

Unit 3: Sources of Finance and Cash Flow Analysis

- a) Classification of sources of finance with reference to period , ownership and source of generation
- b) Internal and external financing including choice of financial instruments
- c) Cash Flow Statement – Meaning and Classification, Uses of Cash Flow statement , Preparation of Cash Flow Statement – Direct and Indirect

MODULE 2: FINANCIAL SYSTEMS IN INDIA(2 Credits)

Unit 4: Indian Financial System

- a) Introduction, Meaning, Functions of financial system, Indian financial system from financial neutrality to financial activism and from financial volatility to financial stability, Role of Government in financial development,
- b) Overview of Phases of Indian financial system since independence (State Domination – 1947-1990, Financial sector reforms 1991 till Financial Sector Legislative Reforms Commission 2013), Monitoring framework for financial conglomerates.
- c) B) Structure of Indian Financial System – Banking & Non-Banking Financial Institutions, Organized and Unorganized Financial Markets, Financial Assets/Instruments, Fund based & Fee Based Financial Services.

Unit 5: Financial Markets in India

- d) Indian Money Market – Meaning, Features, Functions, Importance, Defects, Participants, Components of Organized and Unorganized markets and Reforms
- e) Indian Capital Market - Meaning, Features, Functions, Importance, Participants, Instruments, Reforms in Primary and Secondary Market.
- f) Indian Stock Market - Meaning and functions of Stock Exchange- NSE and BSE.

Unit 6: Ethical Behaviour and implications for accountants

- g) Introduction, Meaning of ethical behaviour
- h) Implications of ethical values for the principles versus rule based approaches to accounting standards, Implications of unethical behaviour for financial reports
- i) Company Codes of Ethics, The increasing role of whistle – Blowing

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- l) Project Report study of a financial statement
- m) Project Report study on cash flow analysis
- n) Project Report study on sources of finance
- o) Study the various financial markets in India
- p) Report on the ethical behaviour in financial management

References:

- Financial Management: I M Pandey, Vikas Publishing House.
- Financial Management: M.Y. Khan, P.K. Jain, Tata McGraw Hill.
- Financial Management : Ravi M Kishore, Taxman
- Financial Management : James C Van Horne, Prentice Hall
- Financial Management: Prassana Chandra, Prentice Hall.
- Financial Management: Chandra Haribariran Iyer: IBHL Publication.

SEMESTER VI PROJECT MANAGEMENT

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To explain the concept of projects, project management system, process and its principles
- To explain the attributes of projects, project management system, process and its principles
- To perform technical feasibility, marketing feasibility and commercial viability using NPV, and further to understand tax and legal aspects of a project.
- To analyse project appraisal in public & private sector and estimate shadow prices and social discount rate.
- To examine project risk and performance assessment.
- To evaluate project management techniques using case studies.

MODULE 1: FUNDAMENTALS OF PROJECT MANAGEMENT (CREDITS 2)

Unit 1: Project Management – An Introduction

- a) Concept and attributes of Project, Identification of Investment opportunities, Project life cycle,
- b) Role of Project Manager, Project Management Information System, Project Management Process and Principles, Relationship between Project Manager and Line Manager, Project Stakeholder Analysis.

- c) Project Planning, Monitoring and Control of Investment Projects. Pre-Feasibility study

Unit 2: Project Preparation

- a) Technical Feasibility, Marketing Feasibility
- b) Financial Planning: Estimation of Costs and Funds (including sources of funds), Loan Syndication for the Projects, Demand Analysis and Commercial Viability
- c) Project budget, Collaboration Arrangements, Tax considerations and legal aspects.

Unit 3: Project Appraisal

- d) Business Criterion of Growth, Liquidity and Profitability, Social Cost Benefit
- e) Analysis in Public and Private Sector, Investment Criterion and Choice of techniques,
- f) Estimation of Shadow prices and Social discount rate

MODULE 2: PROJECT ASSESSMENT (CREDITS 2)

Unit 4: Project Risk and Performance Assessment

- a) Project Risk Management- Identification,
- b) Analysis and Reduction, Project quality management, Project Performance Measurement and Evaluation,
- c) Project Report, Project Closure and Audit.

Unit 5: Issues in Project Planning and Management, Techniques & Case Studies

- a) Cost and Time Management issues in Project Planning and Management.
- b) Techniques (PERT & CPM).
- c) Two Case Studies.in Project Management

Unit 6: Innovation management

- d) Adoption of Innovation – meaning and characteristics
- e) Idea management - meaning and characteristics
- f) Creative management - meaning and characteristics

MODULE 3: INTERNAL ASSESSMENT (CREDITS – 2)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
3	Class Test	15 marks
	Total	40 marks

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Identify a Project and prepare a Report on the various aspects of a Project
- b) Prepare a report on Project projection

- c) Analyse a Project and report the appraisal.
- d) Case study of project and mention the gains and loss in the project
- e) Present a report on any one innovative project

References:

- S.L. Gupta and Dr. Arun Mittal, Entrepreneurship Development by International Books House Ltd.
- Vasant Desai, Dynamics of Entrepreneurial Development
- Willaim D. Bygrave and Andrew Zacharakis, The Portable MBA in Entrepreneurship by, Fourth edition, John Wiley and Sons.
- S.S. Khanka, Entrepreneurship Development, Sultanchand and Sons ltd.
- C.B. Gupta and N.P. Shrinivasan, Entrepreneurship Development Sultan chand and sons
- Sharma Sudhir, Singh Balraj, Singhal Sandeep (2005), "Entrepreneurship Development", Wisdom Publications, Delhi.
- Badi R.V., Badi N.V. (2010), "Entrepreneurship", Vrinda Publications (P) Ltd., Delhi.
- Desai Vasant (2009), "The Dynamics of Entrepreneurial Development and Management – Planning for Future Sustainable Growth", Himalaya Publishing House, India.
- Vasishth Neeru (2008), "Business Organization", Taxmann Allied Services (P.) Ltd.,

SEMESTER VI

PEDAGOGY OF SCHOOL SUBJECT II- ECONOMICS

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- 7. To understand the basic concepts associated with academic disciplines
- 8. To develop an understanding of the aims and objectives in the teaching of Economics
- 9. To use various learning resource in the teaching of Economics
- 10. To develop an insight about role, challenges and professional development of a
- 11. Economics teacher
- 12. To keep abreast of the current trends in the teaching of Economics.

MODULE I: FUNDAMENTALS OF ECONOMICS EDUCATION (2 CREDITS)

Unit 1: Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and

Economics

- b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c) Place of Humanities and Social Sciences – Economics in the present Secondary curriculum.

Unit 2: Concept and scope of Economics Education

- a) Meaning and scope of Economics education
- b) Aims and objectives of teaching Economics at Secondary level (as per NCF 2005)
- c) Economics education in India (relevance in life and curriculum).

Unit 3: Essentials of Teaching Economics and Curriculum Transaction

- a) Maxims of Teaching Economics:
 - Particular to General
 - Known to Unknown
 - Concrete to Abstract
 - Analysis to synthesis
- b) Importance of correlation in Economics Education, Inter correlation of Economics with Mathematics, Commerce, Language and Geography
- c) Principles of Economics teaching- Flexibility, Activity, Individual difference, Learner centeredness, Community centeredness

MODULE II: TRANSACTING ECONOMICS CURRICULUM (2 CREDITS)

Unit 4: Methods and techniques of Teaching (Meaning, Procedure, Merits and Demerits)

- a) Within Classroom Methods: Lecture, Discussion, Workshop and Lecture cum discussion
- b) Research Methods: Project, Problem Solving, Case study, Survey
- c) Techniques: Seminar, Assignments, Explanation and Illustration

Unit 5: Innovative methods in Economics teaching

- g) 7E's of Constructivism (concept, procedure and advantages)
- h) Blended learning (Flex model, Rotation model, A La Carte model, Enriched virtual model): (concept, procedure and advantages)
- i) Co-operative learning (meaning, importance and types- Jigsaw, Think-pair- share, Round table)

Unit 6: Latest trend in Teaching of Economics

- g) Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)
- h) Use of Team Teaching in Economics – Meaning, Characteristics, Types and Advantages
- i) Simulation (role play, games and CAM- organization and execution in teaching of Economics)

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	10 marks

2	Content Test	10 marks
3	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	40 marks

Any one tasks from the following

(1 x 10 = 10 Marks)

- a) Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Learning experiences, Reflection)
- c) Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Economics by using any one of the following: Blended learning approach, constructivist approach
- d) Study and compare the Economics education at higher secondary level in India with any other developed country.
- e) Select any contemporary issue related to Economics field and present a paper using Seminar method.

References

- Aggarwal J.C: Teaching Of Economics, A Practical Approach”, Vinod Pustak Mandir. Agra- • Dhillon S; Chopra K. : Teaching Of Economics
- Mustafa M, 2005,” Teaching of Economics New Trends and Challenges’ Deep & Deep
- Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.
- N.R. Saxena : Teaching of Economics, R Lall Book Depot, Meerut
- Natarajan S. 1993, “Introduction to Economics of education”, sterling publications Private Limited.
- Siddiqui M.H: Teaching of economics, APH Publications Corporation.
- Sindhu H.S.: Teaching of economics, Tandon Publications, Books Market, Ludhiana141008. • Yadav Amita, 1999, “Teaching of Economics” Anmol Publications Pvt. Ltd., New Delhi.
- Saxena Mishra Mahonty (2004) “Teaching ofEconomics” Surya publication, Meerut

SEMESTER –VI

ELECTIVE: PEDAGOGY OF SCHOOL SUBJECT II- ENGLISH

Total Credits: 06

Total Marks: 100

University Assessment: 60 and College Assessment: 40

Course Objectives

7. To understand the basic concepts associated with academic disciplines
8. To develop understanding about the fundamentals of English language.
9. To understand pedagogical bases of language learning.
10. To apply pedagogical approaches and techniques in teaching and learning the language.
11. To understand implications of theories of learning with regard to language learning.
12. To apply tools and techniques of assessment in language

MODULE 1: FUNDAMENTALS OF ENGLISH LANGUAGE

(2 Credits)

Unit 1: Basics of Academic Disciplines

- d) Meaning of academic disciplines, Relationship between academic disciplines and English
- e) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types)
- f) Place of English in the present school curriculum.

Unit 2: Role of English Language

- (a) Role of English Language: - English as a -
Colonial language, Language of knowledge, Means of Learning & communications, Means of medium of Instruction, Language for Specific purposes
- (b) Functions of language:
Informational, Expressive, Directive, Aesthetic, Phatic
- (c) Place of English Language: as a-
 - school subject
 - medium of instruction

Unit 3: Linguistic Behaviour and System

- d) Linguistic Behaviour
- Pronunciation- linguistic diversity, its impact on English, pedagogical implication; speech and writing.
- e) Linguistic system— the organisation of sounds; the structure of sentences;
- f) Nature and structure of meaning; Phonetics, Syntax and Semantics

MODULE 2- BASES OF LANGUAGE LEARNING

(2 Credits)

Unit 4: Pedagogical Bases

- d) Aims and objectives of teaching English
- e) Principles (Palmer's principles) and Maxims of teaching English

- f) Correlation (intra and inter: with all school subjects) of English

Unit 5: Lesson Planning in English

- d) Classification of objectives and their importance General and Specific objectives of teaching English.
 e) Simulation: Meaning, importance, steps, limitations,
 - Simulation lesson planning:
 1. skill of set-induction,
 2. skill of fluency in questioning,
 3. skill of reinforcement,
 4. skill of black board work,
 5. skill of explanation.
 f) Lesson Plan: Meaning, importance, various types of lesson planning

Unit 6: Methods, Approaches and Techniques for teaching of English

- d) Methods: Direct method, Structure-situational method, Audio-Lingual Method, , Natural Method
 e) Approaches: Communicative approach, Inductive- deductive approach and Eclectic approach.
 f) Techniques: Narration, Discussion, Role-Play

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	10 marks
2	Content Test	10 marks
3	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	40 marks

Any one tasks from the following

(1 x 10 = 10 Marks)

- i) Read an inspiring book and write a review on it.
 j) Prepare an album of Phonetic scripts, and articulation of vowels and consonants.
 k) Critically analyze any one poem or essay of a well-known poet or writer and do a presentation.
 l) Develop innovative lesson plans for the teaching of prose or poetry and submit.
 m) Prepare an ICT based test in any one aspect of language.
 n) Select a topic from English textbooks of any one class (VI – IX) and develop a lesson plan using Constructivist Approach (7E's) and transacting the same before peers in simulated teaching exercise.
 o) Develop innovative lesson plans for the teaching of prose or poetry and submit.
 p) Google search the challenges faced by the English teachers in India and write an

SEMESTER –VI
ELECTIVE: PEDAGOGY OF SCHOOL SUBJECT-II –MATHEMATICS

Total Credits: 10

Total Marks: 100

University Assessment: 60 and College Assessment: 40

Course Objectives

7. To understand the basic concepts of Mathematics as academic discipline.
8. To understand the nature and scope of Mathematics.
9. To acquaint with the aims and objectives in teaching and learning Mathematics at Secondary school and higher secondary levels.
10. To understand and apply different approaches, methods and techniques of teaching Mathematics in classroom situations.
11. To set up mathematics club in the institution and organize its activities.
12. To understand the professional competencies required to Mathematics teacher.

MODULE 1: FUNDAMENTAL OF MATHEMATICS EDUCATION (2 Credits)

Unit: 1 Basics of Mathematics Education

- d) Meaning of Mathematics as Academic Discipline, Relationship between Academic Discipline and Mathematics as School Subject
- e) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- f) Place of Mathematics in the present school curriculum

Unit-2 Concept and Scope of Mathematics Education

- d) Meaning, nature and scope of Mathematics Education
- e) Aims and objectives of teaching Mathematics at secondary and higher secondary levels (NCF-2009)
- f) Concept of Modern Mathematics.

Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction

- d) Maxims of teaching and learning Mathematics
 - From Known to Unknown
 - From Simple to Complex
 - From Particular to General
 - From Concrete to Abstract
- e) Approaches of teaching Mathematics (Concentric and Topical)
- f) Values of teaching Mathematics

MODULE: 2 TRANSACTING OF MATHEMATICS CURRICULUM (2 Credits)

Unit: 4 Method of Teaching and Learning Mathematics

- d) Inductive-Deductive Method (Teaching Generalizations)
- e) Analytical-Synthetic Method (Teaching Proofs)

- f) Problem Solving Method (Activity centered)

Unit 5: Innovative methods in Mathematics teaching

- j) 7E's of Constructivism (concept, procedure and advantages)
- k) Blended learning (Flex model, Rotation model, A La Carte model, Enriched virtual model): (concept, procedure and advantages)
- l) Co-operative learning (meaning, importance and types- Jigsaw, Think-pair- share, Round table)

Unit 6: Latest trend in Teaching of Mathematics

- j) Use of e-resources. (Geometry Pad, fxSolver, Geogebra and Virtual manipulatives)
- k) Drill and Review, Assignment in Mathematics Teaching
- l) Recreational Activities: Games, Puzzles and riddles

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	10 marks
2	Content Test	10 marks
3	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	40 marks

Any one tasks from the following

(1 x 10 = 10 Marks)

8. Plan a lesson in Mathematics using appropriate method of teaching (Inductive-deductive, Analytical-synthetic, Problem solving).
9. Plan a lesson using recreational activities in Mathematics.
10. Preparation of ICT based lesson plan on any topic from the Mathematics textbook of Secondary school.
11. Critically appreciate any one textbook of Mathematics.
12. Collect the names of Mathematicians and prepare a report on contributions of any one renowned Mathematician to Mathematics.
13. Organize Mathematics club activities in your institution and write a report.
14. Plan and conduct a lesson in Mathematics using Geogebra.

SEMESTER VI

PEDAGOGY OF SCHOOL SUBJECT II- COMMERCE

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To understand the basic concepts associated with academic disciplines
2. To develop an understanding of the aims and objectives in the teaching of Commerce
3. To inculcate values in teaching of Commerce
4. To use various learning resource in the teaching of Commerce
5. To develop an insight about role, challenges and professional development of a Commerce teacher
6. To keep abreast of the current trends in the teaching of Commerce.

MODULE I: FUNDAMENTALS OF COMMERCE EDUCATION (2 CREDITS)

Unit 1: Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and Commerce
- b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c) Place of Humanities and Social Sciences – Commerce in the present Secondary curriculum.

Unit 2: Concept and scope of Commerce Education

- a) Meaning and scope of Commerce education
- b) Aims and objectives of teaching Commerce at Higher Secondary level (as per NCF 2005)
- c) Commerce education in India (relevance in life and curriculum).

Unit 3: Essentials of Teaching Commerce and Curriculum Transaction

- a) Maxims of Teaching Commerce :
-Particular to General

-Known to Unknown

-Concrete to Abstract

-Analysis to synthesis

b) Importance of correlation in Commerce Education, Inter correlation of

Commerce with Mathematics, Economics, Language and Geography

c) Principles of Commerce teaching- Flexibility, Activity, Individual difference, Learner centeredness, Community centeredness

MODULE II: TRANSACTING ECONOMICS CURRICULUM (2 CREDITS)

Unit 4: Methods and techniques of Teaching (Meaning, Procedure, Merits and Demerits)

a) Within Classroom Methods: Lecture, Discussion, Workshop and Lecture cum discussion

b) Research Methods: Project, Problem Solving, Case study, Survey

c) Techniques: Seminar, Assignments, Explanation and Illustration

Unit 5: Innovative methods in Economics teaching

m) 7E's of Constructivism (concept, procedure and advantages)

n) Blended learning (Flex model, Rotation model, A La Carte model, Enriched virtual model): (concept, procedure and advantages)

o) Co-operative learning (meaning, importance and types- Jigsaw, Think-pair- share, Round table)

Unit 6: Latest trend in Teaching of Economics

m) Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)

n) Use of Team Teaching in Commerce – Meaning, Characteristics, Types and Advantages

o) Simulation (role play, games and CAM- organization and execution in teaching of Commerce)

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	10 marks
2	Content Test	10 marks
3	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	40 marks

Any one tasks from the following

(1 x 10 = 10 Marks)

a) Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Learning experiences, Reflection)

- b) Prepare a pedagogical analysis plan for any one selected unit of any one subject of std XI or XII of Commerce
- c) Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Commerce by using any one of the following: Blended learning approach, constructivist approach
- d) Study and compare the Commerce education at higher secondary level in India with any other developed country.
- e) Select any contemporary issue related to Commerce field and present a paper using Seminar method.

References:

- Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-New Delhi
- Teaching of Commerce-A Practical Approach J.C AggarwalVikas Publishing House Pvt Ltd- New Delhi
- Method and Techniques of Teaching Commerce Singh M.N Young Man & Co. New Delhi. • Teaching of Commerce SeemaRaoAnmol Publication, New Delhi.
- Methodology of Commerce Education Dr. Umesh Mr. Ajay RanaTandon PublicationsLudhiana
- Teaching of Commerce Dr. R.P Singh VinayRakhejaC/o R. Lall Book Depot- Meerut.
- Teaching of Commerce in Our School Lulla B.P, BTTC-BIE Publication, Bombay)
- Teaching of Commerce. G.S. Karthik, Sumit Enterprises, New Delhi.
- Commerce Education in the New Millennium, I.V. Trivedi, RBSA Publishers, Jaipur.
- Teaching of Commerce.VintyMonga, Twenty First Century Publications, Patiala.
- Teaching of Commerce.Rainu Gupta, Shipra Publications, Delhi. Websites:
- Computer assisted learning:
- What is Computer Aided Learning (CAL)? - Study Net
www.study.net1.herts.ac.uk/ptl/common/LTUDU.nsf/Teaching.../whatiscal.pdf
- What are the Advantages and Disadvantages of Computer Assisted ... www.preservearticles.com/.../what-are-the-advantages-and-disadvantages-of-compute...
- Using MOOCs to transform traditional training - We.ConectGlobal .
- Models | Blended Learning Universe www.blendedlearning.org/models/
- Blended Learning Models - Reading Horizons www.readinghorizons.com/blendedlearning/models
- Social networking <http://chronicle.com/article/How-Social-Networking-Helps/123654>
<http://wcsit.org/pub/2012/vol.2.no.1/The%20Use%20of%20Social%20Networking%20in%20Education%20Challenges%20and%20Opportunities.pdf>

Structure of the B.Com-B.Ed. Syllabus
Semester VII
CYBER LAWS - II

Course Learning Outcomes

- To introduce the basic concepts of sensitive personal data
- To familiarise the students with cyber crimes
- To familiarise the students with cybercrimes and cyber security
- To create an awareness of cyber laws
- To familiarise the students with cyber crimes
- To introduce the concept of data forensic and securing data

MODULE 1: FUNDAMENTALS OF CYBER CRIMES (2 Credits)

Unit 1: Sensitive Personal Data or Information (SPDI) in Cyber Law

- (a) Sensitive Personal Data or Information (SPDI) in Cyber Law - SPDI Definition and Reasonable Security Practices in India
- (b) Reasonable Security Practices – International perspective
- c) Cyber Law : International Perspective - (a) EDI: Concept and legal Issues.

Unit 2: Cyber crime and investigation procedures

- a) Crimes targeting Computers: Definition of Cyber Crime & Computer related Crimes, Classification & Differentiation between traditional crime and cyber crimes.
- b) Cyber Crime- Meaning, Characteristics and Demerits: Data Theft, Hacking, Spreading Virus & Worms, Phishing
- c) Cyber Crime - Meaning, Characteristics and Demerits: Cyber Stalking / Bullying, Identity Theft & Impersonation, Obscenity, Pornography & Child Pornography

Unit 3: Cyber Crimes Awareness Cyber Security:

- a) Cyber Crime- Meaning, Characteristics and Demerits: Cyber Defamation, Defacement, Denial of Service Attacks
- b) Cyber Crime - Meaning, Characteristics and Demerits: Illegal online selling & Gambling, Credit card & Online Banking Frauds,
- c) Cyber Crime - Meaning, Characteristics and Demerits: Cyberterrorism, Software Piracy & illegal downloading

MODULE 2: CYBER LAWS IN A PRACTICAL SITUATION (2 CREDITS)

Unit 4: Cyber Security:

- a) Reasons for Cyber Crimes.

- b) Cyber Criminal Mode and Manner of Committing Cyber Crime
- c) Prevention of Cyber Crimes & Frauds Critical analysis & loop holes of The IT Act, 2000

Unit 5: Cyber Laws

- a) Cyber Crimes: Freedom of speech in cyber space & human right issues
- b) Investigation of Cyber Crimes, Investigation of malicious applications
- c) Agencies for investigation in India, their powers and their constitution as per Indian Laws

Unit 6: Data securing

- a) Securing the Scene , Documenting the Scene, Evidence Collection and Transportation
 - (i) Data Acquisition (ii) Data Analysis (iii) Reporting
- b) Digital Forensics
 - (i) Computer Forensics (ii) Mobile Forensics (iii) Forensic Tools
 - (iv) Anti – Forensics
- c) Electronic / Digital Evidence laws & cases Laws

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

1. Power Point Presentation on cyber laws ,
2. Report on any one internet application
3. Report on any five Cyber Crimes with examples
4. Report on Data securing .
5. Report any one cyber Crime fraud critical analysis.

References:

- Cyber Law & Cyber Crimes By Advocat Prashant Mali; Snow White publications, Mumbai
- Cyber Law in India by Farooq Ahmad; Pioneer Books
- Information Technology Law and Practice by Vakul Sharma; Universal Law Publishing Co. Pvt. Ltd.
- The Indian Cyber Law by Suresh T. Vishwanathan; Bharat Law House New Delhi
- Guide to Cyber and E – Commerce Laws by P.M. Bukshi and R.K. Suri; Bharat Law House, New Delhi
- Guide to Cyber Laws by Rodney D. Ryder; Wadhwa and Company, Nagpur
- The Information Technology Act, 2000; Bare Act – Professional Book Publishers, New Delhi
- Computer Forensics: Principals and Practices by Linda Volonino, Reynaldo Anzaldua and Jana Godwin; Pearson Prentice – Hall 2007
- First Responder's Guide to Computer Forensics by Richard Nolan et al; Carnegi Mellon, 2005.

- Digital Evidence and Computer Crime, 2nd Ed. By Eoghan Casey; Academic Press, 2004.
- The Regulation of Cyberspace by Andrew Murray, 2006; Rutledge – Cavendish.
- Scene of the Cybercrime: Computer Forensics Handbook by Syngress.
- Security and Incident Response by Keith J. Jones, Richard Bejtloich and Curtis W. Rose
- List of Websites for more information is available on: [Http://www.garykessler.net/library/forensicsurl.html](http://www.garykessler.net/library/forensicsurl.html)
- Introduction to Forensic Science in Crime Investigation by Dr. (Smt) Rukmani Krishnamurthy.

SEMESTER VII LANGUAGE ACROSS CURRICULUM

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To Understand the linguistic background of students.
- To Understand the provisions made for language in different policies
- To Understand the nature and techniques of classroom discourse and discussion based learning
- To Understand the role of language across different school subjects.
- To Understand strategies to enhance reading and writing skills
- To Understand the different study skill

MODULE -1: FUNDAMENTALS OF LANGUAGE ACROSS CURRICULUM (CREDITS 2)

Unit 1: Concerns for Language in Curriculum

- a) Understanding multilingualism in the classroom : (meaning and characteristics of multilingualism)
- b) Functions of Language (Inside and Outside the classroom)
- c) Language Across Curriculum Approach (concept and importance for teachers and students)

Unit -2 Policies and provisions relating to languages

- a) Constitution of India (Article 343,351,350A)
- b) NPE 1986 , NCF-2005,
- c) National policies of education NPE (2020)

Unit 3: Language and Curriculum Transaction

- a) Classroom Discourse — Meaning ,and importance of classroom discourse.
- b) Discussion as an approach for learning;(meaning and importance)
- c) The nature of questioning in the classroom — meaning and types of questions used in the classroom,

MODULE-2-ACQUISITION OF SKILLS

(CREDITS 2)

Unit 4: Developing Communication Competencies- reading and writing

- a) Types of texts- nature of expository texts vs. narrative texts; transactional vs. reflective texts; reading strategies — such as scanning, skimming (meaning and importance)

- b) Writing — importance of writing skill, strategies to enhance writing skills. (any 3)
- c) Teaching Study Skills- Note-taking & note-making, (meaning and importance)

Unit 5-Theories of language acquisition (Theory and educational implications)

- a)Chomsky's theory of language acquisition
- a) Eller's Deficit theory
- b) Skinner's theory of language acquisition

Unit-6 – Language across Subjects

- a) Language for general and specific purpose
- b) Importance of language as a medium to teach different school subjects with reference to language registers used.
- c) Role of a subject teacher to develop linguistic competence (with reference to vocabulary, pronunciation, speed, intonation, punctuation)

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Prepare a lesson plan on any topic from 5th to 9th standard , incorporating the types of questions
- b) Read any kind of text and reflect with reference to the type of text and its implications.
- c) Take a story/poem and rewrite in the other form
- d) Read any article from newspaper/magazine/journal using skimming and scanning technique and record your observation and reflection in the journal.

Suggested Readings:

- Anderson, R.C. (1984)Role of the Reader's Schema in Comprehension, Learning and Memory. In R.C. Anderson, J. Osbon & R.J. Tierney (ed) Learning to Read in American schools: Based Readers and content texts. Hillsdole, Lawrance Erlbaum Associates: New Jersey.

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SEMESTER VII PEACE EDUCATION

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

- To gain information about historical development of peace Education.
- To gain an understanding of the constitutional values and their importance for social harmony.
- To appreciate the contribution of Mahatma Gandhi, Rabindranath Tagore, and Vivekanand in Peace Building.
- To gain insights into conflict resolution techniques and non-violent activism for peace building
- To understand the qualities and role of teacher for peace education and integrating peace education in the curriculum
- To understand and analyze the role of mass media and other social agencies in Peace Education.

MODULE 1: FUNDAMENTALS OF PEACE EDUCATION (2 Credits)

Unit 1: Peace Education: Concept and Nature of Peace Education

- j) **Peace:** Meaning, Definitions and Classification of peace
- k) **Peace Education:** Meaning, Definitions and aims of peace education
- l) Need and relevance of peace education in the present contexts.

Unit 2: Basis of Peace Education

- d) Historical Development of Peace Education
- e) Constitutional Values and Peace Education
- f) Contribution of Gandhiji, Rabindranath Tagore, Vivekanand to promoting the values of peace.

Unit 3: Areas of Peace Education

- j) **Peace Education and Conflict Management:** Meaning, Types, Role of Education
- k) Recommendations on Peace Education (NCF 2009);
- l) **Violence and Non-violent activism:** Addressing the challenges of direct violence (terrorism, war, assault, Riots) and indirect violence (discrimination, sexism, racism, and poverty, lack of education and health services) through peace education.

MODULE 2: MODULE 2: INTEGRATION OF PEACE EDUCATION IN SCHOOL CURRICULUM (2 Credits)

Unit 4 Transacting of Peace Education

- d) **Integrating Peace Education in Curriculum:** Subject perspectives, Subject context, Co-curricular activities, Classroom activities
- e) **Educating for Culture of Peace:** Developing Capabilities for Mediation, Developing Values like tolerance, Patience, Mutual respect, Introspection, Objectivity,
- f) **Introspection, yoga, persuasion for peace-** Cultivating the perspective and skills necessary for peace.

Unit 5: Preparation and Role of agencies for Peace Education

- d) Role and qualities of teacher promoting peace.
- e) Role of agencies for Peace: Family, Community, NGOs.
- f) Role of social media in Peace Education.

Unit 6: Concerns and Challenges for Peace

- d) Life at school: Culture of competition; Corporal Punishment and its Consequences Change management
- e) Addressing challenges to Peace in Multicultural Society.
- f) Struggles for Peace (Mother Teresa, Nelson Mandela)

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Panel discussion on values of peace and social justice in 21st century
- b) Promotion of peace in the school/community through essays, posters, poems or stories.
- c) Prepare a Case Study of major conflicts between nation and states in present times.
- d) Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life.
- e) Films clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like -Doha Debates, etc.
- f) Write a comparative essay on the contribution of educational thinkers
- g) Collect the material useful for promoting peace education (Poetry, story, songs, and cartoon strips etc.)
- h) Select a country and study their efforts to promote and nurture peace in their school systems, campuses, and educational ministries. Write a report.

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<https://www.unicef.org/education/files/PeaceEducation.pdf>
- Integrating Peace Education in Teacher Education

SEMESTER VII

PEDAGOGY OF SCHOOL SUBJECT I- ECONOMICS (Part II)

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To understand the basic concepts associated with academic disciplines
2. To develop an understanding of the aims and objectives in the teaching of Economics
3. To use various learning resource in the teaching of Economics
4. To develop an insight about role, challenges and professional development of a
5. Economics teacher
6. To keep abreast of the current trends in the teaching of Economics.

MODULE I- SUPPORT SYSTEM FOR EFFECTIVE TEACHING LEARNING OF Economics SUBJECT:

Unit 1: Plan for effective teaching

- a) Pedagogical analysis (in relation to core elements NEP 1986) -unit analysis
 - Instructional objectives
 - teaching learning
 - Different evaluation techniques
- b) Criteria of a good economics textbook
- c) Critical evaluation of economics textbook (std XI and XII)

Unit 2: Diverse Issues in Economics

- a) Economics club (meaning, organization and activities)
- b) Field visit (meaning, organization and importance)
 - Visit to bank, multinational company, stock exchange and industries.
- c) Community Resources and their use in Economics

Unit 3: Learning resources in teaching of Economics

- a) Instructional material - model, specimen, ppt, and mobile learning.
- b) Mass media (newspapers, television, journals)
- c) Use of ICT in the teaching of Economics: Computer assisted learning, Social networking, Discussion forum, MOOCs, ICT tools

MODULE II: PROFESSIONAL DEVELOPMENT AND EVALUATION

Unit 4: Essentials of Economics teacher

- a) Qualities of Economics Teacher
- b) Multifarious role of Economics Teacher
- c) Functions and Responsibilities of Economics Teacher

Unit 5: Professional Development of Teacher

- a) Challenges faced by economics teacher in teaching commerce
- b) Need and Avenues of Continuous Professional Development
- c) Role of teachers in inculcating values- global citizen, practical, social, cultural, ethical and entrepreneurship.

Unit 6: Evaluation of Economics subject.

- a) Areas of continuous comprehensive evaluation in economics.
- b) Preparation of achievement test (concept, criteria)
- c) Diagnostic testing and remedial teaching in economics.

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	10 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	40 arks

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Learning experiences, Reflection)
- c) Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Economics by using any one of the following: Blended learning approach, constructivist approach
- d) Study and compare the Economics education at higher secondary level in India with any other developed country.
- e) Select any contemporary issue related to Economics field and present a paper using Seminar method.

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SEMESTER VII

PEDAGOGY OF SCHOOL SUBJECT I- MATHEMATICS (Part II)

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To understand the professional competencies required to Mathematics teacher.
2. To develop knowledge of various values of teaching and learning of Mathematics
3. To channelize, evaluate, explain and reconstruct students' thinking
4. To appreciate the contributions of famous Mathematicians.
5. To understand and apply different learning resources used in Mathematics Teaching and learning.
6. To set up mathematics club in the institution and organize its activities.

MODULE I- SUPPORT SYSTEM FOR EFFECTIVE TEACHING LEARNING OF MATHEMATICS SUBJECT (2 Credits)

Unit 1: Plan for Effective Teaching of Mathematics

- a) Pedagogical analysis (in relation to core elements NEP 1986) -unit analysis
 - Instructional objectives
 - Teaching learning
 - Different evaluation techniques
- b) Criteria of a good Mathematics textbook
- c) Critical evaluation of Mathematics textbook (std. V to std. XII)

Unit 2: Diverse Issues in Mathematics

- a) Mathematics club (meaning, organization and activities)
- b) Challenges faced by Mathematics teacher in teaching Mathematics
- c) Anxiety associated to learning of Mathematics

Unit 3: Learning Resources in teaching of Mathematics

- a) Instructional material - model, cutouts, ppt, and mobile learning
- b) Mathematics Laboratory (Meaning, Planning and Importance)
- c) Use of ICT in the teaching of Mathematics: Computer assisted learning, Programmed Learning, MOOCs

MODULE II: PROFESSIONAL DEVELOPMENT AND EVALUATION (2 Credits)

Unit 4: Essentials of Mathematics teacher

- a) Competencies of Mathematics Teacher
- b) Multifarious role of Mathematics Teacher
- c) Functions and Responsibilities of Mathematics Teacher

Unit 5: Professional Development of Teacher

- b) Need and Avenues of Continuous Professional Development
- c) Experiential Learning and Reflective learning in Mathematics
- c) Contributions of Mathematicians-Pythagoras, Euclid, Aryabhata, and Ramanujan

Unit 6: Evaluation of Mathematics subject

- a) Areas of continuous comprehensive evaluation in Mathematics
- b) Preparation of Achievement test (concept, criteria)
- c) Diagnostic testing and Remedial teaching in Mathematics

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	10 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	41 marks

Any two tasks from the following

(2 x 10 = 20 Marks)

1. Plan a lesson in Mathematics using appropriate method of teaching (Inductive-deductive, Analytical-synthetic, Problem solving).
2. Plan a lesson using recreational activities in Mathematics.
3. Preparation of ICT based lesson plan on any topic from the Mathematics textbook of Secondary school.
4. Critically appreciate any one textbook of Mathematics.
5. Collect the names of Mathematicians and prepare a report on contributions of any one renowned Mathematician to Mathematics.
6. Organize Mathematics club activities in your institution and write a report.
7. Plan and conduct a lesson in Mathematics using Geogebra.
8. Interview five Mathematics teachers and make a report on competencies required to Mathematics teachers to give effective lessons.
9. Case study of a student having Anxiety in Mathematics.
10. Diagnose the learner difficulty in Mathematics and prepare remedial exercise.
11. Design pedagogical analysis of any one unit of Mathematics and prepare learning activities of the same.
12. Prepare a Unit test on any topic by developing with respect to blue print, answer key and marking scheme.

References

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SEMESTER –VII
PEDAGOGY OF SCHOOL SUBJECT: I- ENGLISH (PART II)

Total Credits: 06

Total Marks: 100

University Assessment: 60 and College Assessment: 40

Course Objectives

1. To adapt learning resources into teaching learning process.
2. To understand implications of theories of learning with regard to language learning.
3. To practice learner centered methods in the classroom.
4. To sensitize the student teacher about learner diversities.
5. To apply tools and techniques of assessment in language
6. To develop skill for digital literacies

MODULE I: LEARNING RESOURCES AND LANGUAGE TRANSACTIONS
(2 Credits)

Unit 1: Learning Resources

- a) Audio-Visual Aids (Need, uses, kinds and advantages)
- b) E-resources (blogs, e-books, social networking sites) and Library as a learning resource
- c) Language Laboratory, CALL & MALL

Unit 2: Developing Language Skills

Language skills - Listening, Speaking, Reading and Writing.

a. Activities to develop Listening & Speaking Skills

- Meaning, examples & use of authentic, pre-recorded and live listening materials to develop listening skills
- Meaning, examples & use of Role-play, Story-telling, Situational conversations to develop speaking skills

b. Activities to develop Reading skills

- Loud reading, silent reading (Meaning, process, benefits)
- Skimming & Scanning (Meaning, process, benefits)

c. Developing Writing skills

- Formal & Informal letters (Format & mechanics)
- dialogue writing, report writing, itinerary writing, diary writing (Format & mechanics)

Unit 3: Pedagogical Approaches & Techniques

- a) Constructivist Approach (7E's) (Concept & procedure)
- b) Techniques of teaching- expository (dramatization, concept mapping) & Interactive techniques (questioning, brainstorming)
- c) Ways of appreciation of poems

MODULE II- ASSESSMENT OF LANGUAGE LEARNING AND PROFESSIONAL GROWTH
(2 Credits)

Unit- 4: Assessment in Language

- a) Techniques of assessment- (Vocabulary, Grammar, Listening, Speaking, Reading and Writing /Composition)
- b) Use of ICT in assessment
- c) Portfolio assessment in English

Unit- 5: Evaluation and Text book Analysis

- Concept of unit test, blue print, construction of objective based test (practical activity-question paper)
- CCE, its procedure, assessment formats (FA, SA) and practices for English learning in schools
- Content Analysis and Text Book Analysis

Unit-6: Professional Development of Teacher

- Professionalism & Professional Competencies of English Language Teacher
- Challenges faced in classroom by an English teacher in India
- Need and Avenues of Continuous Professional Development

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	10 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	42 marks

Any two tasks from the following

(2 x 10 = 20 Marks)

- Read an inspiring book and write a review on it.
- Prepare an album of Phonetic scripts, and articulation of vowels and consonants.
- Critically analyze any one poem or essay of a well-known poet or writer and do a presentation.
- Develop innovative lesson plans for the teaching of prose or poetry and submit.
- Prepare an ICT based test in any one aspect of language.
- Select a topic from English textbooks of any one class (VI – IX) and develop a lesson plan using Constructivist Approach (7E's) and transacting the same before peers in simulated teaching exercise.
- Develop innovative lesson plans for the teaching of prose or poetry and submit.
- Google search the challenges faced by the English teachers in India and write an essay.

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SEMESTER VIII GENDER SCHOOL AND SOCIETY

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

The course will enable the students-

- To develop basic understanding and familiarity with key concepts - gender, gender perspective, gender bias, gender stereotype
- To develop basic understanding of the gradual paradigm shift from women studies to gender studies
- To develop basic understanding of some important landmarks in connection with gender and education in the historical and contemporary period
- To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, culture, religion and region
- To Understand role of Gender, Power and Sexuality relate to education (in terms of access, curriculum and pedagogy)
- To develop basic understanding on empowerment, gender parity, equity and equality, patriarchy and feminism

MODULE 1: INTRODUCTION TO GENDER ISSUES (2 Credits)

Unit 1: Gender Issues: Key Concepts

- a) Gender, Gender Perspective, Sex, Sexuality, Patriarchy, Masculinity and Feminism
- b) Gender Bias, Gender Stereotyping and Empowerment
- c) Equity and Equality in relation with caste, class, culture, religion, ethnicity, disability and region.

Unit 2: Gender Studies: paradigm shift

- a) Paradigm shift from Women's Studies to Gender Studies
- b) Historical Backdrop: Some land marks from 'Our Pasts' - Social reform movement of the 19th & 20th centuries with focus on women's experiences of education.
- c) Contemporary Period - Recommendations of Policy Initiatives Commissions and Committees. Schemes, Programmes and Plans.

Unit 3: Gender, Power and Education

- a) Theories: Socialization Theory, Gender Difference, Structural Theory, Deconstructive Theory
- b) Gender Identities and Socialization practices: In Family, Schools, Other Formal and Informal Organizations
- c) Power Relations in Society in the context of gendered division of labour

MODULE 2: GENDER ISSUES IN EDUCATION (2 CREDITS)

Unit 4: Gender Issues in Curriculum

- g) Gender, Culture and Institution: Intersection of class, caste and religion
- h) Curriculum and the Gender Question, Gender and the hidden curriculum
- i) Construction of Gender in Curriculum Framework since independence: An Analysis

Unit 5: Operation Finance and Human Resources

- j) Schooling of Girls: Inequalities and Resistances (Issues of access, retention and exclusion.
- k) Teacher as an agent of change
- l) Understanding the importance of addressing sexual harassment at workplace, in family, neighbourhood and other formal and informal institutions

Unit 6: Gender, Sexuality, Sexual harassment & Abuse

- a) Linkages and differences between Reproductive Rights and Sexual Rights
- b) Development of Sexuality including Primary influences in the lives of Children (such as gender, body image, role models), Perception of society towards women's body: Carrying the load of family prestige
- c) Agencies perpetuating violence: family, school, work place and media (print and electronic), Institutions redressing sexual harassment and abuse.

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- Project on how student perceive sexuality and their own body images. It would also focus on how gender identities are formed
- Preparing Analytical Report on portrayal of women in print and electronic media
- Preparation of tools to analyse reflection of gender in curriculum
- Analysis of textual materials from the gender perspective
- Identify gender bias and gender stereotype in textual materials.
- Field visits to schools to observe the schooling processes from a gender perspective
- Project on Women Role Models

References:

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SEMESTER VIII

ELECTIVE: GUIDANCE AND COUNSELLING

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To develop an understanding of the basic concepts in guidance and counselling.
2. To acquainted with the Strategies, tests technique and plans of guidance.
3. To develop an understanding of the concept and strategies for career guidance and job satisfaction.
4. To develop an understanding of basic concepts in counselling.
5. To develop an understanding of the process, skills and strategies of counselling.
6. To sensitize the students to the psychological issues faced by adolescents and strategies to help them cope.

MODULE I: FUNDAMENTALS OF GUIDANCE (2 CREDITS)

Unit 1: Evolving Concept of Guidance

- d) Meaning, Characteristics, Need of Guidance
- e) Types of Guidance – Educational, Personal, Vocational,
- f) Agencies / Personnel Responsible for Guidance- Home, School, Workplace

Unit 2: Strategies and Techniques for Guidance (Uses And Limitations)

- d) Strategies for Guidance - Individual and Group
- e) Standardized tests technique - Aptitude, Attitude
- f) Non- standardized tests technique- Case study, Interview

Unit 3: Career Guidance

- d) Sources of Career information and Strategies of disseminating career information
- e) Ginsberg's Theory of Vocational Choice, Factors influencing Vocational Choice
- f) Job Analysis: Concept and Factors affecting Job Satisfaction

MODULE 2: FUNDAMENTALS OF COUNSELLING (2 Credits)

Unit 4: Evolving Concept Of Counselling

- d) Meaning and Characteristics of Counselling
- e) Types of Counselling – Directive, Non-directive
- f) Process of Counselling - Initial Disclosure, In-depth exploration and Commitment to action

Unit 5: Counselling Skills, Approaches And Intervention

- g) Skills required for Counselling - Listening, Questioning , Responding , Communicating

- h) Approaches of Counselling – Cognitive Behavioural Therapy (Albert Ellis), Self-Theory (Carl Rogers)
- i) Counselling for Adolescent Issues – Bullying, Relationship [Peer and Parent], Addiction (Substance abuse & technology induced social networking), Academic Stress.

Unit 6: Role of a Counsellor

- j) Role of a teacher as a counsellor
- k) Qualities & qualifications of counsellor
- l) Professional ethics of a counsellor

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Preparation of scrap book for career guidance.
- b) Reflective account of the take away from the course and their application in future career.
- c) Visit and report of a visit to any one place (Employment exchange, Guidance Bureau, counselling centre)
- d) Design a checklist/Questionnaire to collect information on students educational, psychological or social problem.
- e) Preparing a career guidance chart
- f) Preparation of a vocational/ educational counseling programme for class–X students
- g) Strategies for handling Academic Stress / Bullying / Relationship / Handling puberty Issues / suicide.
- h) Career Dissemination Session for school or junior college (any two careers)

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- Safaya, B.N. (2002). Guidance and Counselling. Chandigarh: Abhishek Publications.
- Sharma, R.A.(2008). Career information in career guidance. Meerut: R. Lall Books Depot.
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- Sidhu, H.S. Guidance and Counselling. Patiala: Twenty First Century Publication.
- Singh, Raj. Educational & Vocational Guidance. Commonwealth Publication. New Delhi.
- Rao, S.N . Guidance &Counselling. Discovery Publications. New Delhi.

SEMESTER VIII

ELECTIVE: ACTION RESEARCH

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To help the pupil in understanding the basics of Action Research
2. To help the pupil in understanding the process of Action Research
3. To help the pupil in applying the cycles of Action Research in the teaching-learning process.
4. To help the pupil in applying the methods of Action Research to the teaching learning process.
5. To help the pupil in understanding various data collection tools of Action Research.
6. To help the pupil in distinguishing between quantitative and qualitative data analysis in Action Research.

MODULE 1: FUNDAMENTALS OF ACTION RESEARCH (2 Credits)

Unit 1: Basics of Action Research

- a) Meaning, Principles, Characteristics, Benefits and Limitations of Action Research
- b) Difference between Fundamental and Action Research
- c) Identification of Problem in Action Research – Locating, Delimiting Problem, Research questions

Unit 2: Action Research- Types, Approaches and Methods

- a) Types of Action Research –Individual teacher action research and Collaborative action research (Meaning, Rationale, uses and limitations)
- b) Approaches of Action Research: Qualitative and Quantitative - Concept and Need
- c) Methods of Action Research –Experimental and Case Study- Meaning, Purpose, Process and limitations

Unit 3: Process of Action Research

- a) a)Action Research Process –Stephen Kemmi’s Action Cycle, Kurt Lewin’s Force Field Analysis.
- b) b)Validation of Action research -Concept and types : Self, Peer and Learner
- c) c)Ethics in Action Research

MODULE 2: ACTION RESEARCH: TOOLS AND TECHNIQUES, PLAN AND REPORT (2 Credits)

Unit 4: Evolving Concept Of Counselling

Unit 4: Data Collection- Tools and Techniques

- a) Tools for Data Collection – (Characteristics, uses and limitations) 1. Questionnaire –Open and Close ended

- b) 2 Artifacts: Documents, Records (Student's journals, logs, audio, videos) b) Techniques of Data Collection 1. Interviews – Structured and Unstructured 2. Observation- Participant and Non-Participant
- c) Role of teacher in Action Research, Action Research for Professional development of teachers

Unit 5: Planning, Conducting and Reporting Action Research

- a) Designing the Action Research Plan (research question, need, significance, aims and objectives, research team, research design, schedule and budget)
- b) Analysis of Data: Quantitative- Descriptive Analysis- Percentage, Mean, Correlation and Graphical representation (uses and limitations)
- c) Qualitative (Immersion reflecting, standing back analyzing; synthesizing; relation to other work; locating reflecting back; returning for more data Presenting disseminating and sharing).

Unit 6: Reporting Action Research

- a) Features of a good quality Action Research Report – Comprehensibility, Authenticity, Truthfulness and Appropriateness.
- b) Sharing and Reflecting - Locally, Action Research Communities, Professional Conferences and print and e-Journals.
- c) Reflection in Action Research

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Design an action research plan.
- b) Make a scrap book depicting TWO case studies related to professional growth of teachers while doing action research.
- c) Prepare a tool for data collection for an action research project of your relevance.
- d) Critically review any action research report for elements of good reporting.

References:

- Crowder, N.A. (1959). Action Research to Improve School Practices. New York: Columbia University.
- NRC, (2001) National Research Council. Mathematics learning study: Center for Education, Division of Behavioural and Social Sciences and Education, Adding it up: Helping children learn mathematics. Edited by J. Kilpatrick et al., Washington, DC: National Academy Press <http://www.edel.edu/pbl>
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- Sharma R. A. (1993). Teacher education, Theory, Practice and Research. Meerut : International Publishing house.
- Ebel, R.L. (1969). Outdoor Education. Encyclopaedia of Educational Research (4th ed.)
- Crow, L.D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
- Dave, Indu. The Basic Essentials of Counselling Sterling Publisher. New Delhi
- Gibson, Robert. Introduction to Counselling & Guidance. Prentice - Hall of India. New Delhi
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- Safaya, B.N. (2002). Guidance and Counselling. Chandigarh: Abhishek Publications.
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- Sidhu, H.S. Guidance and Counselling. Patiala: Twenty First Century Publication.
- Singh, Raj. Educational & Vocational Guidance. Commonwealth Publication. New Delhi.
- Rao, S.N . Guidance &Counselling. Discovery Publications. New Delhi.

SEMESTER VIII

DIRECT AND INDIRECT TAXES

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

The course will enable the students-

1. To develop an understanding of the basic concepts in direct and indirect tax.
2. To develop an understanding of. Heads of income
3. To develop an understanding of the concept of goods and service tax
4. To develop an understanding of basic concepts in collection of tax.
5. To develop an understanding of supply and tax credit.
6. To develop an understanding on registration under GST law.

MODULE 1: INTRODUCTION TO FUNDAMENTALS OF TAXES (2 CREDITS)

Unit 1: Basic Terms

- a) Assessee, Assessment, Assessment Year, Annual value,
- b) Business, Capital Assets, Income, Person, Previous Year, Transfer
- c) Scope of Total Income (S: 5), Residential Status (S: 6) for Individual assessee

Unit 2: Heads of Income (S: 14)

- a) Salary (S: 15 to 17), Income from House Properties (S: 22 to 27)
- b) Profit and Gain From Business (S:28, 30, 31, 32, 35, 35D, 36, 37, 40, 40A 43B, Capital Gains (S: 45, 48, 49, 50, 54, 54 EC) restricted to computation of Capital gain on transfer of residential house property only
- c) Income from Other Sources (S: 56 to S: 59)
Exclusions From Total Income (S: 10)
Exclusion related to specified heads to be covered with relevant head.eg. Salary, Business Income, Capital Gain, Income from Other Sources

Unit 3: Goods and Service Tax(GST)

- a) Meaning, Need of GST, Goods & Services Tax Network (GSTN)
- b) Section 2(17) Business
Section 2(13) Consideration
Section 2(45) Electronic Commerce Operator Section 2(52) Goods
Section 2(56) India
Section2 (78) Non taxable Supply
Section 2(84) Person
- c) Section 2(90) Principal Supply
Section 2(93) Recipient
Section 2(98) Reverse charge
Section 2(102) Services

Section 2(105) Supplier
Section 2(107) Taxable Person
Section 2(108) Taxable Supply

MODULE 2: IMPLEMENTATION OF TAXES (2 CREDITS)

Unit 4: Levy and Collection of Tax

- a) Scope of Supply, Non taxable Supplies
- b) Composite and Mixed Supplies, Composition Levy
- c) Levy and Collection of tax, Exemption from tax

Unit 5: Supply and Tax Credit

- d) Time of Supply, Place of Supply, Value of Supply
- e) Eligibility for taking Input Tax Credit, Input Tax Credit in Special Circumstances
- f) Computation of Tax Liability and payment of tax

Unit 6: Registration under GST Law

- a) Persons not liable registration, Compulsory registration
- b) Procedure for registration
- c) Deemed registration, Cancellation of registration

MODULE 3: COLLEGE ASSESSMENT 40 MARKS (2 CREDITS)

Sr. No.	Assessment	Marks
1	Class Test	15
2	Overall Assessment-Article Review, Group Discussion, Quiz, Survey Report. Poster Presentation, Guest Lecture, Interview, Game, PPT, Narrating, Project Making, Street Play, Short Film, Film Shows	05
3	Assignments (2 x 10 Marks)	20
Total		40

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Power Point Presentation on any two heads of income ,
- b) Seminar presentation on Goods and Service Tax
- c) Present a report on Collection of Tax
- d) Present a report on registration under GST Law.
- e) Present a report on collection of Tax.

References:

- 1. Financial Management – I. M. Pandey.**
- 2. Financial Management – Theory & practical – Prasanna Chandra**
- 3. Financial Management – S. C. Kuchhal**
- 4. Public Sector in India – Laxmi Nariyan**
- 5. Indian Economy – Rudder Datt**
- 6. Indian Economy – KPM Sundaram**
- 7. Law & practice of banking – S. R. Davar**
- 8. The Business Model Book – Adam J Bock , Gerard George**
- 9. Business Model Innovation – Alexander Osterwalder , Yves Pigneur**
- 10. Introduction To E – Commerce, Dhawan, Nidhi, International Book House**
- 11. E- Commerce - Rajaraman**
- 12. Business Organisation Management Maheshwari, Rajendra P, Mahajan, J. P. International Book House**
- 13. Business Organization and Principles of Management by Dutta Chowdury, Central Education**
- 14. Retailing Management, Levy Michael., Weitz Barton A, TataMcgraw Hill**
- 15. Strategic Management, David, Fred R., Phi Learning**
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- 18. Retail Survival of the Fittest: 7 Ways to Future-Proof Your Retail Store by Francesca Nicasio**
- 19. Retail Management : RajnishTuli , Nidhi Varma Srivastava ,Paperback**
- 20. Entrepreneurial Development by Khanka S.S , S. Chand**
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- 22. The Oxford Handbook of Entrepreneurship Edited by AnuradhaBasu, Mark Casson, Nigel Wadeson, and Bernard Yeun**
- 23. <https://www.india.gov.in/my-government/schemes>**

Semester VIII
ELECTIVE: MANAGEMENT OF SERVICE INDUSTRY

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To develop understanding of the concepts of service industry.
2. To develop understanding of the concepts of tourism and hospitality industry.
3. To develop understanding of the concepts of transport and health industry.
4. To develop understanding of the concepts of housing and construction industry
5. To develop understanding of the concepts of banking institutions
6. To develop understanding of the concepts of e-commerce

MODULE 1: FUNDAMENTALS OF Role of Industries (CREDITS 2)

Unit 1: Introduction to Service Industry

- a) Services-Concept- characteristics –classification-significance
- b) Importance of relationship marketing in services- technology and its impact on service industry
- c) Role of service industry in economic development- career opportunities

Unit 2: Tourism and Hospitality Industry

- a) Tourism Industry- significance- challenges- types of Tourism products
- b) Present scenario of travel and tourism in India- Future prospects- Government's Tourism policy- Role /functions of Indian Tourism Development Corporation and Maharashtra Tourism Development Corporation
- c) Hospitality Industry- characteristics- classification, Restaurants- classification and types of consumers in a restaurant

Unit 3: Transport and Health Industry

- g) Role of transport in economic development- types of transport (road, rail, air & ocean)- merits, demerits & recent trends in each mode
- h) Features- types of health care services- major inputs of health care industry
- i) Role of Corporates & Government in health care sector- emerging trends in health care industry

MODULE 2: Role of Industries in Various Sectors (CREDITS 2)

Unit 4: Housing and Construction Industry

- a) Housing and Construction Industry: Characteristics- scope
- b) Housing and Construction Industry: Challenges-promotion activities of construction industry
- c) Role of co-operative societies and Government schemes- career opportunities

Unit 5: Computer Services and e- commerce

- e-commerce- concept-functions- merits & limitations
- IT enabled services (ITES): features- Business Process Outsourcing: concept- advantages & challenges
- Consultancy services: classification & significance

Unit 6: Banking and Insurance

- Types of Banks- functions of a commercial bank-types of banking products-role of RBI- recent trends in Banking- Career opportunities in Banking
- Concept- importance- types (Life, Fire, Marine & General)- Regulation of Insurance sector: role of Insurance Regulatory and Development Authority of India
- Foreign Direct Investment in insurance sector- career opportunities in insurance sector

MODULE 3: INTERNAL ASSESSMENT (CREDITS – 2)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
3	Class Test	15 marks
	Total	40 marks

Tasks:

Any two tasks from the following

(2 x 10 = 20 Marks)

- Power Point Presentation on any one Industry,
- Report of the Benefits and challenges of Tourism Industry
- Report of the Benefits and challenges of Health Industry
- Report of the Benefits and challenges of Housing Industry
- Report of the Benefits and challenges of Hospitality Industry

References:

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- Entrepreneurship, Hisrich, Robert D, Mc Graw Hill
- Entrepreneurship Development, Sharma, K.C., Reegal Book Depot
- Service Marketing, Temani, V.K., Prism Pub
- Service Marketing, Temani, V.K., Prism Pub
- Management Of Service Sector, Bhatia, B S, V P Pub
- Introduction To E – Commerce, Dhawan, Nidhi, International Book House
- Introduction To Retailing, Lusch,Robert F.,Dunne,Patrick M., Carver,James R.,Cengage Learning
- Retailing Management, Levy Michael., Weitz Barton A,Tata Mcgraw Hill

SEMESTER VIII ELECTIVE: INSURANCE

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To develop understanding of the concepts of risk management.
2. To develop understanding of the concepts of insurance.
3. To develop understanding of the concepts of insurance market.
4. To develop understanding of the concepts Life insurance products
5. To develop understanding of the concepts of general insurance
6. To develop understanding of the concepts of insurance coverage of miscellaneous aspects

MODULE 1: FUNDAMENTALS OF INSURANCE (CREDITS 2)

Unit 1: Risk Management

- a) Risk - Concept, different types of risks - actual and consequential losses
- b) Risk Management- Management of risks – Concept and Methods, loss minimization techniques
- c) Insurance Terminology: Common terms used in insurance - terms common to both life and non-life insurance - terms as specific to life and non-life insurance

Unit 2: Insurance

- a) Insurance – Concept, Nature of insurance, evolution of insurance, Different Types of insurance –importance of insurance, Insurance contract – Concept and Terms of an insurance contract
- b) Fundamental principles of insurance contract – principle of insurable interest, principle of indemnity, principle of subrogation, principle of contribution, principle of disclosure of all relevant information, principle of utmost good faith. Relevance of proximate cause
- c) Policy documents: Importance of a policy document, Format of a policy document

Unit 3: Insurance Market

- a) Insurance Market- Various Constituents of Insurance Market, operations of insurance companies - operations of intermediaries – specialist insurance companies – insurance specialists
- b) Insurance customers – different customer needs -importance of understanding customers – customer mind-sets’ - customer satisfaction - customer behaviour at purchase point - customer behaviour at the time of claim.
- c) Ethics in Insurance – concept and importance of ethical behaviour

MODULE 2: APPROACH TO INSURANCE COVERAGE (CREDITS 2)

Unit 4: Life Insurance Products

- a) Different products offered by life insurers – term plans, pure endowment plans, combinations of plans, traditional products
- b) Market linked policies, of Annuities and group policies.
- c) Procedure for obtaining life insurance policy, procedure for settlement of Claims.

Unit 5: General Insurance

- a) Fire Insurance- Risks faced by the owner of assets – exposure to perils – features of products covering fire and allied perils, Procedure for obtaining fire insurance policy
- b) Marine Insurance- Products covering marine and transit risks -products covering financial losses due to accidents, Procedure for obtaining marine insurance policy
- c) Health insurance - Products covering financial losses due to hospitalization - products covering miscellaneous risks. Procedure for obtaining health/ Medi- claim insurance policy

Unit 6: Miscellaneous Coverage's

- a) Motor insurance – Liability only policy – Package policy –Personal Accident insurance
- b) Burglary insurance – Baggage insurance – Legal Liability insurance – Public & Product Liability insurances – Professional Indemnity insurance
- c) Workmen's Compensation insurance – Fidelity Guarantee insurance – Banker's Indemnity insurance – Carrier's Legal Liability insurance – Jeweller's Block insurance -Aviation insurance – Engineering insurance – Rural insurances – Micro insurance

MODULE 3: INTERNAL ASSESSMENT (CREDITS – 2)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
3	Class Test	15 marks
	Total	40 marks

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Power Point Presentation on any one Insurance coverage ,
- b) List atleast five Life Insurance scheme stating the benefits and limitations
- c) List atleast two Fire Insurance scheme stating the benefits and limitations.
- d) List atleast any five Insurance scheme stating the benefits and limitations.
- e) Present a report on Risk Management.

References:

- Quantitative Risk Management : A Practical Guide to Financial Risk- Thomas S. Coleman
- Investment Theory and Risk Management: Steve Peterson
- Risk Management : M/s Macmillan India Limited
- Theory & Practice of Treasury Risk Management: M/s Taxman Publications Ltd.
- Corporate Value of ERM : Sim Segal
- Risk Management : Insurance and Derivatives Dr G Kotreshwar-Himalaya Publishing House .
- General Insurance, John Magee & David Bicklhaupt,
- Operational Transformation of General Insurance Industry during the period 1950 to 1990 &Beyond, R D Samarth

- Study on Distribution Functions in General Insurance & Role of Intermediaries, Arun Agarwal / PR Rao
- General Insurance for Information Technology Professionals, Martin Frappoli
- S. Arunajatesan and T.R. Vishwanathan: Risk Management and Insurance: Macmillan, New Delhi.
- Shashidharan K. Kutty: Managing Life Insurance: Prentice Hall of India, New Delhi
- Kenneth Black Jr. and Harold D. Skipper Jr.: Life and Health Insurance: Pearson, New Delhi
- Uma Narang, Insurance Industry in India, Features, Reforms & Outlook, New century Publication, 2013

SEMESTER VIII

PEDAGOGY OF SCHOOL SUBJECT II- ECONOMICS (Part II)

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To understand the basic concepts associated with academic disciplines
2. To develop an understanding of the aims and objectives in the teaching of Economics
3. To use various learning resource in the teaching of Economics
4. To develop an insight about role, challenges and professional development of a Economics teacher
5. To keep abreast of the current trends in the teaching of Economics.
6. To develop an understanding of evaluation techniques in Economics

MODULE I- SUPPORT SYSTEM FOR EFFECTIVE TEACHING LEARNING OF Economics SUBJECT:

Unit 1: Plan for effective teaching

- a) Pedagogical analysis (in relation to core elements NEP 1986) -unit analysis
 - Instructional objectives
 - teaching learning
 - Different evaluation techniques
- b) Criteria of a good economics textbook
- c) Critical evaluation of economics textbook (std XI and XII)

Unit 2: Diverse Issues in Economics

- a) Economics club (meaning, organization and activities)
- b) Field visit (meaning, organization and importance)
 - Visit to bank, multinational company, stock exchange and industries.
- c) Community Resources and their use in Economics

Unit 3: Learning resources in teaching of Economics

- d) Instructional material - model, specimen, ppt, and mobile learning.
- e) Mass media (newspapers, television, journals)
- f) Use of ICT in the teaching of Economics: Computer assisted learning, Social networking, Discussion forum, MOOCs, ICT tools

MODULE II: PROFESSIONAL DEVELOPMENT AND EVALUATION

Unit 4: Essentials of Economics teacher

- d) Qualities of Economics Teacher
- e) Multifarious role of Economics Teacher
- f) Functions and Responsibilities of Economics Teacher

Unit 5: Professional Development of Teacher

- a) Challenges faced by economics teacher in teaching commerce
- b) Need and Avenues of Continuous Professional Development

c) Role of teachers in inculcating values- global citizen, practical, social, cultural, ethical and entrepreneurship.

Unit 6: Evaluation of Economics subject.

- a) Areas of continuous comprehensive evaluation in economics.
- b) Preparation of achievement test (concept, criteria)
- c) Diagnostic testing and remedial teaching in economics.

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	10 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	43 arks

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Learning experiences, Reflection)
- c) Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Economics by using any one of the following: Blended learning approach, constructivist approach
- d) Study and compare the Economics education at higher secondary level in India with any other developed country.
- e) Select any contemporary issue related to Economics field and present a paper using Seminar method.

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- Aggarwal J.C: Teaching Of Economics, A Practical Approach”, Vinod Pustak Mandir. Agra- • Dhillon S; Chopra K. : Teaching Of Economics
- Mustafa M, 2005,” Teaching of Economics New Trends and Challenges’ Deep & Deep
- Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.
- N.R. Saxena : Teaching of Economics, R Lall Book Depot, Meerut
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- Saxena Mishra Mahonty (2004) “Teaching ofEconomics” Surya publication, Meerut

SEMESTER VIII
PEDAGOGY OF SCHOOL SUBJECT II- MATHEMATICS (Part II)

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To understand the professional competencies required to Mathematics teacher.
2. To develop knowledge of various values of teaching and learning of Mathematics
3. To channelize, evaluate, explain and reconstruct students' thinking
4. To appreciate the contributions of famous Mathematicians.
5. To understand and apply different learning resources used in Mathematics Teaching and learning.
6. To set up mathematics club in the institution and organize its activities.

MODULE I- SUPPORT SYSTEM FOR EFFECTIVE TEACHING LEARNING OF MATHEMATICS
SUBJECT (2 Credits)

Unit 1: Plan for Effective Teaching of Mathematics

- a) Pedagogical analysis (in relation to core elements NEP 1986) -unit analysis
 - Instructional objectives
 - Teaching learning
 - Different evaluation techniques
- b) Criteria of a good Mathematics textbook
- c) Critical evaluation of Mathematics textbook (std. V to std. XII)

Unit 2: Diverse Issues in Mathematics

- a) Mathematics club (meaning, organization and activities)
- b) Challenges faced by Mathematics teacher in teaching Mathematics
- c) Anxiety associated to learning of Mathematics

Unit 3: Learning Resources in teaching of Mathematics

- d) Instructional material - model, cutouts, ppt, and mobile learning
- e) Mathematics Laboratory (Meaning, Planning and Importance)
- f) Use of ICT in the teaching of Mathematics: Computer assisted learning, Programmed Learning, MOOCs

MODULE II: PROFESSIONAL DEVELOPMENT AND EVALUATION (2 Credits)

Unit 4: Essentials of Mathematics teacher

- d) Competencies of Mathematics Teacher
- e) Multifarious role of Mathematics Teacher
- f) Functions and Responsibilities of Mathematics Teacher

Unit 5: Professional Development of Teacher

- b) Need and Avenues of Continuous Professional Development

- c) Experiential Learning and Reflective learning in Mathematics
- c) Contributions of Mathematicians-Pythagoras, Euclid, Aryabhata, and Ramanujan

Unit 6: Evaluation of Mathematics subject

- a) Areas of continuous comprehensive evaluation in Mathematics
- b) Preparation of Achievement test (concept, criteria)
- c) Diagnostic testing and Remedial teaching in Mathematics

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	10 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	44 arks

Any two tasks from the following

(2 x 10 = 20 Marks)

1. Plan a lesson in Mathematics using appropriate method of teaching (Inductive-deductive, Analytical-synthetic, Problem solving).
2. Plan a lesson using recreational activities in Mathematics.
3. Preparation of ICT based lesson plan on any topic from the Mathematics textbook of Secondary school.
4. Critically appreciate any one textbook of Mathematics.
5. Collect the names of Mathematicians and prepare a report on contributions of any one renowned Mathematician to Mathematics.
6. Organize Mathematics club activities in your institution and write a report.
7. Plan and conduct a lesson in Mathematics using Geogebra.
8. Interview five Mathematics teachers and make a report on competencies required to Mathematics teachers to give effective lessons.
9. Case study of a student having Anxiety in Mathematics.
10. Diagnose the learner difficulty in Mathematics and prepare remedial exercise.
11. Design pedagogical analysis of any one unit of Mathematics and prepare learning activities of the same.
12. Prepare a Unit test on any topic by developing with respect to blue print, answer key and marking scheme.

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SEMESTER –VIII
PEDAGOGY OF SCHOOL SUBJECT: II- ENGLISH (PART II)

Total Credits: 06

Total Marks: 100

University Assessment: 60 and College Assessment: 40

Course Objectives

1. To adapt learning resources into teaching learning process.
2. To understand implications of theories of learning with regard to language learning.
3. To practice learner centered methods in the classroom.
4. To sensitize the student teacher about learner diversities.
5. To apply tools and techniques of assessment in language
6. To develop skill for digital literacies

MODULE I: LEARNING RESOURCES AND LANGUAGE TRANSACTIONS
(2 Credits)

Unit 1: Learning Resources

- d) Audio-Visual Aids (Need, uses, kinds and advantages)
- e) E-resources (blogs, e-books, social networking sites) and Library as a learning resource
- f) Language Laboratory, CALL & MALL

Unit 2: Developing Language Skills

Language skills - Listening, Speaking, Reading and Writing.

d. Activities to develop Listening & Speaking Skills

- Meaning, examples & use of authentic, pre-recorded and live listening materials to develop listening skills
- Meaning, examples & use of Role-play, Story-telling, Situational conversations to develop speaking skills

e. Activities to develop Reading skills

- Loud reading, silent reading (Meaning, process, benefits)
- Skimming & Scanning (Meaning, process, benefits)

f. Developing Writing skills

- Formal & Informal letters (Format & mechanics)
- dialogue writing, report writing, itinerary writing, diary writing (Format & mechanics)

Unit 3: Pedagogical Approaches & Techniques

- d) Constructivist Approach (7E's) (Concept & procedure)
- e) Techniques of teaching- expository (dramatization, concept mapping) & Interactive techniques (questioning, brainstorming)
- f) Ways of appreciation of poems

MODULE II- ASSESSMENT OF LANGUAGE LEARNING AND PROFESSIONAL GROWTH
(2 Credits)

Unit- 4: Assessment in Language

- d) Techniques of assessment- (Vocabulary, Grammar, Listening, Speaking, Reading and Writing /Composition)
- e) Use of ICT in assessment
- f) Portfolio assessment in English

Unit- 5: Evaluation and Text book Analysis

- d) Concept of unit test, blue print, construction of objective based test (practical activity-question paper)
- e) CCE, its procedure, assessment formats (FA, SA) and practices for English learning in schools
- f) Content Analysis and Text Book Analysis

Unit-6: Professional Development of Teacher

- d) Professionalism & Professional Competencies of English Language Teacher
- e) Challenges faced in classroom by an English teacher in India
- f) Need and Avenues of Continuous Professional Development

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	10 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	45 arks

Any two tasks from the following

(2 x 10 = 20 Marks)

Suggested Activities for Assignments (Any two)

- a) Read an inspiring book and write a review on it.
- b) Prepare an album of Phonetic scripts, and articulation of vowels and consonants.
- c) Critically analyze any one poem or essay of a well-known poet or writer and do a presentation.
- d) Develop innovative lesson plans for the teaching of prose or poetry and submit.
- e) Prepare an ICT based test in any one aspect of language.
- f) Select a topic from English textbooks of any one class (VI – IX) and develop a lesson plan using Constructivist Approach (7E's) and transacting the same before peers in simulated teaching exercise.
- g) Develop innovative lesson plans for the teaching of prose or poetry and submit.
- h) Google search the challenges faced by the English teachers in India and write an essay.

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SEMESTER VIII

PEDAGOGY OF SCHOOL SUBJECT II- COMMERCE (Part II)

Total Credits: 06

Total Marks: 100

University Assessment: 60

College Assessment: 40

Course Learning Outcomes

1. To understand the basic concepts associated with academic disciplines
2. To develop an understanding of the aims and objectives in the teaching of Commerce
3. To inculcate values in teaching of Commerce
4. To use various learning resource in the teaching of Commerce
5. To develop an insight about role, challenges and professional development of a Commerce teacher
6. To keep abreast of the current trends in the teaching of Commerce.

MODULE I- SUPPORT SYSTEM FOR EFFECTIVE TEACHING LEARNING OF COMMERCE SUBJECT:

Unit 1: Plan for effective teaching

a) Pedagogical analysis (in relation to core elements NEP 1986) -unit analysis

- Instructional objectives

- teaching learning

- Different evaluation techniques

b) Criteria of a good commerce textbook

c) Critical evaluation of commerce textbook (std XI and XII)

Unit 2: Diverse Issues in commerce

a) Commerce club (meaning, organization and activities)

b) Field visit (meaning, organization and importance)

- Visit to bank, multinational company, stock exchange and industries.

c) Community Resources and their use in Commerce

Unit 3: Learning resources in teaching of commerce

g) Instructional material - model, specimen, ppt, and mobile learning.

h) Mass media (newspapers, television, journals)

i) Use of ICT in the teaching of Commerce: Computer assisted learning, Social networking, Discussion forum, MOOCs, ICT tools

MODULE II: PROFESSIONAL DEVELOPMENT AND EVALUATION

Unit 4: Essentials of Commerce teacher

g) Qualities of Commerce Teacher

h) Multifarious role of Commerce Teacher

i) Functions and Responsibilities of Commerce Teacher

Unit 5: Professional Development of Teacher

a) Challenges faced by commerce teacher in teaching commerce

b) Need and Avenues of Continuous Professional Development

c) Role of teachers in inculcating values- global citizen, practical, social, cultural, ethical

and entrepreneurship.

Unit 6: Evaluation of commerce subject.

- a) Areas of continuous comprehensive evaluation in commerce.
- b) Preparation of achievement test (concept, criteria)
- c) Diagnostic testing and remedial teaching in commerce.

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

S.No	Task	Marks
1	Assignments (2*10)	20 marks
2	Case study/ Projects/ Posters and exhibits/ Seminar/Workshop/ Co-operative Learning/ Blended Learning/ Constructivist Learning/ Nai Talim – Experiential Learning/ Open Book assignment	05 marks
4	Class Test	15 marks
	Total	40 arks

Any two tasks from the following

(2 x 10 = 20 Marks)

- a) Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Learning experiences, Reflection)
- b) Prepare a pedagogical analysis plan for any one selected unit of any one subject of std XI or XII of Commerce
- c) Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Commerce by using any one of the following: Blended learning approach, constructivist approach
- d) Study and compare the Commerce education at higher secondary level in India with any other developed country.
- e) Select any contemporary issue related to Commerce field and present a paper using Seminar method.

References:

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SEMESTER VIII
ABILITY ENHANCEMENT COURSE: COMMUNICATION SKILLS

Total Credits: 03

Total Marks: 50

College Assessment: 50

Course Learning Outcomes:

- To develop better understanding of the self.
- To understand and have better self -awareness
- To understand their emotions and express them better
- To develop compassion for self and others, being other centered
- To develop skills and qualities of resilience
- To understand how to be empathetic while being assertive and able to resolve conflicts amicably.

MODULE I – I, me and myself

Unit 1: Introduction to Communication

- a) Theory of Communication, Types and modes of Communication
- b) Language of Communication: Verbal and Non-verbal (Spoken and Written) Personal, Social and Business
- c) Barriers and Strategies Intra-personal, Inter-personal and Group communication

Unit 2: Speaking skills

- a) Speaking Skills: Monologue Dialogue
- b) Group Discussion Effective Communication/ Mis- Communication
- c) Interview Public Speech

MODULE II – Others and I

Unit 3 – Reading and Understanding

- d. Close Reading Comprehension Summary Paraphrasing Analysis and Interpretation
- e. Translation(from Indian language to English and vice-versa)
- f. Literary/Knowledge Texts

Unit 4 - Writing Skills

- i) Documenting, Report Writing
- j) Making notes
- k) Letter writing

Any five tasks from the following

(5 x 10 = 50 Marks)

1. Write a report on any two modes of Communication
2. Watch a movie of educational significance and write a report on the same.
3. Write a dialogue between any one of them –
 - i) Teacher and student on not completing the tasks
 - ii) Salesman and customer on choosing a luxury product
 - iii) Bank manager and an account holder on new schemes in the bank
4. Create a story line on any topic of educational significance

5. Write a detailed report on history of translation and study a text that was translated through official sources
6. Interview an eminent educationist
7. Prepare a set of 20 questions and answers for a Group discussion on topics such as Environment sustainability/ values in education/ human right

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SEMESTER VIII

LEARNING RESOURCES (50marks)

Learning resources and preparation of materials

- Preparation and use of learning aids contextually.
- Audio-visual materials – chart, models, films, and filmstrips, radio, TV, supplementary books, handbooks, specimen etc.
- Field trips, national parks, study tours, community visit, visit to place of commercial/economic significance as a resource site
- Self-learning materials- worksheets.
- ICT in learning Economics, Commerce, English and Maths, interactive websites, online learning, and preparation of projects using ICT.
- Unit planning and lesson planning.
- Clubs and activities, exhibitions, celebration of National and Internal days of significance.
- Enhancing professional competency of teachers through action research, participation in seminars, developing write-ups for research communication.
- Additional Learning resources

(Appendix 'B')

**New ordinances 6799 & 6800 relating to the
B.Com B.Ed. Four Years Integrated Course**

1. Necessity of starting these courses- As per the NEP 2020 Integrated Teacher Education programme is vital to address the learning flexibility and continuity.
2. Whether UGC has recommended starting the said courses? - This course is recommended by the UGC, 26th October 2021. सी.जी.-डी.एल.-अ.-26102021-230728xxxGIDHxxx CG-DL-E-26102021-230728
3. Whether all the courses have commenced from the academic year 2019-20? The course haven't yet commenced at University of Mumbai
4. The courses started by the University are self-financed, whether adequate numbers of eligible permanent Faculties are available? - The courses haven't started yet, but the course can be self- financed and each college will have the necessary faculty for the same.
5. To give details regarding duration of the Course and is it possible to compress the course? The course is Integrated Teacher Education Programme and the duration is 4 years. It consists of Degree and Education as a dual degree programme but Integrated as one Programme. It comprises of theory and practical of the graduation and education programme. It has 20 weeks of Internship, community and electives of both the programme.
6. The intake capacity of each course and no. of admissions given in the current academic year (2019-20). Intake capacity 50 per unit. Admission is not commenced yet..
7. Opportunities of Employability / Employment available after undertaking these courses. Yes educational opportunities in schools and colleges, educational opportunities, research analyst, curriculum and content writers



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