



# St. Paul Institute of Professional Studies, Indore

An Autonomous Institute Affiliated to Devi Ahilya Vishwavidhyalaya, Indore

Accredited by NAAC with 'A' Grade

Phone No. 0731-2499911, 49661355, 4961356

E-mail: [info@spipsindore.ac.in](mailto:info@spipsindore.ac.in), Website: [www.spipsindore.com](http://www.spipsindore.com)



## PART A - INTRODUCTION

Program: Diploma		Class: B.COM. II Year	Session :2024-2025
Subject:		Commerce	
1	Course Code	EL-201	
2	Course Title	Principles of Management	
3	Course Type	Elective for Commerce faculty	
4	Pre-requisite	Not required	
5	Course Learning Outcomes	On having completed this course student should be able to: <ol style="list-style-type: none"><li>1. Demonstrate understanding of the role of managers in an organization</li><li>2. Summarize the elementary concepts, principles and theories of management</li><li>3. Examine the managerial functions having an impact on the organizational effectiveness</li><li>4. Identify the contemporary issues and challenges in management</li><li>5. Develop ethical workplace practices</li><li>6. Appraise the sources of influence to inspire the actions of other organizational members and evaluate the best control methods.</li></ol>	
6	Credit Value	6	
7	Total Marks	Maximum Marks : 30+70	Minimum Passing Marks : 35

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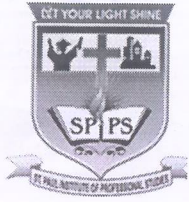
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## PART B: CONTENT OF THE COURSE

Unit	Topic	No. of lectures
1•	<b>Management</b> : Concept/meaning, Definition, Nature Functions, Process, Scope and Importance of Management. <b>Role of Vedic values and ethics in Management</b> , Difference between Management and Administration, Evolution of Management though Early contributions: Taylor and Scientific Management, Fayol's Administrative Management, Bureaucracy, Human Relations, and Modern Approach, Managerial Ethics.	15
2.	<b>Planning</b> - Meaning, Nature, Scope, Objective, Functions and Significance of Planning, Elements and Steps of Planning, Strategies and Policies, <b>Origination</b> - Meaning, Definition, Types, Scope, Principles, Line and Staff Relationship, Authority, Delegation and Decentralization. Effective Organizing, Organizational Structures, Staffing <b>Decision</b> - Meaning, Definition, Types, Scope, Principles, decision making,	15
3.	<b>Direction and Coordination</b> - Meaning and definition of direction, importance and principles of direction, techniques of direction, meaning of supervision, meaning of coordination, elements and features of coordination, importance of coordination, cooperation and coordination. steps for effective coordination, management of conflicts.	15
4.	<b>Motivation and Leadership</b> - Motivation: Concept, Forms of employee motivation, Need for motivation. Theories of motivation. Meaning and Functions of a Leader, Characteristics of effective Leadership, types and theories of leadership and Leadership Styles.	15
5.	<b>Controlling</b> - Definition, meaning, elements, Importance, controlling procedure, Types of control, control techniques, requirements of good control system. responsibility accounting PERT and CPM, use of Computers and IT in Management control. <b>Emerging trends in management</b> — Basic concept of-Total Quality Management, Crisis Management, Global Practices, Change Management, Logistic Management	30

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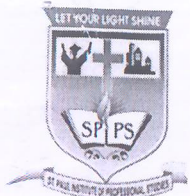
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## PART C : LEARNING RESOURCES

S.N.	Author	Book title	Publisher
1.	Koontz Harold & Weihrich	Essentials of management	Tata McGraw Hill New Delhi.
2.	Ramasamy, T.	Principles of Management	Himalaya Publishing House Pvt.Ltd.Nagpur
3	Durai, P	Principles of Management, Text and Cases	Pearson Education New Delhi
4 .	Prasad,L.M	Principles and Practice of Management	Schand & Company Ltd New Delhi
5 .	Gupta R.N.	Principles of Management	Vikash & Schand Company Ltd New Delhi
6	Neeru Vasishth	Principles of Management	Kitab Mahal Publishers, New Delhi
7	Boddy	Management: An Introduction	Pearson Education New Delhi

### Suggestive digital platforms, web links:

1. <https://ncert.nic.in/textbook/pdf/hbs102.pdf>

2. [https://www.tutorialspoint.com/management\\_principles/management\\_principles\\_tutorial.pdf](https://www.tutorialspoint.com/management_principles/management_principles_tutorial.pdf)

3. <https://d3bxv9euw4e147.cloudfront.net/media/documents/PrinciplesofManagement-dP.pdf>

4. <https://www.lsrheaia.org/wp-content/uploads/2019/09/FYBMS-Principles-of-magt.pdf>

5. [https://faculty.mercer.edu/jackson\\_r/Ownership/chap02.pdf](https://faculty.mercer.edu/jackson_r/Ownership/chap02.pdf)

6. <https://www.freebookcentre.net/business-books-download/Introduction-to-Principles->

7. Management.html. <https://magics.blogspot.com/2018/07/ds-12-business-study-dp-2.html>

## Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE) :70 marks

<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive Evaluation (CCE):30	Assignment/Presentation	
<b>External Assessment:</b>	Section(A) : Six Very Short Questions	06 x 01 = 06
University Exam Section: 70	Section (B) : Five Short Questions	05 x 08 = 40
Time : 03.00 Hours	Section (C) : Two Long Questions	02 x 12 = 24
		Total 70

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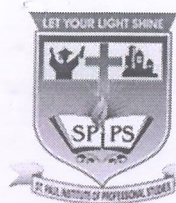
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## Part-A : Introduction

Program : Diploma	Class: II year	Session: 2024-2025
<b>Subject: Business Economics</b>		
Course Code	EL-202	
Course Title	Indian Economy (Open for all except BA)	
Course Type (Core Course/Elective/Generic Elective/Vocational)	Generic Elective-I	
Pre-requisite (if any)		
Course Learning outcomes (CLO)	The course will enable the students to develop the proper understanding about the Indian Economy from Independence to liberalization and beyond.	
Credit Value	Theory-6	
Total Marks	Max. Marks : 30+70	Min. Passing Marks : 35

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## Part-B - Content of the Course-GE Subject- I (Indian Economy)

Total No. of Lecture      Total No. of Lectures-90

Unit	Topic	No. of Lectures
I	<b>INDIA FROM INDEPENDENCE TO LIBERALIZATION</b> An overview of the economic developments during the period 1947-1980; Objectives and strategies of planned economic development and the role of the State; Slowdown in economic growth since mid-1960; Changes in policy emphasis from economic growth to distribution; Green revolution. <b>Key words/tags:</b> Economic developments; Liberalization	20
II	<b>INDIA SINCE 1980S AND BEYOND: AN OVERVIEW</b> India Crisis 1980's. Policy Changes since 1980s. The 1990 Crisis. Why Liberalization? Causes and Effects. Regional differences. Industry and Firm size. Manufacturing and Services. Institutions and Infrastructure. <b>Key words/Tags:</b> Industry and Firm size; Manufacturing; Services; Infrastructure.	25
III	<b>MACRO TRENDS SINCE 1990:</b> Growth, Savings and Investment, Population, Employment, Regional differences, Monetary and Financial trends. <b>Key words/Tags:</b> Population, Employment, Regional differences, Monetary.	20
IV	<b>INDIAN AGRICULTURE SINCE 1990</b> Post Green Revolution agriculture; Production and productivity crisis in agriculture; Regional differences; Food Security, PDS system and Malnutrition. <b>Key words/Tags:</b> Agriculture; Production and productivity crisis in agriculture; Food Security	15
V	<b>Indian Industry and Service since 1990:</b> (a) Industry, Foreign Trade and Foreign Capital Since 1990. Role of Services and Infrastructure in Economic Development <b>Key words/Tags:</b> Foreign Trade, Role of Services and Infrastructure in Economic Development	10

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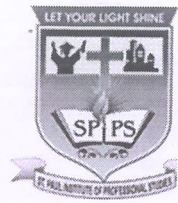
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## Part-C Learning Resources

Text Books, Reference Books, Other Resources

### Suggested Readings:

1. Arvind Subramanian (2007), Growth Experience, in Kaushik Basu (ed), The Oxford Companion to Economics in India, OUP, Delhi, pp. 231-236. (2008 edition may be also be used).
2. T.N. Srinivasan and S.D. Tendulkar (2003), Reintegrating India with the World Economy, OUP, Delhi, Chapter 1, 2 (pp. 11-27)
3. Arvina Subrahmanian (2008) Indias: Tumi understanding the Economic Transformation, Oxford University Press (OUP), Delhi, 2008, Chapter 2.
4. T.N. Srinivasan and S.D. Tendulkar (2003), Reintegrating India with the W'orld Economy, OUP, Chapter 2 (pp. 27-47).
5. Rakesh Mohan (2008), Growth Record of the Indian Economy, 1950-2008: A story of Sustained Savings and Investment, EPW, May 10.
6. K.V. Ramaswamy (2007), Regional Dimensions of Growth and Employment, EPW, Dec 8.
7. Tim Dyson (2008), India's Demographic Transition and its consequences for Development, paper presented at IEG (Third Lecture in the Golden Jubilee Series) Mar 24.
8. Mihir Rakshit (2009), India amidst the Global Crisis, EPW March 28.
9. Note: Readings 1,2 and 3 are also available in Uma Kapila (ed) India's Economic Development Since 1947. Academic Foundation, Delhi, 4th edition 2009-10
10. Ramesh Chand, S.S. Raju, L.M. Pandey (2007), Growth Crisis in Agriculture —Severity and Options at National and State Levels, EPW, June 30
11. Bharat Ramaswami (2007), Public Distribution System in Kaushik Basu (ed), The Oxford Companion to Economics in India pp.430-33
12. R. Radhakrishna (2005), Food and Nutrition Security of the Poor, EPW, 30 April. Note: *Readings 1 and 3 are also available in Uma Kapila (ed) India's Economic Development Since 1947. Academic Foundation, 4th edition 2009-1*
13. R. Nagaraj (2008), India's Recent Economic Growth: A closer look, EPW, Apr 12.
14. Pulin Nayak (2007), Privatization, in Kaushik Basu (ed), The Oxford Companion to Economics in India, pp. 426-30.
15. Nagesh Kumar (2005), Liberalization, FDI flows and Development, EPW, Apr. 2
16. J. Alhuwalia (2006), Trade Liberalization and Industrial Performance: A Disaggregated View of Indian Manufacturing in the 1990s, in Suresh Tendulkar et. al. (eds.) India: Industrialization in a Reforming Economy, Academic Foundation,
17. Jim Gordon and Poonam Gupta (2003), Understanding India's Services Revolution paper presented in IMF-NCAER Conference 2003, A Tale of Two Giants: India's and China's Experience with Reform, (excluding Section V) November 14-16, 2003, New Delhi ([www.imf.org/external/np/apd/seminars/2003/newdelhi/gordon.pdf](http://www.imf.org/external/np/apd/seminars/2003/newdelhi/gordon.pdf))
18. Sebastian Morris (2007), Infrastructure, in Kaushik Basu (ed), The Oxford Companion to Economics in India, pp.291- 96.

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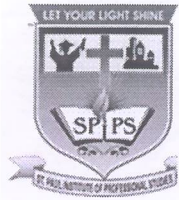
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## Suggested Equivalent On line Courses :

1. <https://www.coursera.org/courses?query=economics>
2. <https://www.mooc-list.com/tags/economics>
3. <https://www.coursera.org/learn>
4. <https://ocw.mit.edu/courses>
5. <https://nptel.ac.in/courses/macro> economics
6. <https://nptel.ac.in/courses/economics>
7. <https://nptel.ac.in/courses/Managerial> Economics

Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE) :70 marks		
<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive	Assignment/Presentation	
Evaluation (CCE):30	E-quiz	
<b>External Assessment:</b>	Section(A) : Six Very Short Questions	06 x 01 = 06
University Exam Section: 70	Section (B) : Five Short Questions	05 x 08 = 40
Time : 03.00 Hours	Section (C) : Two Long Questions	02 x 12 = 24 Total 70

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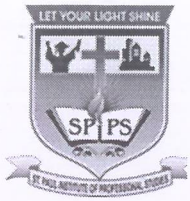
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## PART B- Content of the Course

Total no. of Lectures (in hours per week): - 04

Total Lectures: -60

Unit	Topic	No. of Lectures
I	<ol style="list-style-type: none"><li>1. Indian Political Thought: Introduction, Nature, Sources, Features</li><li>2. Manu: Ideas of State- The Origin and Form of the State, saptanga Philosophy, Ideas of Exchequer Economics, Mandala Principles and Six fold Policy.</li><li>3. Kautilya: State-related ideas- The origin and nature of the State, the Saptanga Doctrine, the Council of Ministers, the Justice and Penal System, the Mandal Doctrine and the Six fold Policy.</li></ol>	12
II	<ol style="list-style-type: none"><li>1. Rajaram Mohan Roy: Ideas on social reform, ideas of freedom and equality.</li><li>2. Swami Vivekananda: the spiritual basis of humanism, the idea of freedom, the essence of socialism.</li><li>3. Lokmanya Bal Gangadhar Tilak: Social Reforms Programme, National Education and Nationalism, Swadeshi and Swaraj.</li><li>4. Shri Aurobindo Ghosh: Concept of Nationalism, Ideas related to Freedom.</li></ol>	12
III	<ol style="list-style-type: none"><li>1. Mahatma Gandhi: Spiritualization of Politics, The Ends and Means Relationship, The Idea of Non-Violence and Satyagraha, State and Economic Thought.</li><li>2. Pt. Jawaharlal Nehru: Ideas of Nationalism, Democracy, Internationalism, State and Planning, Panchasheel, Non-Alignment.</li><li>3. Subhas Chandra Bose — Nationalism, Freedom and Socialism, Role in The National Movement.</li><li>4. Dr. Bhimrao Ambedkar: Social justice Ideas of Freedom and Equality, Role of Dr. Ambedkar in Constitution Making.</li></ol>	12
IV	<ol style="list-style-type: none"><li>1. M.N.Roy: The Concept of New-Humanism, Marxism.</li><li>2. Ram Manohar Lohia: Social and political ideas, freedom, equality, concept of chauhamba state, socialist thought.</li><li>3. Jayaprakash Narayan: Ideas on democracy and sarvodaya, party system and ideas on the total revolution.</li><li>4. Pt. Deendayal Upadhyaya: The concept of integral humanism, nationalism and economic thought.</li></ol>	12
V	Contribution of Women Thinkers <ol style="list-style-type: none"><li>1. Pandita Ramabai</li><li>2. Tarabai Shinde</li><li>3. Savitribai Phule</li><li>4. Kamaladevi Chattopadhyay</li></ol>	12
Keywords/ Tags	Saptang, Social Trusts, Nationalism, Total Revolution, Humanism, Socialism, Democracy	

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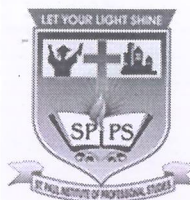
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## PART C- Learning Resources

### Textbooks/ Reference Books:

1. Mehta V.R. Foundations of Indian Political Thought – An Interpretation, Manohar Publishers and Distributors, New Delhi.
2. Verma, V.P. Modern Indian Political Thought, Lakshmi Narayan Agrawal, Agra.
3. Jayapalan N, Indian Political Thinkers, Atlantic Publishers New Delhi.
4. Dadhich, N, Non-Violence, Peace and Politics: Understanding Gandhi, Pioneer Publisher, Jaipur.
6. Gangwal Sunita, Indian Political Thinkers, College Book Center, Jaipur.
7. Geraldine Forbes, Woman in Modern India – New Cambridge History of India – Cambridge University Press.
8. Shakuntala Narsimhan – Kamaladevi Chattopadhyay; The Romanic Rebel, Sterling Publishers, New Delhi.
9. Jamila Brijbhoshan, Kamaladevi, Portrait of a Rebel, Abhinav Publications, New Delhi.

### Suggested Digital Platforms, Web Links:

1. [www.mkgandhi.org](http://www.mkgandhi.org)
2. <http://deendayalupsdhyay.org>
3. <https://www.eshiksha.mp.gov.in>

Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE) :70 marks		
<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive Evaluation (CCE):30	Assignment/Presentation	
	E-quize	
<b>External Assessment:</b>	Section(A) : Six Very Short Questions	06 x 01 = 06
University Exam Section: 70	Section (B) : Five Short Questions	05 x 08 = 40
Time : 03.00 Hours	Section (C) : Two Long Questions	02 x 12 = 24
		Total 70

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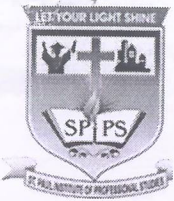
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Program : Diploma	Class: II year	Session: 2024-25
Subject: Business Economics		
Course Code	EL-204T	
Course Title	Entrepreneurship & Family Business	
Course Type (Core Course/Elective/ Generic Elective/Vocational)	Generic Elective-II	
Pre-requisite (if any)		
Course Learning outcomes (CLO)	Provide understanding of entrepreneurship, i.e., initiating an innovative new business venture and developing it into a self-sustaining and profitable enterprise. Family businesses impact all our lives. The course shall explore the business, personal, and interpersonal issues associated with a family-owned and managed company. The objective of this stream is to provide comprehensive knowledge and develop competencies to start own independent business.	
Credit Value	Theory-6	
Total Marks	Max. Marks : 30+70=100      Min. Passing Marks : 35	

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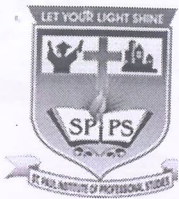
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Part B- Content of the Course		
Total No. of Lectures=90		
Unit	Topic	No. of Lectures
I	<b>The Entrepreneurial Development Perspective</b> Concepts of Entrepreneurship Development, Evolution of the concept of Entrepreneur, Entrepreneur Vs. Entrepreneurship, Entrepreneur Vs Manager, Attributes and Characteristics of a successful Entrepreneur. Key words/tags: Entrepreneurship Development; Entrepreneur Vs Manager	20
II	<b>Creativity Issues And Idea Processing</b> Managing Creativity Issues to be addressed in working the definition of creativity - Definition -Attributes of a creative person - Creative Thinking and Motivation — Managing Creativity - Organizational Actions that enhance and hinder Creativity — Organizational priorities and Creativity -Managerial responsibilities in a creative organization. Searchfor business idea, sources of ideas, idea processing , Input requirements: sources and criteria of financing, fixed and working capital assessment, technical and marketing assistance. <b>Key words/Tags</b> :Managing Creativity Issues; Creative Thinking and Motivation; Organizational Actions	25
III	<b>Entrepreneur And Economic Development</b> Role of Entrepreneur in Indian economy and developing economies with reference to Self- Employment Development. Entrepreneurial Culture. The Entrepreneurial mind-set in individuals, The Entrepreneurial mind-set in organizations andcorporate entrepreneurship, Entrepreneurial Strategy: generating and exploiting new entries. Why do Entrepreneurs fail - The FOUR Entrepreneurial Pitfalls (Peter Drucker). <b>Key words/Tags</b> :Role of Entrepreneur in Indian economy; Entrepreneurial Strategy.	20
IV	<b>Management Of Family Business</b> Overview of Family Business Domain, Family capital, Recognize conflict, Decision making and conflict management, Governance of the family enterprise, Enduring family enterprise. Key words/Tags :Family Business Domain; Recognize conflict.	15
V	<b>Succession Planning</b> Innovation & Change , Nagging issues, Succession, Developing leadership abilities, Estate planning, Expectations of successors, Self-development and career plan, Preparing the next generation Key words/Tags : Innovation; Developing leadership abilities; Self-development.	10

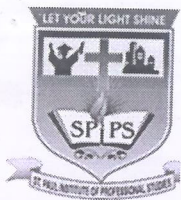
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Part-C Learning Resources	
Text Books, Reference Books, Other Resources	
<b>Suggested Readings:</b> <ol style="list-style-type: none"><li>1. Vasanth Desai : Dynamics of Entrepreneurial Development &amp; Management</li><li>2. Gupta &amp; Srinivasan : Entrepreneurial Development</li><li>3. John Kao : Creativity &amp; Entrepreneurship.</li><li>4. Carlock, R. S. &amp; Ward, J. Strategic Planning for Family Business: Parallel Planning to Unite the Family and the Business.</li><li>5. Poza, E. J. Family Business. 2007.</li></ol>	
<b>Suggested Equivalent On line Courses :</b> <ol style="list-style-type: none"><li>1. <a href="https://www.coursera.org/courses?query=economics">https://www.coursera.org/courses?query=economics</a></li><li>2. <a href="https://www.mooc-list.com/tags/economics">https://www.mooc-list.com/tags/economics</a></li><li>3. <a href="https://www.coursera.org/learn">https://www.coursera.org/learn</a></li><li>4. <a href="https://ocw.mit.edu/courses">https://ocw.mit.edu/courses</a></li><li>5. <a href="https://nptel.ac.in/courses/macro_economics">https://nptel.ac.in/courses/macro_economics</a></li><li>6. <a href="https://nptel.ac.in/courses/economics">https://nptel.ac.in/courses/economics</a></li><li>7. <a href="https://nptel.ac.in/courses/Managerial_Economics">https://nptel.ac.in/courses/Managerial Economics</a></li></ol>	

Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE) :70 marks		
<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive Evaluation (CCE):30	Assignment/Presentation	
	E-quiz	
<b>External Assessment:</b>	Section(A) : Six Very Short Questions	06 x 01 = 06
University Exam Section: 70	Section (B) : Five Short Questions	05 x 08 = 40
Time : 03.00 Hours	Section (C) : Two Long Questions	02 x 12 = 24 Total 70

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<b>Part A Introduction</b>		
<b>Program: Diploma</b>		<b>Class: II Year</b>
		<b>Session: 2024-25</b>
<b>Subject: NCC</b>		
1	Course Code	<b>EL-205T</b>
2	Course Title	<b>NCC Part II</b>
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	<b>Elective</b>
4	Pre-requisite (if any)	To study this course, a student must have passed Certificate Course and must be medically fit. This course can be opted as an elective and it is open for all.
5	Course Learning outcomes (CLO)	The students will understand the role of NCC in different walks of life. They will come to know the importance of time management, national integration, social services and community development. Give awareness to the youth about environment and importance of tree plantation in developing a clean and pollution free environment. Learn the road safety rules
6	Credit Value	<b>04</b>
7	Total Marks	Max. Marks: 30+70 Min. Passing Marks:35

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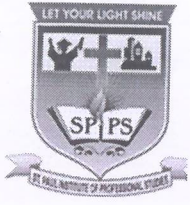
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### Part B - Content of the Course

Total numbers of Lectures (in hours per week) : 2 hours per week  
Total Lectures : 60 hours

Unit	Topics	No. of Lectures
I	<b>NCC GENERAL</b> <ul style="list-style-type: none"><li>Duties of NCC Cadet.</li><li>NCC Camps: Types &amp; Conduct.</li><li>Role of NCC cadets in various natural calamities and war.</li></ul>	12
II	<b>National Integration and Awareness</b> <ul style="list-style-type: none"><li>National Integration: Importance &amp; Necessity.</li><li>Factors Affecting National Integration.</li><li>Unity in Diversity.</li><li>Threats to National Security.</li><li>Case study of Sardar Vallabh Bhai Patel in National integration and nation building.</li></ul>	12
III	<b>Benefits Of NCC</b> <ul style="list-style-type: none"><li>Incentives of NCC.</li><li>Importance of time management in daily life.</li><li>Role of NCC in Nation Building in National integration</li><li>Various entry in defense services through NCC.</li></ul>	12
IV	<b>Social Service and Community Development.</b> <ul style="list-style-type: none"><li>Basics of social service and its need.</li><li>Types of social service activities, blood donation, organ donation pledges, adult education, services in old age homes etc, Cancer and AIDS : its prevention and cure.</li><li>Objectives of rural development programs and its importance.</li><li>Role of NCC and its contribution in social welfare activities.</li><li>Traffic awareness.</li></ul>	12
V	<b>Environmental awareness and water conservation</b> <ul style="list-style-type: none"><li>Role of NCC in environmental awareness program like Swachh Bharat Abhiyan, Polythene Mukht Abhiyan, tree plantation etc</li><li>Conservation and management of water resources</li><li>Air pollution, water pollution: causes, remedies and its environmental effects</li></ul>	12

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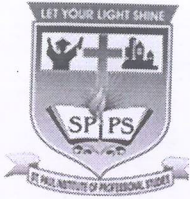
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Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE) :70 marks		
<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive Evaluation (CCE):30	Assignment/Presentation	
	E-quiz	
<b>External Assessment:</b>	Section(A) : Six Very Short Questions	06 x 01 = 06
University Exam Section: 70	Section (B) : Five Short Questions	05 x 08 = 40
Time : 03.00 Hours	Section (C) : Two Long Questions	02 x 12 = 24 Total 70

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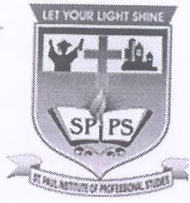
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## Syllabus of Practical Paper

Part A Introduction					
Program: Diploma		Class: II Year		Session: 2024-25	
Subject: NCC					
1	Course Code	EL-205P			
2	Course Title	NCC Training Part II			
3	Course Type (Core Course/Elective/Generic Elective/Vocational....)	Elective			
4	Pre-requisite (if any)	To study this course, a student must have passed Certificate course with any subject and must be medically fit. This course can be opted as an elective and it is open for all.			
5	Course Learning outcomes (CLO)	Students will understand that drill as the foundation for discipline and to command a group for common goal. Appreciate grace and dignity in the performance of foot drill. Aim of the course is to inculcate a sense of discipline, create self-confidence and to create a human resource of organized, trained youth . Give awareness to the youth about environment and importance of tree plantation in developing a clean and pollution free environment.			
6	Credit Value	02			
7	Total Marks	Max. Marks: 30+70		Min. Passing Marks: 35	

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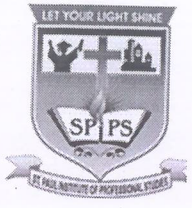
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## Part B- Content of the Course

Total numbers of Lectures (in hours per week) :		
L-T-P: 00-00-01		
S.No.	Topics	No. of Lectures
I	Drill : Foot Drill Dahine, Baen, Aage aur Peeche kadam Lena. Tej chal se Murdna, Tej chal se Salute karna, Tej kadam Taal aur Tham, Tej kadam Taal se kadam Badalna. Teeno Teen se Ek File aur ek file se Teeno Teen Banana.	15
II	Group Discussion on current topics and issues (National & International) Public Speaking /Extempore Tree plantation by each student and its preserving throughout the year	15
TOTAL		30

Keyword/Tags:

## Part C -Learning Resources

### Text Books, Reference Books, Other resources

#### Suggested Readings:

S.No	Writer	Name of Book	Name of Publication	Year of Publication
1	Chauhan , Lt.(Dr.) Rajeev Kumar	NCC National Cadet Corps	Aakriti Publication	2021
2	Gupta , R.K.	NCC National Cadet Corps (Hindi & English)	Ramesh publication	2021
3	NCC Directorate	Hand Book of NCC	Kanti Publication.	2017
4	NCC Directorate	Hand book of NCC an unique book for NCC Cadets	Naveen Publication	2019
5	Ranjan , Shashi and Kumar, Aashish	Handbook of NCC	Goodwin Publication	2021
6	NCC Directorate M.P. & C.G	Cadets Hand book	NCC Directorate	

2. Suggestive digital platforms web links: 1. <https://www.en.m.wikipedia.org>  
2. <https://www.firstaidforfree.com>  
3. DG NCC TRAINING APP.M.P. & C.G.

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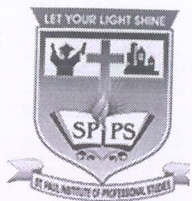
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Part D- Assessment and Evaluation			
Suggested Continuous Evaluation Methods:			
Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz	10	Viva Voce on Practical	10
Attendance	10	Practical Record File	10
Assignments	10	Drill, Group Discussion, Public Speaking	50
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>70</b>
Any remarks/ suggestions:			

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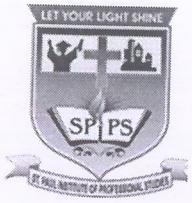
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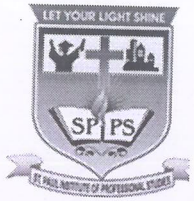


### Format for Syllabus of Theory Paper

Part A Introduction			
Program:	Diploma	Class: UG	Year: 2nd Year Session: 2024-25
Subject: Physical Education			
1	Course Code	EL-206T	
2	Course Title	PHYSICAL EDUCATION FOR HEALTHFUL LIVING	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Elective	
4	Pre-requisite (if any)	This course can be opted as an elective subject by the students of any core and it is open for all.	
5	Course Learning outcomes (CLO)	On completion of this course, learners will be able to: <ul style="list-style-type: none"><li>• Know the concept of health and about the development and assessment of health-related fitness.</li><li>• Understand the Govt fitness protocol for 5 to 18 years, 18 to 65 years and 65+.years people and able to assess their fitness.</li><li>• Calculate the calorie requirements of common man and athletes and able to guide people about nutritional guidelines.</li><li>• Diagnose the common injuries and able to give first aid and help in the rehabilitation of these injuries.</li><li>• Provide CPR in emergency cases which may be a lifesaving technique.</li><li>• Develop general awareness about international sports, motivate to know more about sports and also prepare for competitive exams.</li></ul>	
6	Credit Value	4	
7	Total Marks	Max. Marks 30 +70	Min. Marks : 35

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### Part B- Content of the Course

Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: Lectures - 60 Hours		
Unit	Topics	No. of Lecture
I	<b>Health and Development of Health-Related Fitness</b> <ul style="list-style-type: none"><li>• Concept of Health, Spectrum and Dimension of Health</li><li>• Personal hygiene and care</li><li>• Guidelines for development of health-related fitness (Body Composition, Flexibility, Muscular Strength, Muscular Endurance Cardio-respiratory Endurance)</li><li>• Assessment of health-related fitness and body composition</li></ul>	12
II	<b>Fit India Movement</b> <ul style="list-style-type: none"><li>• Fitness protocols and guidelines for 5 to 18 Years (Concept, Purpose and Physical Fitness assessment)</li><li>• Fitness protocols and guidelines for 18 to 65 years (Concept, Purpose and Physical Fitness assessment)</li><li>• Fitness protocols and guidelines for 65+ Years (Concept, Purpose and Physical Fitness assessment)</li></ul>	12
III	<b>Introduction to Nutrition</b> <ul style="list-style-type: none"><li>• Definition and importance of nutrition and balance diet</li><li>• Role and source of macro nutrients, micro nutrients, fibres and water</li><li>• Factor affecting diet planning for common man and athletes</li><li>• Assessment of daily calorie requirement on the basis of BMR and activity level (Harris Benedict and Muffin equation can be used for estimating BMR/RMR)</li><li>• Nutritional guidelines for common man and athletes</li></ul>	12
IV	<b>Common Injuries: Their first aid and management</b> <ul style="list-style-type: none"><li>• Causes of injuries, prevention of injuries</li><li>• Concept and importance of first aid</li><li>• First aid and rehabilitation for common sports injuries: concept of RICE (Abrasion, Laceration, Contusion, Sprain, Strain and Cramp)</li></ul> <b>Cardio-pulmonary Resuscitation (CPR)</b> Theory and application of CPR in the case of heart attack and drowning (Practical's must be demonstrated by a certified trainer of CPR. )	12

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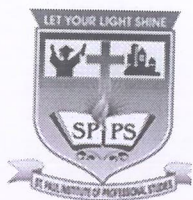
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V	<b>General Awareness of International Sports Events (Concept and organisation)</b> <ul style="list-style-type: none"><li>• Olympic Games</li><li>• Asian Games</li><li>• Commonwealth Games</li><li>• World University Games</li><li>• Khelo India Movement</li></ul>	12
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**Keywords / Tags:** Health, Spectrum of Health, Dimension of Health, Hygiene, Health Related Fitness, Body Composition, Flexibility, Muscular Strength, Muscular Endurance, Cardio-respiratory Endurance, Fitness Protocol, Nutrition, Balance diet, Macro Nutrients, Micro Nutrients, Fibres in Nutrition, Water in Nutrition, Diet Planning, Daily Calorie Requirement, BMR, RMR, Harris Benedict Equation for BMR, Mufflin Equation for BMR, Activity Level, Nutritional Guidelines, Causes of Injuries, Prevention of Injuries, First Aid, RICE, Abrasion, Laceration, Contusion, Sprain, Strain, Cramp, Spasm, CPR, Olympic, Asian Games, Commonwealth Games, World University Games, Universiade, Khelo India, Khelo India Youth Games.

## Part C-Learning Resources

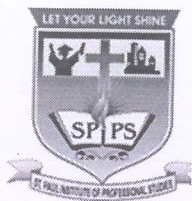
### Text Books, Reference Books, Other resources

#### Suggested Readings:

- Park K., "Park's Textbook of Preventive and Social Medicine", Bhanot Publication, 2021
- Sarah Benes, Holly, Alperin "The Essential's of Teaching Health Education: Curriculum, Instructions and Assessment." Human Kinetics, 2021
- Glen G. Gilbert, Robin G. Sawyer, Elisa Beth McNeil, "Health Education: Creating Strategies for School & Community Health" Jones & Bartlett Publishers, 2014
- Joseph P. Winnick, Francis X. Short, "The Brockport Physical Fitness Test Manual" Human Kinetics, 2014
- Barry L. Jhonson, Jack K. Nelson, "Practical Measurements for Evaluation in Physical Education" Pearson, 1987.
- Singh Ajmer, Gill Jagtar Singh, Baish Jagdeesh, Barar Rashpal Singh "Essentials of Physical Education" New Delhi: Kalyani Publisher 2016.
- Deepti Sharma, "Textbook on Food Science and Human Nutrition" Daya Publishing House, 2020
- Swaminathan M., "Advanced Textbook on Food and Nutrition- Volume I" The Bangalore Press
- Swaminathan M., "Advanced Textbook on Food and Nutrition- Volume II" The Bangalore Press

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- Patrik Holford, "The optimum Nutrition Bible" Piatkus, 2004
- Uppal A.K., Ranganathan P.P., "Fitness Wellness and Nutrition" Friends Publication, 2020
- Christer Rolf, "The Sports Injuries Handbook: Diagnosis and Management" A&C black Publisher, 2007.
- Gupta L.C., Gupta Abhitabh, "Manual of First Aid: Management of General Injuries Sports Injuries and Common Ailments" Jaypee Brothers Publication, 2012
- Shamshad Ahmed, "Olympic Games, Asian Games, Afro Asian Games and Common Wealth Games" Isha Books, 2005
- David Wallechinsky, Jaime Loucky, "The Complete Book of Olympics", Aurum Press, 2012

## 2. Suggestive digital platforms web links:

- <https://fitindia.gov.in/fitnessprotocois>
- [https://en.m.wikipedia.org/wiki/Health\\_education](https://en.m.wikipedia.org/wiki/Health_education)
- [https://simple.m.wikipedia.org/wiki/Physical\\_fitness](https://simple.m.wikipedia.org/wiki/Physical_fitness)
- [https://en.m.wikipedia.org/wiki/Olympic\\_Games](https://en.m.wikipedia.org/wiki/Olympic_Games)
- [https://en.m.wikipedia.org/wiki/Asian\\_Games](https://en.m.wikipedia.org/wiki/Asian_Games)
- [https://en.m.wikipedia.org/wiki/Commonwealth\\_Games](https://en.m.wikipedia.org/wiki/Commonwealth_Games)
- <https://en.m.wikipedia.org/wiki/Universiade>
- [https://en.m.wikipedia.org/wiki/Khelo\\_India](https://en.m.wikipedia.org/wiki/Khelo_India)

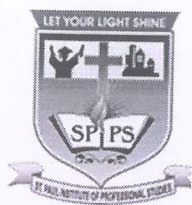
Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE) :70 marks		
<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive Evaluation (CCE):30	Assignment/Presentation	
	E-quiz	
<b>External Assessment:</b>	Section(A) : Six Very Short Questions	06 x 01 = 06
University Exam Section: 70	Section (B) : Five Short Questions	05 x 08 = 40
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### Format for Syllabus of Practical Paper

Part A Introduction			
Program : Diploma	Class: UG	Year: 2nd Year	Session: 2024-25
<b>Subject: Physical Education</b>			
	Course Code	EL-206P	
2	Course Title	PHYSICAL EDUCATION FOR HEALTHFUL LIVING	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/ .... )	Elective	
4	Pre-requisite (if any)	This course can be opted as an elective subject by the students of any core and it is open for all.	
5	Course Learning outcomes (CLO)	<b>On completion of this course, learners will be able to:</b> <ul style="list-style-type: none"><li>• Measure body composition and other health related fitness.</li><li>• Conduct fitness test for various age categories as per Govt. fitness protocol and norms.</li><li>• Calculate daily calorie requirement of person and able to guide the people about nutrition.</li><li>• Provide first aid to people for common sports injuries.</li><li>• Apply in emergency the CPR to the affected person and will be able to save life of people.</li></ul>	
6	Credit Value	2	
7	Total Marks	Max. Marks: 30+70	Min. Marks: 35

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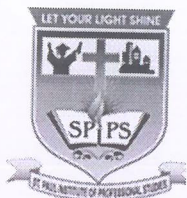
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Part B- Content of the Course		
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: Practical - 30 Hours		
Unit	Topics	No. of lectures
I	<b>Assessment of health-related fitness</b> <ul style="list-style-type: none"><li>• Body Composition (Bioelectric Impedance Analysis Test)</li><li>• Flexibility (Sit and Reach)</li><li>• Muscular Strength (Dynamometer Test for Back Strength and Leg Strength)</li><li>• Muscular Endurance: (The Plank Fitness Test)</li><li>• Cardio-respiratory Endurance (Cooper's 12 Minute Run/Walk Test)</li></ul>	4
II	<ul style="list-style-type: none"><li>• Test given in Fitness Protocol for 5 to 18 Years,</li></ul>	4
III	<ul style="list-style-type: none"><li>• Test given in Fitness Protocol for 18 to 65 Years and above 65 Years)</li></ul>	4
IV	<ul style="list-style-type: none"><li>• Assessment of daily calorie requirement on the basis of BMR and activity level (Harris Benedict and Mufflin equation can be used for estimating BMR/RMR)</li><li>• Dressing for abrasion and laceration, Application of ice and applying crape bandage to common injuries like sprain.</li><li>• CPR Practical (Practicars must be demonstrated by a certified trainer of CPR. )</li></ul>	4
V	<ul style="list-style-type: none"><li>• Practice of any two game / Sport as per available facility in the Institution / College as per the list of Association of Indian Universities (AIU): Basic Skills, Basic Rules and Ground Marking 1<sup>st</sup> Game - July to Dec 2<sup>nd</sup> Game - Jan to May</li></ul>	4
Keywords/Tags: Note: Keywords / Tag listed in theory section can be used for the reference purpose for practical's.		

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<b>Part C-Learning Resources</b>	
<b>Text Books, Reference Books, Other resources</b>	
<b>Suggested Readings:</b> Note: Books listed in theory section can be used for the reference purpose for practical's.	
<b>Suggestive digital platforms web links</b> Note: Suggestive digital platforms web links listed in theory section can be used for the reference purpose for practical's.	
<b>Suggested equivalent online courses:</b>	

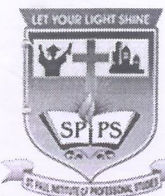
<b>Part D-Assessment and Evaluation</b>			
<b>Suggested Continuous Evaluation methods:</b>			
<b>Internal Assessment</b>	<b>Marks</b>	<b>External Assessment</b>	<b>Marks</b>
Class Interactions/Quiz		Viva Vice on Practical	
Attendance		Practical Record file	
Assignment (Charts / Modal/seminar/ Rural services/Technology Dissemination/report of excursion/Lab visits/survey/Industrial visits		Table/Ground work/Experiments/Practical's	
<b>Total</b>	<b>30</b>	<b>Total</b>	<b>70</b>

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## PART A- Introduction

Program: Certificate/ Diploma/ Degree		Class: II Year	Session: 2024-25
1	Subject	English Literature (Theory)	
2	Course Code	EL-208 T	
3	Course Title	Mass Media and Communication Skills (Paper 1, Theory)	
4	Course Type	Generic Elective	
5	Pre-Requisite	This course can be opted as an elective by the students of following subjects: .../ Open for all	
6	Course Learning Outcomes	<p>The course is based on the needs and merits required in mass media. The study of this paper will enable the students to:</p> <ul style="list-style-type: none"><li>• Develop practical and creative skills of mass communication and media,</li><li>• Stimulate critical thinking,</li><li>• Identify avenues for a career in print and electronic media,</li><li>• Keep themselves abreast to the outer world,</li><li>• Identify ways to give voice to the voiceless,</li><li>• Spread their art and culture among different sections of society,</li><li>• Attain managerial efficiency; and</li><li>• Develop leadership qualities.</li></ul>	
7	Credit value	4	
8	Total Marks	Mix. Marks: 70+30	Min. Passing Marks: 35

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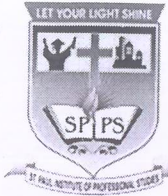
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## PART B- Content of the Course

Total no. of Lectures (in hours per week): - 04 Total Lectures: - 60 hours

Unit	Topic	No. of Lectures
I	<b>1. Introduction to Mass Communication</b> 1.1 Media and communication skills 1.2 Mass communication and globalization 1.3 Forms of mass communication <b>Keywords/Tags:</b> Media, Types of media, Types of communication, Communication cycle	12
II	<b>2. Advertisement and Digital Media</b> 2.1 Types of advertisements 2.2 Advertising ethics 2.3 How to create advertisements and storyboards 2.4 Principles of digital media marketing <b>Keywords/Tags:</b> Development of idea, Commercial, Promotion, Blurb, Types of advertising, Short film	12
III	<b>3. Media Writing</b> 3.1 Script writing for TV and radio 3.2 Writing news reports and editorials <b>Keywords/Tags:</b> Bulletin, Journalism Tactics, Multimedia, News Stories, Syntax of online writing, SEO based online media writing	12
IV	<b>4. Editing</b> 4.1 Editing for print 4.2 Editing for online media writing <b>Keywords/Tags:</b> Editing, types of editing	12

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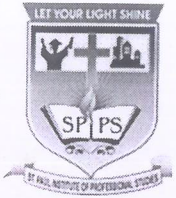
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## Suggested equivalent online courses:

1. <https://www.coursera.org/learn/communication-strategies-virtual-age>  
Communication Strategies for Virtual Age, by Ivan Wanis Ruiz, University of Toronto
2. [https://www.coursera.org/learn/media?index=prod.all.launched\\_products\\_term\\_optimization](https://www.coursera.org/learn/media?index=prod.all.launched_products_term_optimization) by Lauren Fiori
3. <https://alison.com/course/diploma-in-communication-skills-revised> by NPTEL

## Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE) :70 marks

<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive Evaluation (CCE):30	Assignment/Presentation	
	E-quiz	
<b>External Assessment:</b>	Section(A) : Six Very Short Questions	06 x 01 = 06
University Exam Section: 70	Section (B) : Five Short Questions	05 x 08 = 40
Time : 03.00 Hours	Section (C) : Two Long Questions	02 x 12 = 24
		Total 70

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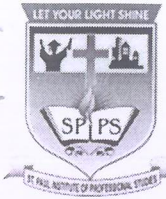


Part A Introduction		
Program: Diploma Course	Class: II Year	Session: 2024-25
Subject: English Literature (Practical)		
1	Course Code	EL-208 P
2	Course Title	Experiments with Mass Media and Communication
3	Course Type (Core Course/Elective/Generi c Elective/Vocational/.)	Generic Elective
4	Pre-requisite (if any)	This course can be opted as an elective by the students of following, subjects: / Open for all
5	Course Learning outcomes (CLO)	<p>The course is based on the needs and merits required in mass media. The study of this paper will enable the students to:</p> <ul style="list-style-type: none"> <li>Learn the skills required in creating advertisements and visualizations for advertising agencies of both the public and private sector,</li> <li>Develop the aptitude of vigilance towards language as well as current events in order to work for news agencies,</li> <li>Understand the technicalities of social media presence,</li> <li>Spread their art and culture among different sections of society,</li> <li>Attain managerial efficiency, and</li> <li>Develop leadership qualities.</li> </ul>
6	Credit Value	2
7	Total Marks	Max. Marks: 30+70 Min. Pass Marks:35

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Total No. of Lectures-Practical (in hours per week): 01		Total Lectures: 30 hours
Unit	Topics	No. of Lectures
I	<b>1. Experiments with Media Writing</b> 1.1. Creating an advertisement/visualization 1.2 Script writing for TV and radio 1.3 Writing news reports /film reviews/TV program reviews 1.4 Creating social media presence for an institution  Keywords/Tags: <i>Graphic design, Target ad, Simulast, Communiqué, Citizen, Journalism. Social media marketing</i>	15
II	<b>2. Experiments with Mass Communication</b> 2.1 Creating news and information about current affairs, celebrity culture, employment, government policies etc. 2.2 Creating editorials and think pieces 2.3 Drafting official letters: To editors, officers, organizations  <b>Keywords/Tags:</b> Letter format, Enclosures, Different drafting formats, Parts of a letter: Introduction, Body and Conclusion, Attractive headlines	15

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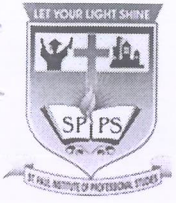
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## Part C-Learning Resources

### Text Books, Reference Books, Other resources

#### Suggested Readings:

1. Bel, B. et al. *Media and Mediation*. New Delhi: Sage, 2005.
2. Bernet, John R, *Mass Communication, an Introduction*. New Jersey: Prantice Hall, 1989.
3. Stanley J. Baran Future. Boston: and Davis, *Mass Communication Theoly: Foundations, Ferment and Wadsworth Cengage Learning*, 2012.
4. Katherine Miller, York: McGraw *Communication theories: Perspectives, Processes and Contexts*. New York Mc Graw Hill, 2004.
5. Michael Ruffner Holt, Rinehatt and Michael Burgoon, *Interpersonal Communication*. New York & London: and Winston 1981.
6. Kevin Williams, *Understanding Media Theory*. London & New York: Bloomsbury, 2015.
7. V.S. Gupta, *Communication and Development*. New Delhi: Concept Publication, 2000.

#### Suggested Digital Platform Web links

1. Creating Advertisement <https://www.masterclass.com/articles/how-to-create-an-unforegettable-advertisement>
2. Script writing for TV/Radio <https://carta.fiu.edu/gsc-creative/2020/06/09/5-script-writing-tips-and-techniques-for-radio/>
3. News Writing Fundamentals <https://writinecenter.gmu.edu/euides/news-writing-fundamentals>

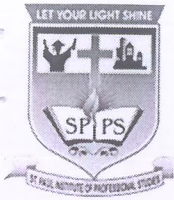
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## Suggested equivalent online courses:

1. <https://www.coursera.org/learn/cornmunication-strategies-virtual-age>  
Communication-Strategies for Virtual Age, by Ivan Wanis Ruiz, University of Toronto
2. [https://vwww.coursera.org/learn/media?index=proa/all\\_launched\\_products\\_optimization](https://vwww.coursera.org/learn/media?index=proa/all_launched_products_optimization) by Lauren Fiori
3. <https://alison.com/course/diploma-in-communication-skills-revised> by NPTEL

## Suggested Academic Activities for Experiments:

1. Testing the learners' pronunciation abilities through reading out any authentic text.
2. To test the learners' knowledge about the meaning, synonyms, antonyms of difficult words used in any standard text and their usage in new sentences.
3. To test the learners' knowledge about the different possible forms of root words from any standard text/daily newspapers and their usage in new sentences.
4. Identifying different tenses and prepositions used in any authentic text/daily newspaper and recreating sentences from them.
5. Identifying types of sentences used in any standard text and reusing them to form new sentences.
6. To conduct quiz activities for the learners based on different parts of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunctions, exclamation).
7. Identifying connectors (for example but, moreover, furthermore, hence, therefore, so, in the light of the above etc) from any standard text and reusing them in situational English.
8. Identifying literary devices and figures of speech from any authentic text/daily newspapers/magazines.
9. Identifying verbal phrases, idioms, and proverbs found in any authentic text/daily newspapers/magazines and using them in real-life/situational English. (Lexical Approach). . Voice and language modulation activities.
10. Enactment through body language and expression.
11. Testing the fluency of the learners through real-life/situational (informal) English.
12. Recreating sentences from Formal into Informal English.
13. Learners should be asked to continuously practice language skills (LRW) based on resources available in the classroom.

For example: Speech available on the mobile internet platforms like YouTube, EDX etc can be used for *listening* skill; using newspapers and standard textbooks for *reading* and *writing* skills; based on these three activities (LRW), learners should be inspired to practice the *speaking* skill.

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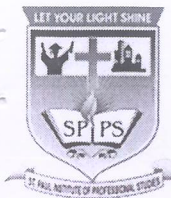
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Part –D Assessment and Evaluation Suggested Continuous Evaluation Methods:			
Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz/Any Two Suggested Academic Activities for Experiments	10	Each student will prepare a practical file containing three experiments prescribed in the syllabus. OR Five suggested academic activities for experiments assigned by the concerned classroom teacher one month before the Viva Voce.	10 (handwriting and shape of presentation to be evaluated by the external examiner)
Attendance	05	The above practical file containing five academic experiment activities made by the students will be evaluated by the external examiner assessing the students' creative knowledge of the following (if applicable): <ul style="list-style-type: none"><li>• Control over linguistic and stylistic competence.</li><li>• Analyzing, interpreting, arguing, and creative capacity.</li><li>• Various elements of mass media and Mass communication.</li></ul>	50
Assignments Any Three Experiments prescribed in the syllabus or any three Suggested Academic Activities	15	Viva Voce (based on the practical file, containing Suggested Academic Activities for Experiments as mentioned above)	10
<b>TOTAL</b>	<b>30</b>		<b>70</b>

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## PART A- Introduction

Program: Diploma		Class: BCA II	Session: 2024-25
1	Subject	Computer Science	
2	Course Code	EL-209 T	
3	Course Title	Internet of Things (IoT)	
4	Course Type	Generic Elective	
5	Pre-Requisite	Student must have basic Computer Knowledge	
6	Course Learning Outcomes	<b>After completing this course student will be able to:</b> 1. To understand the basics of Internet of Things 2. To get an idea of some of the application areas where Internet of Things can be applied 3. To understand the middleware for Internet of Things and the concepts of Web of Things 4. To understand the concepts of Cloud of Things with emphasis on Mobile cloud Computing 5. To understand the IOT protocols	
7	Credit value	Theory- 2 Practical-2	
8	Total Marks	Mix. Marks: 70+30 Min. Passing Marks: 35	

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## PART B- Content of the Course

Total no. of Lectures (in hours per week): - 4 Hrs. per week    Total Lectures: - 60 Hrs.

Unit	Topic	No. of Lectures
I	<b>Introduction:</b> Definition, Characteristics of IoT, IoT Conceptual framework, IoT Architectural view, Physical design of IoT, Logical design of IoT, Application of IoT	8
II	Machine-to-machine (M2M), SDN (software-defined networking) and NFV (network function virtualization) for IoT, data storage in IoT, IoT Cloud Based Services.	14
III	<b>Design Principles for Web Connectivity:</b> Web Communication Protocols for connected devices, Message Communication Protocols for connected devices, SOAP, REST, HTTP Restful and Web Sockets. <b>Internet Connectivity Principles:</b> Internet Connectivity, Internet based communication, IP addressing in IoT, Media Access control.	14
IV	<b>Sensors, Participatory Sensing, RFIDs, and Wireless Sensor Networks:</b> Sensor Technology, Participatory Sensing, Industrial IoT and Automotive IoT , Actuator, Sensor data Communication Protocols, Radio Frequency Identification Technology, Wireless Sensor Network Technology.	12
V	<b>IoT Design methodology:</b> Specification – Requirement, process, model, service, functional & operational view. IoT Privacy and security solutions, Raspberry Pi & Arduino devices. IoT Case studies: smart city streetlights control & monitoring	12
Keywords/ Tags	Internet of Things, Communication Protocols, Sensors, Actuators, Arduino, Raspberry Pi.	

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## PART C- Learning Resources

### Textbooks/ Reference Books:

1. Rajkamal, "Internet of Things", Tata McGraw Hill publication.
2. Hakima Chaouchi "The Internet of Things: Connecting Objects", Wiley publication.
3. Francis dacosta "Rethinking the Internet of things: A scalable Approach to connecting everything", 1st edition, A press publications2013.
4. Donald Norris "The Internet of Things: Do-It-Yourself at Home Projects for Arduino, Raspberry Pi and Beagle Bone Black", McGraw Hill publication.

### Suggested Digital Platforms, Web Links:

1. Philip Levis, " TinyOS Programming"
2. D. Norris, "The Internet of Things: Do-It-Yourself Projects with Arduino, Raspberry Pi, and Beagle Bone Black", McGraw-Hill Education, New Delhi.
3. Raj Kamal, "Internet of Things: Architecture and Design", Tata McGraw Hill publication.
4. Pajankar and A. Kakkar, "Raspberry Pi by Example", Packt Publishing Ltd, Birmingham, UK.
5. Books published by M.P. Hindi Granth Academy, Bhopal
6. <https://www.iotforall.com/introduction-iot-applications-in-education>
7. [https://onlinecourses.swayam2.ac.in/arp19\\_ap52/preview](https://onlinecourses.swayam2.ac.in/arp19_ap52/preview)
8. <http://www.mphindigranthacademy.org/>

Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE):70 marks		
<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive Evaluation (CCE):30	Assignment/Presentation	
	E-quiz	
<b>External Assessment:</b>	Section(A) : Six Very Short Questions	06 x 01 = 06
University Exam Section: 70	Section (B) : Five Short Questions	05 x 08 = 40
Time : 03.00 Hours	Section (C) : Two Long Questions	02 x 12 = 24 Total 70

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## PART A- Introduction

<b>Program: Diploma</b>		<b>Class: BCA</b>	<b>Session: 2024-25</b>
1	Subject	Computer Science	
2	Course Code	EL-209 P	
3	Course Title	Internet of Things Practical (IoT)	
4	Course Type	Elective	
5	Pre-Requisite	Open for all	
6	Course Learning Outcomes	After completing this lab course, students will be able to:  1. Arduino/Raspberry Concept. 2. Knowledge of Digital Sensor. 3. Uses of DHT11 Sensors. 4. Knowledge of Bluetooth interface.	
7	Credit value	2	
8	Total Marks	Mix. Marks: 100 Min. Passing Marks: 35	

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Phone No. 0731-2499911, 49661355, 4961356

E-mail: [info@spipsindore.ac.in](mailto:info@spipsindore.ac.in), Website: [www.spipsindore.com](http://www.spipsindore.com)

## PART B- Content of the Course

No. of Lab. Practicals (in hours per week): 2 Hr. per week Total Lectures: - 30 Hrs.

Suggestive List of Practicals	No. of Lectures
1. To interface LED/Buzzer with Arduino/Raspberry Pi and write a program to turn ON LED for 1 sec after every 2 seconds.	30
2. To interface Push button/Digital sensor (IR/LDR) with Arduino/Raspberry Pi and write a program to turn ON LED when push button is pressed or at sensor detection.	
3. To interface DHT11 sensor with Arduino/Raspberry Pi and write a program to print temperature and humidity readings.	
4. To interface motor using relay with Arduino/Raspberry Pi and write a program to turn ON motor when push button is pressed.	
5. To interface OLED with Arduino/Raspberry Pi and write a program to print temperature and humidity readings on it.	
6. To interface Bluetooth with Arduino/Raspberry Pi and write a program to send sensor data to a smartphone using Bluetooth.	
7. To interface Bluetooth with Arduino/Raspberry Pi and write a program to turn LED ON/OFF when '170' is received from a smartphone using Bluetooth.	
8. Write a program on Arduino/Raspberry Pi to upload temperature and humidity data to the Thingspeak cloud.	
9. Write a program on Arduino/Raspberry Pi to retrieve temperature and humidity data from the Thingspeak cloud.	
10. To install MySQL database on Raspberry Pi and Perform basic SQL queries.	

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## PART C- Learning Resources

### Textbooks/ Reference Books:

1. Vijay Madiseti and Arshdeep Bahga, "Internet of things(AHand-on-Approach)" 1st Edition ,Universal Press .
2. Hakima Chaouchi "The Internet of Things: Connecting Objects", Wiley publication.
3. Charless Bell "MySQL for the Internet of things", A press publications.
4. Francis dacosta "Rethinking the Internet of things: A scalable Approach to connecting everything", 1st edition, A press publications2013.
5. Book published by M.P. Granth Academy, Bhopal

### Suggested Digital Platforms, Web Links:

1. <https://www.Inmiitac.in/Department/ECE/uploadedfiles/InternetofThingsLabmanual.pdf>
2. <https://www.corning.com/in-building-networks/worldwide/en/home/knowledge-center/practical-iot.html>
3. <https://onlinecourses.nptel.ac.in/noc21cs17/preview>
4. <http://www.mphindigranthacademy.org/>

## Part D- Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz		Viva Voce on Practical	
Attendance		Practical Record File	
Assignments (Charts/ Model Seminar / Rural Service/ Technology		Table work / Experiments	
<b>Total</b>	<b>30</b>		<b>70</b>

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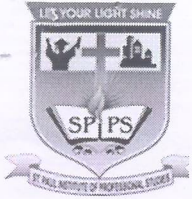
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## PART A- Introduction

Program: Diploma		Class: BBA II Year	Session: 2024-25
1	Subject	FINANCIAL MARKETS AND FINANCIAL SERVICES	
2	Course Code	EL-210	
3	Course Title	BBA	
4	Course Type	Elective	
5	Pre-Requisite	Not Required (Open for All)	
6	Course Learning Outcomes	<ol style="list-style-type: none"><li>1. To provide the student a basic knowledge of financial markets and institutions and to familiarise them with major financial services in India.</li><li>2. They will be able to know various money market and capital market instruments.</li><li>3. They will be able to understand the functions and organisation of capital market and money market in India.</li><li>4. They will be able to know about various financial services provided in the financial market.</li><li>5. They will understand various financial institutions and their role in financing of the business.</li></ol>	
7	Credit value	6	
8	Total Marks	Mix. Marks: 70+30 Min. Passing Marks: 35	

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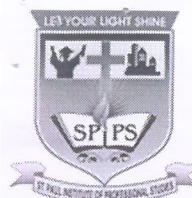
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## PART B- Content of the Course

Total no. of Lectures (in hours per week): - 6

Total Lectures: -90

Unit	Topic	No. of Lectures
I	Financial System and its Components: financial markets and institutions; Financial intermediation; Flow of funds matrix; Financial system and economic development; An overview of Indian financial system.	18
II	Financial Markets: Money market: functions, organisation, and instruments. Role of central bank in money market; Indian money market — An overview Capital Markets — functions, organisation, and instruments. Indian debt market; Indian equity market — primary and secondary markets; Role of stock exchanges in India.	20
III	Financial Institutions: Commercial banking — introduction, its role in project finance and working capital finance; Development Financial institutions (DFIs) — An overview and role in Indian economy; Life and non-life insurance companies in India; Mutual Funds — Introduction and their role in capital market development. Non-banking financial companies (NBFCs).	20
IV	Financial Services: Overview of financial services industry: Merchant banking — pre and post issue management, underwriting. Regulatory framework relating to merchant banking in India.	10
V	Leasing and hire—purchase, Consumer, and housing finance; Venture capital finance; Factoring services, bank guarantees and letter of credit; Credit rating; Financial counselling.	22

### Note:

- Theoretical exposition should be accompanied by Discussions, Case-Studies preferably with Indian Context, Presentations and Industry Based Assignments.
- References from Updated Journals in UGC Care list

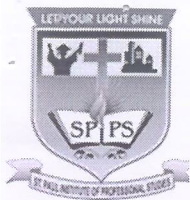
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## PART C- Learning Resources

### Textbooks/ Reference Books:

1. L M Bhole, and Jitendra Mahakud. Financial Institution and Markets, McGraw-Hill (2017)
2. Phathak. Indian Financial System, Pearsons Education. (2014)
3. Khan M.Y. Indian Financial System: McGraw Hill Education. (2019- 11th Edition)
4. Sidhharth S.S. Indian Financial System: Financial Market, Institutions and Services McGraw Hill Education. (2020)
5. Pathak Bharti Indian Financial System, Pearsons Education (2018)
6. Annual Reports of Major Financial Institutions in India.

### Suggested Digital Platforms, Web Links:

1. <https://www.investopedia.com/terms/f/financial-system.asp>
2. <https://www.shiksha.com/online-courses/articles/financial-institutions-types-roles-and-advantages/>
3. <https://egyankosh.ac.in/bitstream/123456789/91372/1/Unit-2.pdf>

Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE) :70 marks		
<b>Internal Assessment:</b>	Class Test	30
Continuous Comprehensive Evaluation (CCE):30	Assignment/Presentation	
	E-quiz	
<b>External Assessment:</b>	Section(A) : Six Very Short Questions	06 x 01 = 06
University Exam Section: 70	Section (B) : Five Short Questions	05 x 08 = 40
Time : 03.00 Hours	Section (C) : Two Long Questions	02 x 12 = 24 Total 70

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Part A: Introduction		
Program: Certificate/ Diploma/ Degree		Class: II Year
Session: 2024-2025		
Subject: Mathematics		
1	Course Code	EL-211
2	Course Title	Advanced Calculus and Partial Differential Equations*
3	Course Type	Elective
4	Pre-requisite (if any)	To study this course, a student must have had the subject Mathematics in Certificate Course or equivalent.
5	Course Learning Outcomes(CLO)	On successful completion of the course the students shall be able to <ol style="list-style-type: none"><li>1. Understand many properties of the real line <math>R</math> and sequences.</li><li>2. Calculate the limit superior, the limit inferior, and the limit of a bounded sequence.</li><li>3. Apply the mean value theorems and Taylor's theorem.</li><li>4. Apply the various tests to determine convergence and absolute convergence of an infinite series of real numbers.</li><li>5. Formulate, classify and transform partial differential equations into canonical form.</li></ol>
6	Credit Value	6
7	Total Marks	Max.Marks:30+70 Min. Passing Marks: 35

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Part B: Content of the Course		
Total No. of Lectures(in hours per week):6 hours per week		Total Lectures: 90 hours
Unit	Topic	No. of Lecture
I	Historical background: A brief historical background of Calculus and partial differential equations in the context of India and Indian heritage and culture A brief biography of Bodhayana Field structure and ordered structure of $\mathbb{R}$ , intervals, bounded and unbounded sets, supremum and infimum, completeness in $\mathbb{R}$ , absolute value of a real number. Sequence of real numbers, Limit of a sequence Bounded and monotonic sequences Cauchy's general principle of convergence Algebra of sequence and some important theorems	18
II	2.1 Series of non-negative terms Convergence of positive term series Alternating series and Leibnitz's test Absolute and Conditional Convergence of Series of real terms Uniform continuity. Chain rule of differentiability Mean value theorems and their geometrical interpretations	18
III	Limit and continuity of functions of two variables Change of variables Euler's theorem on homogeneous functions Taylor's theorem for functions of two variables Jacobians Maxima and Minima of functions of two variables Lagrange's multiplier method Beta and Gamma Functions	18
IV	Partial differential equations of the first order Lagrange's solution ,Some special types of equations which can be solved easily by methods other than the general method Charpit's general method ,Partial differential equations of second and higher orders	18
V	Classification of partial differential equations of second order Homogeneous and non-homogeneous partial differential equations of constant coefficients Partial differential equations reducible to equations with constant coefficients.	18

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Part C: Learning Resources	
Text Books, Reference Books, Other Resources	
Suggested Readings:	
Text Books:	
<ol style="list-style-type: none"> <li>1. Devi Prasad: Advanced Calculus, Prentice Hall India Learning Private Limited, 2009.</li> <li>2. SC Malik and Savita Arora: Mathematical Analysis, New Age International Private Limited, 1st edition, 2017.</li> <li>3. M. D. Raysinghania : Ordinary and Partial Differential Equations, S. Chand &amp; Company, New Delhi, 2017.</li> <li>4. Gerard G. Emch, R. Sridharan and M. D. Srinivas : Contributions to History of Indian Mathematics. Hindustan Book Agency, Vol. 3, 2005.</li> </ol>	
<ul style="list-style-type: none"> <li>• Business mathematics structure with applications to computer science. Indian edition JP Tremblay are Manohar Mcgra Hill Publication</li> </ul>	

Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE) : 30 marks University Exam (UE) : 70 marks		
Internal Assessment :	Class Test	30
Continuous Comprehensive Evaluation (CCE):30	Assignment/Presentation	
	E-quiz	
External Assessment :	Section(A) : Six Very Short Questions	06 x 01 = 06
University Exam Section: 70	Section (B) : Five Short Questions	05 x 08 = 40
Time : 03.00 Hours	Section (C) : Two Long Questions	02 x 12 = 24
		Total 70

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