

DEPARTMENT OF EDUCATION

Syllabus

For

**Integrated Teacher Education Programme (ITEP)
B.Com. B.Ed. (Secondary Level)**



**Hemvati Nandan Bahuguna Garhwal (Central) University
Srinagar, Uttarakhand**

For Students Enrolled in 2025-26 Academic Session

Integrated Teacher Education Programme (ITEP) B.Com. B. Ed.

Course-wise Detail

ITEP (B.Com. B.Ed.)		
Subject	Semester I	Semester II
Education		
Foundation	EFC-101 Evolution of Indian Education (Cr-4)	
Disciplinary		
Major		
B. Com. Core	DCBCOM-101 Principles of Management (Cr-4)	DCBCOM-201 Financial accounting (Cr-4)
B. Com. MD/ID	DMDBCOM-102 Basics of Computer (Cr-Th2+2P)	DMDBCOM-202 Computer application in Business (Cr-Th2+2P)
B. Com. Skill	DSECBCOM-103 Communication Skills: (Cr-2) English/ Hindi/ Sanskrit	DSECBCOM-203 Any one of the following AMSC: (Cr-2) (a) Nursery Training Course (b) Basic Yoga Practices (c) Physical Education and Sports Management (d) Folklores and their Cultural Context (e) Indian Traditional Music (f) Tour and Travel Operation
Minor		
B. Com. Core		DCBCOM-204 Economics Group: Macro Economics (Cr-4) Accounting and Finance Group: Fundamentals of Financial Management (Cr-4)
Ability Enhancement & Value-Added Courses	1. EAEVAC-102 Language-I (as per the 8 th schedule of the Constitution of India) (Cr-4) 2. EAEVAC-104 Understanding India (India Ethos and Knowledge System) (Cr-2) 3. EAEVAC-105 Understanding and Connecting with the Environment (Cr-2)	1. EAEVAC-201 Language-II (Other than Language-I) (Cr-4) 2. EAEVAC-202 Understanding India (India Ethos and Knowledge System) (Cr-2)
SEC		SEC- 203 Life Skills and Personality Dev. (Cr-2)
Total Credit	22	22

Students may complete one MOOC of 6 to 8 weeks in an interdisciplinary area during any semester. The certificate of completion of the MOOC should be submitted in the eighth semester.

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Hemvati Nandan Bahuguna Garhwal University

Dept of Education

ITEP Curriculum

Semester-I (B.Com. B.Ed.)

Two-Week Student Induction Programme			
S.N.	Code	Courses	Credit
1.	EFC-101	Evolution of Indian Education	4
2.	EAEVAC-101	Language 1 (as per the 8th schedule of the Constitution of India) (AEC)	4
3.	EAEVAC-102	Understanding India (Indian Ethos and Knowledge Systems)	2
4.	EAEVAC-103	Understanding and Connecting with the Environment	2

FOUNDATIONS OF EDUCATION

EFC-101: Evolution of Indian Education

Credits: 4

101.1 About the Course

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

101.2 Learning Outcomes

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

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

UNIT - I

Ancient Indian Education: Vedic Period

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

UNIT - II

Ancient Indian Education: Buddhist and Jain Period

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

UNIT - III

Post-Gupta Period to Colonial Period

- A. Vision, objectives and brief historical development perspective.
- B. Salient features of education in India.
- C. Teaching and Learning Process.
- D. Finance and management of educational institutions.

UNIT - IV

Modern Indian Education

- A. Colonial Education in India: Woods Despatch, Macaulay Minutes and Westernisation of Indian Education
- B. Shiksha ka Bhartiyakaran (Indigenous Interventions in Education)
(Bird's eye view of their contribution) Swadeshi and Nationalist attempts of educational reforms with special reference to the general contribution of Indian thinkers –
 - Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka.
 - Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar to the education systems of India.

UNIT - V

Education in Independent India

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

101.3 Suggestive Practicum

1. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
2. Critically analyse the concept of a good citizen from the perspective of education for democratic citizenship.
3. Compare the vision, objectives, and salient features of education during different periods.
4. Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities, execute it in the class and write the details in the form of a report.
5. Sharing of student experiences (in groups) related to Indian constitutional values helps them to reshape their concept and enables them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in the form of a group report.

6. Analyse the current educational strengths and weaknesses of one's own locality and write a critical report.
7. Visit places of educational significance and value centres and develop a project report.
8. Observation of unity and diversity in a social locality and matching it with unity and diversity in the class, and work out a plan for awareness for national-emotional integration for the class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.

101.4 Suggestive Mode of Transaction

The course content transaction will include the following:

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

101.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Assessments and examinations will be conducted in accordance with the criteria of HN BGU.

101.6 Suggestive Reading Materials

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

EAEVAC-101: Language 1 (As per the 8th Schedule of the Constitution of India)

Credits:4

101.1 About the Course

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

101.2 Learning Outcomes

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

- demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.
- recognise the link between language and cognition and use linguistic knowledge and skills for effective communication of ideas and thoughts.
- build interpersonal relationships and enhance social skills.

UNIT - I

Understanding Language, Communication and Cognition

- A. Language and cognition: Definitions, characteristics and functions of language. Language, culture and society, language variation, language and dialect, Bi-/Multilingualism in India,
- B. Language learning, translation, gestures, language skills (listening, speaking, reading, & writing). Language policy and language planning, language standardisation and the new-age technologies.
- C. Nature and process of communication: principles, definition, and types of communication, formal and informal communication, verbal and non-verbal communication, Process of communication, barriers to communication, written and oral communication, Language as a means of communication and as a medium of cognition.
- D. Context of communication, the role of decoder, face-to-face interaction, turn-taking, conversation, politeness principles, opening and closing, regional variation, social variation, and the standard language.

UNIT - II

Understanding Grammar

- A. Classification of speech sounds and letters, stress, pitch, tone, intonation and juncture, parts of speech, identification of morphemes, and word formation processes.
- B. Sentences- simple, complex, and compound, semantics and pragmatics, lexical semantics, speech acts.
- C. Production of speech sounds in languages; Suprasegmentals: stress, pitch, tone, intonation; Word formation processes; Sentence formation, semantics, and pragmatics.
- D. Sound production in the language; coining new words, Speech acts.

UNIT - III

Reading Skills

- A. Reading comprehension, types of reading, text, meaning and context.
- B. Reading as an interactive process. Strategies for Engaging Students as Active Readers and Developing Critical Reading Skills.
- C. Understanding denotative and connotative aspects of a text, Vocabulary development through reading.
- D. Features that make texts complex. Reading discipline-based texts.

UNIT - IV

Writing Skills

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

- C. Language and style of writing; Dealing with new words (academic vocabulary building)
- D. Summarising and Paraphrasing techniques.

UNIT - V

Speaking and Listening Skills

- A. Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, illustrations) and the impact of culture on speaking.
- B. Presentation and speaking skills; Practising narrative skills; Body language, voice, and pronunciation; Creating interest and establishing a relationship with the audience.
- C. Importance of listening. kinds of listening; Listening strategies. Need for modelling good listening behaviour.
- D. Listening across the curriculum, note-taking. Listening comprehension and Recorded speeches/texts; Understanding of various accents.

102.3 Suggestive Practicum

1. How do you interpret everyday life and reflect on what you read? Prepare a report.
2. Analyse a recorded video from the perspective of voice and pronunciation, and write a report.
3. Any activity assigned by the teacher.

101.4 Suggestive Mode of Transaction

Teaching this course will involve a mix of interactive lectures, tutorials, and practical activities, including discussions, role-plays, projects, simulations, workshops, and language-awareness activities. The teaching approach employs deeper learning methods, including in-class discussions, to foster critical thinking and problem-solving skills among students. It will also focus on situations where we encounter tasks in our daily lives that require a natural integration of language skills. The students are expected to read the assigned chapters/articles before the session, and the course requires active participation from all students.

101.5 Suggestive Mode of Assessment

The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects. Assessments and examinations will be conducted in accordance with the criteria of HNBGU.

101.6 Suggestive Reading Materials

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

EAEVAC-102: Understanding India (Indian Ethos and Knowledge Systems)

Credits 2

102.1 About the Course

This course allows students to develop a broad understanding of India's rich epistemic traditions, values, and ethos. It will introduce students to India's knowledge systems across various fields, including literature and arts, culture, management and administration, economics and polity, law, and philosophy. The course specialises in integrating Indian knowledge traditions into teaching, helping students to know and appreciate India's heritage and knowledge traditions and evaluate them independently through a multidisciplinary lens.

102.2 Learning Outcomes

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

- define and explain the scope and relevance of Indian Knowledge Systems.
- understand the importance of revisiting ancient knowledge, traditions, and culture in modern contexts.
- describe key Indian dance systems, traditional Indian music, visual, and folk arts.
- appreciate the role of IKS in preserving and expressing Indian cultural heritage.
- discuss Indian Philosophy
- explain different types of government in ancient India.
- understand the basis of law in ancient India, focusing on dharma, its sources, and justice systems.
- promote IKS in different fields as a teacher.

UNIT - I

Introduction to Knowledge of India

- A. Indigenous Knowledge System (IKS): Meaning (Bhartiy Gyan Parampara), scope and nature.
- B. Vision, aims and objectives of IKS. Ancient India and its global connections.
- C. Revisiting our ancient wisdom: Significance and relevance of traditional knowledge, culture, and practices. Exploring ancient India's knowledge domains.
- D. Overview of Indian Philosophy: Shat-Darshan, Jainism, Buddhism, and Charvaka. Introduction to Vedas, Puranas and Upanishads.

UNIT – II

Art, Language and Literature

- A. Fine and performing arts: traditional art forms and contemporary arts. Indian dance systems, traditional Indian music, and folk arts.
- B. Language: Identity, culture, and History. Languages as the building blocks to different cultures and societies.
- C. Literature: Sanskrit, Sangam, Kannada, Malayalam and Bengali literature. Indian poetry and Indian fiction.
- D. Ancient Indian Linguistics, oral traditions. Role of teachers in promoting IKS in the field of art and literature.

UNIT – III

Polity, Law and Economy

- A. Traditional kingship & types of government (oligarchies, republics), Local and village administration.
- B. Basis of Law: Dharma & its sources, criminal Justice, Chanakyaniti, tradition-driven, equitable and just polity and law system.
- C. Overview of the Indian economy from the Stone Age to the Guptas, Harappan civilization, and temple economy.
- D. Arthashastra: Concept, relevance of ancient Indian economics. Role of teachers in promoting IKS in polity, law and economy.

102.3 Suggestive Practicum (Any Two)

1. Create a multimedia project that explores a traditional Indian art form.
2. Organise a role-playing activity where students act as historical figures from ancient Indian governance.
3. Prepare a paper on the role of teachers in promoting IKS in different areas.
4. Any other project assigned by the teacher.

102.4 Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners, along with contemporary poets & writers of Indian literature.
- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

102.5 Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.
- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.
- Use of first-hand or second-hand experiences that enable student-teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Assessments and examinations will be conducted in accordance with the criteria of HN BGU.

102.6 Suggestive Reading Materials

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

EAEVAC-103: Understanding and Connecting with the Environment

Credits: 2

103.1 About the Course

The course "Understanding and Connecting with the Environment" aims to cultivate a profound and direct connection with nature. It is designed to help student teachers develop a deep, experiential relationship with the natural world. The course fosters an understanding of the symbiotic relationship between human life and the environment, promoting concern, gratitude, and ethical stewardship that leads to balance. Through this course, pupil teachers will learn about and understand the environment, ecosystems, biodiversity, and anthropogenic factors.

This course will empower them to constructively critique human impact on the planet. Through workshops, field and nature walks, eco-project participation, and other reflective experiences, they will learn to observe and interact with their environment. The course equips them with strategies to incorporate environmental issues in routine teaching practices, including the establishment of nature corners, the upkeep of school gardens, and the formation of eco-clubs. In alignment with NEP 2020, the course aims to cultivate a sense of environmental stewardship, sustainable thinking, and civic responsibility, encouraging proactive teaching so that children develop eco-friendly habits early on.

103.2 Learning Outcomes

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

- examine the main elements of natural and anthropogenic environments and their interrelationships.
- outline the importance of biodiversity and regional ecosystems in maintaining an ecological balance.
- recall local plant and animal species and natural landscapes, appreciating their cultural and ecological significance.
- assess the consequences of human actions, including urban expansion and environmental pollution, on the degradation of the natural world.
- appreciate nature through reflective and hands-on active learning.
- apply local practices to construct frameworks that incorporate indigenous and traditional ecological knowledge.
- set out to encourage and implement basic sustainability initiatives at school or within the wider community.
- perform simple environmental audits (waste, water, biodiversity) in the school setting.
- develop and facilitate nature-based learning programs for school children with local materials.
- foster responsible environmental stewardship and active citizenship through project-based advocacy and awareness campaigns.

UNIT - I

Introduction to Environment

- A. Environment: Meaning, Definitions and Components.
- B. Nature and principles of the environment. Types of environments and their composition.
- C. Biodiversity: Its meaning and significance.
- D. Provisions described for the environment in NEP 2020.

UNIT – II

Understanding Environment

- A. Services provided by the environment. Importance of a healthy environment.
- B. Natural resources: Need for their conservation and protection.
- C. Environmental issues and challenges. Issue of Climate change, Pollution: Meaning and types.
- D. Environmental education: Meaning, definitions and objectives.

UNIT - III

Connecting with the Environment

- A. Relationship between man and the environment. Issues and challenges in reference to Uttarakhand.
- B. Activities and strategies to deal with the environmental issues. Ecotourism: Concept and practices.
- C. Changes in lifestyle for reducing climate change and solving environmental problems.
- D. Role of the individual, teachers, social groups and the Government to protect the environment. Evaluation of governmental schemes.

103.3 Suggestive Practicum (Any Two)

1. Organise a nature walk in a nearby natural area, document observations, sounds, species seen, and personal reflections in an eco-diary or journal.
2. Identify and document trees, plants, birds, and insects found in the school or neighbourhood.
3. Projects may include composting food waste, setting up a rainwater collection system, or organizing a zero-waste campaign.
4. Evaluate water use, energy consumption, waste management, and suggest improvements.
5. Any other project assigned by the teacher.

103.4 Suggestive Mode of Transaction

The course will be conducted in a workshop mode, enabling student teachers to demonstrate critical analysis and independent thinking about the processes that help them evaluate the state of the environment and their role in environmental protection.

103.5 Suggestive Mode of Assessment

The approaches to learning assessment will include the use of first-hand or second-hand experiences that enable student-teachers to develop an action-oriented approach.

Assessments and examinations will be conducted according to the criteria of HN BGU.

103.6 Suggestive Reading Materials

- NCERT (2006). *Position Paper on Environmental Education*.
- NCF for Foundational and Preparatory Stages (2022).
- NCERT Textbooks (EVS for Classes III–V, Science for Classes VI–VIII)
- Shiva, V. (2005). *Earth Democracy: Justice, Sustainability, and Peace*.
- Tbilisi Declaration (1977) on Environmental Education.
- Local case studies, field guides, and regional flora/fauna booklets.

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

Semester-I (B.Com. B.Ed.)

B. Com. Core	
B. Com. MD/ID	DMDBCOM-102 Basics of Computer (Cr-Th2+2P)
B. Com. Skill	DSECBCOM-103 Communication Skills: (Cr-2) English/Hindi/Sanskrit

DCBCOM-101: Principles of Management

Credit: 4

Course Objective: The objective of the course is to familiarise the students with both established and latest management theories and methods, so that they may think critically and holistically about management concepts and procedures.

Course Outcomes:

After completing the course, learners will be able to:

1. Explain the evolution of management and understand its impact on future managers.
2. Analyse how to make decisions in uncertain situations that arise in organisations.
3. Analyse the techniques managers use to influence and control the internal environment.
4. Apply the concepts of direction and control in managing organisations.
5. Learn the changing dynamics of management practice.

UNIT-1: Introduction

Meaning and importance of management; Coordination mechanisms in organisations; Management theories: classical, neo-classical and modern constructions of management; Managerial functions; Managerial roles (Mintzberg); Managerial competencies.

UNIT-2: Planning

Organisational objective setting; Decision-making environment (certainty, risk, uncertainty); Techniques for individual and group decision-making; Planning vis-à-vis Strategy: meaning and elements of business firm environment: micro, meso, and macro; Industry structure; Business-level strategic planning.

UNIT-3: Organising

Decentralisation and Delegation; Factors affecting organisational design; Departmentalisation; Organisational structures and Organograms: traditional and modern; comparative suitability and changes over time; formal-informal organisations' interface.

UNIT-4: Directing and Controlling

Motivation: meaning, importance and factors affecting motivation; Leadership: meaning, importance and factors affecting leadership, leadership styles, and followership; Controlling: Principles of controlling; Measures of controlling and accountability for performance.

UNIT-5: Salient Developments and Contemporary Issues in Management

Management challenges of the 21st Century; Factors reshaping and redesigning management purpose, performance and reward perceptions: Internationalisation, Digitalisation, Entrepreneurship & innovation, Values & ethics, Workplace diversity, Democracy and Sociocracy, Subaltern management ideas from India.

Suggested Readings:

- Tripathi, P.C. & Reddy, P.N. Principles of Management. McGraw-Hill Publications.
- Rao, V.S.P. Management Principles and Applications. Taxmann Publications.
- Prasad, L.M. Principles and Practice of Management. Sultan Chand & Sons.
- Bhattacharya, D. Principles of Management: Text and Cases. Pearson Publications.
- Mahajan, J.P. & Mahajan A. Management Principles and Applications. Vikas Publications.

- Laasch, O. Principles of Management. Sage Publications.
- Koontz, H., & Weihrich, H. (2012). Essentials of Management: An International and Leadership Perspective. McGraw Hill Publications
- Tulsian, P.C. & Pandey, V. Business Organisation & Management. Pearson Education, India
- Drucker, P. F. The Practice of Management. New York: Harper & Row.
- Drucker, P. F. Management Challenges for the 21st Century. Harper Collins Publishers Inc.
- Griffin, R.W. Management Principles and Application. Cengage Learning Publications.
- Kumar, P. Management: Principles and Applications. JSR Publication House LP, Delhi. Note: Learners are advised to use the latest edition of readings.

MD/ID DMDBCOM-102: Basics of Computer (Theory)

Credit: 4

Course Objective:

This paper aims to impart computer knowledge to students, enabling them to understand the basic concepts and applications of computers. Course Outcomes: Upon completing the course, learners will be able to: 1. 2. 3. 4. 5. Understand the fundamental concepts of computers. Analyse the need and objectives of Computer Networking. Gain knowledge about the concept and basic terminologies of Operating Systems. Understand the types of computer interfaces. Understand the useful internet terminologies and their applications.

Unit 1: Introduction:

Basic computer concepts; Meaning of computers; Types of computers; Essential components of a Computer: Hardware and Software; Characteristics and uses of a computer; Input Devices and Output Devices; Central Processing Unit (CPU); Memory Unit; Storage Devices; Computer Hardware setup: Setting up a Laptop Computer and Setting up a Desktop Computer.

Unit 2: Computer Networks

Meaning of computer networks; objectives/ needs for networking; applications of networking; Basic Network Terminologies; types of Networks; Network Topologies; Distributed Computing: Client-Server Computing, Peer-to-peer Computing; Wireless Networking; Securing Networks: firewalls.

Unit 3: Operating Systems and Applications

Basic terminologies; Relationship between Hardware and Software; System Software; Operating System: Functions and different types of Operating Systems; Commonly used Operating Systems; Installing and Starting Windows; Working with Windows; Security features in Windows; User Account Control; Payment Gateway.

Unit 4: Computer's Interface

Concept of computing, Data and information; Types of Computer Interfaces: Graphical User Interface (GUI), Command Line Interface (CLI), Touch Interface, Natural Language Interface (NLI); data processing.

Unit 5: Basic Internet Terminologies

IP Address, Modem, Bandwidth, Routers, Gateways, Internet Service Provider (ISP), World Wide Web (www), Browsers, Search Engines, Proxy Server, Intranet and Extranet; Basic Internet Services; Internet Protocols: TCP/IP, FTP, HTTP(s), Uses of Internet to Society; Cyber Security: Cryptography, digital signature.

Suggested Readings:

- Madan, S. Computer Applications in Business. Scholar Tech Press, Delhi.
- Sharma, S.K. & Bansal, M. Computer Applications in Business. Taxmann, Delhi.
- Madan, S. Fundamentals of Computers and Information Systems. Mayur Paperbacks Publications.
- Shrivastava, N. Fundamentals of Computers and Information Systems. Wiley India Publications.
 - Rajaraman, V. & Adabala, N. Fundamentals of Computers. Prentice Hall India Learning Pvt. Ltd.
- Sinha, P. & Sinha, P.K. Computer Fundamentals: Concepts, Systems & Applications. BPB Publications.
- Jain, H. C. & Tiwari, H. N. Computer Applications in Business. Taxmann, Delhi.
- Mathur, S. & Jain, P. Computer Applications in Business. Galgotia Publishing Company
- Walkenbach, J. MS Excel, Bible. John Wiley & Sons, USA.
- Winston, W. L. MS Excel, Data Analysis & Business Modelling. Microsoft Press, USA. Note: Learners are advised to use the latest edition of readings.

DSECBCOM-103: Communication Skills

Credit: 2

The communication skills course will be conducted in English, Hindi, and Sanskrit. Students may opt for any one language to complete the course. This course outline covers essential communication skills, broken down into five key units, each focusing on a specific aspect of communication:

Unit 1: Listening Skills

Introduction to communication skills, differentiation between listening and hearing, the listening process, types of listening (active vs. passive), and strategies for improving listening comprehension.

- **Objectives:** Understand the fundamental aspects of listening, distinguish between hearing and active listening, and develop the ability to comprehend both general content and specific information

Unit 2: Non-Verbal Communication Skills

- **Topics Covered:** Importance and types of non-verbal communication, body language, facial expressions, eye contact, spatial awareness (proxemics), tone of voice, and gestures.
- **Objectives:** Recognise and utilise various forms of non-verbal communication effectively, develop awareness of body language and tone, and improve interpersonal communication.

Unit 3: Written Communication Skills

- **Topics Covered:** Basics of written communication, grammar, spelling, punctuation, clarity, conciseness, structuring content, developing strong openings and conclusions, and revising/editing.
- Objectives:** Enhance written communication proficiency by focusing on clarity, organisation, and correctness, while also building skills for effective content structuring and editing.

Unit 4: Emotional Intelligence Skills •

- **Topics Covered:** Understanding emotional intelligence, self-awareness, impulse control, stress management, adaptability, empathy, and effective communication.
- Objectives:** Develop self-awareness, learn to manage emotions effectively, and cultivate empathy to improve communication and interpersonal skills.

Unit 5: Interview Skills

Topics Covered: Interview preparation, effective verbal and non-verbal communication during interviews, handling challenging questions, asking insightful questions, and demonstrating suitability for a role. Objectives: Gain strategies for successful interview preparation, hone communication skills tailored for interviews, and learn to present oneself as the best candidate for a role.

Prescribed Book:

- English and Soft Skills by S.P. Dhanavel, Orient Blackswan

Reference Books:

1. Basic Communication Skills for Technology by Andrea J. Rutherford, Pearson
2. High School English Grammar and Composition by Wren and Martin, S Chand
3. A Communicative Grammar Of English by Geoffrey Leech and Fan Svartvik, Routledge
4. Oxford Guide to Writing and Speaking by John Seely, Oxford University Press
5. Professional Communication by Aruna Koneru, McGraw Hill

These resources provide a well-rounded foundation in communication skills, encompassing listening and non-verbal communication, as well as emotional intelligence and interview preparation, ensuring comprehensive development in the soft skills essential for personal and professional success.