



# **SHRI VAISHNAV INSTITUTE OF MANAGEMENT & SCIENCE, INDORE**

**(Autonomous)**

Approved by AICTE, New Delhi and Affiliated to DAVV, Indore & RGPV, Bhopal, Madhya Pradesh, India

UGC-NAAC Accredited 'A' Grade Institute

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## **Department of Management**

**Session January - June 2026**

**Bachelor of Business Administration**

**(Hospital Administration)**

**Syllabus**

**Semester II**



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## **Bachelor of Business Administration (Hospital Administration)**

### **Programme Educational Objectives**

**PEO1:** To impart a solid foundation in healthcare administration, covering areas such as healthcare systems, policies, and organizational structures.

**PEO2:** To develop skills in healthcare finance, hospital management, human resource management, strategic planning, leadership and quality improvement specific to healthcare settings.

**PEO3:** To understand the operational aspects of hospitals and healthcare facilities, including workflow optimization, resource allocation, and technology integration.

**PEO4:** To familiarize students with ethical and legal principles tailored for healthcare organizations, focusing on long-term sustainability and growth.

### **Programme Outcomes**

On completion of the programme, students will be able to:

**PO1:** Demonstrate a strong understanding of healthcare management principles and their application in real-world healthcare settings.

**PO2:** Acquire leadership qualities and the ability to manage healthcare teams efficiently, fostering a collaborative and productive work environment.

**PO3:** Adapt and utilize healthcare information systems and technological advancements for improved healthcare delivery.

**PO4:** Apply ethical standards and legal principles in healthcare decision-making, ensuring patient rights and confidentiality.



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<b>Shri Vaishnav Institute of Management &amp; Science, Indore</b>				
<b>Department of Management (UG)</b>				
<b>BBA (HA) II Semester (Course Details)</b>				
<b>Session January-June 2026</b>				
<b>S.No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Subject</b>	<b>Total Credit</b>
1	Major – II (Core Course)	BBA HA- 201	Introduction to Hospital Administration	6
2	Major – III (Core Course)	BBA HA- 202	Business Economics	6
3	Minor - II	BBA HA- 203	Business Statistics	4
4	Value Added Courses	VAC-201	भारत बोध (Understanding India)	2



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<b>PART – A: Introduction</b>		
<b>Programme: BBA(HA)    Class: I Year    Year: I    Semester: II    January-June 2026</b>		
<b>Subject: Business Administration (HA)</b>		<b>Theory / Practical: Theory</b>
<b>1.</b>	<b>Course Code</b>	BBA HA-201
<b>2.</b>	<b>Course Title</b>	<b>Introduction to Hospital Administration</b>
<b>3.</b>	<b>Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)</b>	Major – II (Core Course)
<b>4.</b>	<b>Pre-Requisite (if any)</b>	Not Required
<b>5.</b>	<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To provide students with a comprehensive understanding of hospital types, their core functions, and their significance within the healthcare delivery system.</li> <li>2. To equip students with the knowledge of fundamental administrative principles and the diverse roles and responsibilities of hospital managers.</li> <li>3. To enable students to analyze and compare the administrative structures of government and private hospitals, and evaluate their operational efficiency.</li> <li>4. To strengthen students' understanding of hospital support services, medical record systems, quality assurance mechanisms, and accreditation standards.</li> <li>5. To equip students with the capability to address contemporary hospital challenges through informed application of infection control laws, biomedical waste management practices, and research facilitation processes.</li> </ol>
<b>6.</b>	<b>Course Outcomes (COs)</b>	<p><b>On completion of the course, learners will be able to:</b></p> <p><b>CO1:</b> Identify various hospital types, functions, and their importance in the healthcare delivery system.</p> <p><b>CO2:</b> Illustrate the administrative principles and responsibilities of hospital managers.</p> <p><b>CO3:</b> Differentiate between the administrative frameworks of government and private hospitals, and evaluate their</p>



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		operational efficiency.	
		<b>CO4:</b> Develop understanding of hospital support services, medical record management, application of quality assurance and accreditation standards.	
		<b>CO5:</b> Address contemporary hospital challenges by applying knowledge of infection control laws, biomedical waste management, and research facilitation.	
<b>7.</b>	<b>Credit Value</b>	<b>06</b>	
<b>8.</b>	<b>Total Marks</b>	<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 35</b>



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<b>PART – B: Content of the Course</b>		
No. of Lectures per week: Theory (06 Hours per week)		
Total No. of Lectures required: T: 90 Hours		
Unit	Topics	No. of Lectures
<b>I</b>	<p>Introduction to the Hospital and medical care, types, control. Functions - Medical care, prevention, professional education and research. Role of hospital in health spectrum. Hospital of India-to-day. Classification &amp; Accreditation, Number; type; size; distribution; ownership; utilization; rations; trends; problems.</p> <p><b>Activity 1:</b> Students will map and classify hospitals by type, ownership, size, and utilization, and present findings.</p> <p><b>Activity 2:</b> Students will perform role-plays to explore hospital functions in care, prevention, education, and research, and conduct case studies or patient surveys to understand services, challenges, and utilization trends.</p>	<b>18</b>
<b>II</b>	<p>Concept of Hospital Administration - Principles, Responsibilities, Roles &amp; Functions of Hospital Administrator. Expected qualities of a good Hospital Administrator. Organization of Hospital. Importance of qualified v/s non qualified, Medical v/s non Medical Hospital, Administration. Problems of Hospital Administration and their expected solutions.</p> <p><b>Activity 1:</b> Simulate hospital administrative roles to tackle real-life challenges and practice decision-making skills.</p> <p><b>Activity 2:</b> Examine hospital structure and functions, identify key challenges, and propose practical solutions</p>	<b>18</b>
<b>III</b>	<p>Administration of Hospitals - I-Administration of Government (Rural, District &amp; Municipal Hospital) v/s Private Hospitals Administration of various types of hospital. Hospital utilization and its evaluation. Public Relations in Hospitals.</p> <p><b>Activity 1:</b> Compare government and private hospitals to analyze administration, utilization, and challenges.</p> <p><b>Activity 2:</b> Role-play hospital Public Relations scenarios to develop effective communication and public relations skills</p>	<b>18</b>



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<b>IV</b>	<p>Administration of Hospitals - II - Management of Medical Records Departments (Manual &amp; Computerized). Management of Support Services. Hospital Audits. Quality Management in Hospitals- Certification &amp; Accreditation. TQM in Hospitals.</p> <p><b>Activity 1:</b> Review sample hospital records (manual or computerized) and discuss ways to organize and improve them.</p> <p><b>Activity 2:</b> Identify basic quality measures in hospitals from a case study and suggest simple improvements for better service.</p>	<b>18</b>
<b>V</b>	<p>Challenges in Hospital Administration- Nosocomial Infection, Management of Biomedical Waste in Hospitals (Law &amp; the Reality). Role of Administration in Education and Research.</p> <p><b>Activity 1:</b> Design a mini hospital research or training program, outlining administrative roles, resources, and workflow, and present it as a simple flowchart.</p> <p><b>Activity 2:</b> In groups, discuss a hospital administration challenge and present a short action plan with solutions</p>	<b>18</b>



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## Part – C: Learning Resources

### Textbooks, Reference Books, Other Resources

#### Suggested Readings:

1. B.M Sakharkar “Principles of Hospital Administration and Planning.
2. Kunders: Hospital planning & Hospital Management.

#### Textbooks:

1. Gupta, S., & Kant, S. (2014). *Hospital administration and human resource management* (2nd ed.). PHI Learning.
2. Ransen, K. N. (2018). *Essentials of hospital administration* (3rd ed.). Jaypee Brothers Medical Publishers.
3. Srinivasan, A. V. (2017). *Managing a modern hospital*. SAGE Publications.
4. Kaur, J., Aquinas, P.G., Dwivedi, R.S. & Srivastava, S. C. (2019). *Hospital administration*. Vikas Publishing House.

#### Reference Books:

1. DC Joshi, Hospital Administration (2nd Edition), Jaypee Brothers.
2. Syed Amin Tabish, Hospital and Nursing Homes (2nd Edition), Jaypee Brothers.

#### Suggestive Digital Platform Web Links:

- [https://en.wikipedia.org/wiki/Health\\_administration](https://en.wikipedia.org/wiki/Health_administration)
- [https://en.wikipedia.org/wiki/Hospital\\_information\\_system](https://en.wikipedia.org/wiki/Hospital_information_system)
- <https://www.karexpert.com/blogs/what-is-hospital-management-system/>
- [https://en.wikipedia.org/wiki/National\\_Accreditation\\_Board\\_for\\_Hospitals\\_%26\\_Healthcare\\_Providers](https://en.wikipedia.org/wiki/National_Accreditation_Board_for_Hospitals_%26_Healthcare_Providers)
- <https://nhsrcindia.org/>
- <https://hmis.mohfw.gov.in/>

**Suggested Equivalent Online Courses:** Through NPTEL, SWAYAM Portal.



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<b>Part – D: Assessment and Evaluation</b>	
<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): Class Test/Assignment/Presentation As per ordinance 14 (1)	<b>Total Marks: 30</b>
<b>External Assessment:</b> End Semester Exam  <b>Time: 03 Hours</b>	Section (A): Very Short Answer Type Questions/MCQs – (06 Marks)  Section (B): Short Answer Type Questions – (40 Marks)  Section (C): Long Answer Type Questions – (24 Marks)  <b>Marks: 70</b>
<b>Total Marks</b>	<b>(Internal Assessment + External Assessment): 30+70=100</b>
<b>Credit Value</b>	06
<b>Minimum Passing Marks</b>	35



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<b>PART – A: Introduction</b>		
<b>Programme: BBA(HA)    Class: I Year    Year: I    Semester: II    January-June 2026</b>		
<b>Subject: Business Administration (HA)</b>		<b>Theory / Practical: Theory</b>
<b>1</b>	<b>Course Code</b>	BBA HA-202
<b>2</b>	<b>Course Title</b>	<b>Business Economics</b>
<b>3</b>	<b>Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)</b>	Major - III (Core Course)
<b>4</b>	<b>Pre-Requisite (if any)</b>	Not Required
<b>5</b>	<b>Course Objectives</b>	<ol style="list-style-type: none"> <li><b>1.</b> To provide an understanding of basic economic concepts and Kautilya's ideas.</li> <li><b>2.</b> To equip students with the scope of managerial economics for decision-making.</li> <li><b>3.</b> To enable understanding of inductive and deductive methods of economic study and their relevance.</li> <li><b>4.</b> To develop knowledge of the law of demand and its use in forecasting.</li> <li><b>5.</b> To familiarize students with market structures and pricing differences.</li> </ol>
<b>6</b>	<b>Course Outcomes (COs)</b>	<p><b>On completion of the course, learners will be able to :</b></p> <p><b>CO1:</b> Understand the foundational concepts of economics and analyze the contribution of Kautilya to Indian economic thought.</p> <p><b>CO2:</b> Explain the nature and scope of managerial economics and assess its role in effective business decision-making.</p> <p><b>CO3:</b> Differentiate between inductive and deductive methods of economic study and evaluate their merits, limitations, and practical relevance.</p> <p><b>CO4:</b> Analyze the law of demand, its influencing factors,</p>



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		types, and exceptions, and apply the concept in demand measurement forecasting.	
		<b>CO5:</b> Identify different market structures and evaluate how pricing and firm equilibrium vary under perfect, imperfect, and monopoly conditions.	
<b>7</b>	<b>Credit Value</b>	<b>06</b>	
<b>8</b>	<b>Total Marks</b>	<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 35</b>



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<b>PART – B: Content of the Course</b>		
No. of Lectures per week: Theory (06 Hours per week)		
Total No. of Lectures Required: T: 90 Hours		
Unit	Topics	No. of Lectures
<b>I</b>	<p>Meaning, Definitions, Nature, and Scope of Economics. Contribution of Kautilya in Indian Economic Thought.</p> <p><b>Activity 1:</b> Students, in groups, will create a poster or collage highlighting the main economic principles and managerial ideas of Kautilya. This activity will help students visually connect with economic and managerial concepts.</p> <p><b>Activity 2:</b> Students will prepare and submit a write-up on various definitions of economics.</p>	<b>14</b>
<b>II</b>	<p>Managerial Economics - Meaning and Definitions, Characteristics, Functions and Importance. Role of Business Economics in Business Decision Making. Functions and Responsibilities of a Business Economist.</p> <p><b>Activity 1:</b> Students, in small groups, will receive a word-search puzzle containing 8-10 key managerial economics terms. They will solve the puzzle and then each group will define the terms and explain how they apply to business decision-making.</p> <p><b>Activity 2:</b> Students, in small groups, will pick a familiar local business (local food stall, cafe, mobile shop etc.) and discuss what it sells, why people buy from it, how prices are set, and its likely costs. Students will present their ideas in class.</p>	<b>18</b>
<b>III</b>	<p>Methods of Economic Study - Approaches to Economic Study: Inductive and Deductive Methods. Inductive Method: Meaning, Nature, History, Merits and Demerits. Deductive Method: Meaning, History, Nature, Merits and Demerits. Difference and Utility of both methods.</p> <p><b>Activity 1:</b> Students will work in small groups to create a collage or mind map that compares the Inductive and Deductive methods, focusing on their key features, differences, and applications in economics. Each group will present their work in class, followed by a short discussion on the real-world applications of each method.</p> <p><b>Activity 2:</b> Students in groups will discuss real-life examples of the inductive and deductive methods based on observation. For the inductive method, they might explore how a shopkeeper notices higher ice cream sales on hot days. For the deductive method, they could consider how a company increases prices</p>	<b>20</b>



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	<p>based on the theory that higher prices can lead to higher profit. Each group will share their findings and understand how these methods work in real-life situations.</p>	
IV	<p>Law of Demand - Meaning, factors affecting demand. Types of demand, law of demand and exceptions, measurement of demand. Demand forecasting.</p> <p><b>Activity 1:</b> In small groups, students will choose a local product (such as cold drinks, t-shirts, or mobile phones) and discuss the factors that increase or decrease its demand (such as price, income, or weather). They will also identify the type of demand it represents – such as complementary or substitute. Each group will present their conclusions briefly in class.</p> <p><b>Activity 2:</b> In small groups, students will choose an advertisement (from TV, social media, or print) and analyze how it affects demand (based on factors like price, income, brand, or weather). They will also identify the type of demand it represents – such as necessary, complementary, or substitute. Each group will present their conclusions briefly in class</p>	19
V	<p>Concept of Market - Meaning, Definitions, Classification, Perfect Competition, Imperfect Competition, and Monopoly Concept Pricing, and Firm Equilibrium.</p> <p><b>Activity 1:</b> The faculty will present a list of various products and services (such as railway services, vegetable markets, mobile networks, school books). Students will match them with the appropriate market structures- perfect competition, imperfect competition or monopoly and briefly explain the basis for their selection. The objective of this activity is to teach students to identify different market structures through real-life examples.</p> <p><b>Activity 2:</b> Students, in groups, will observe a local market (such as a vegetable market, mobile store or online platform) and record the type of competition present - perfect, imperfect, or monopoly. They will analyze aspects like pricing, the number of buyers and sellers, and the nature of the product, and share their observations in class.</p>	19



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## Part – C: Learning Resources

### Textbooks, Reference Books, Other Resources

#### Suggested Readings:

1. Adhikary, M. Business Economics, Excel Books, New Delhi (2019).
2. Chopra, O. P. Managerial Economics, TMH, New Delhi (1985).
3. Dewett, K. K. & Chand, Adarsh Modern Economic Theory, Shyamlal Charitable Trust, New Delhi (2017).
4. Ghosh, Geetika & Roy Choudhury, P. Managerial Economics, Tata McGraw Hill, New Delhi (2022).
5. Kothari, Milind (Dr.) Prabandhakiya Arthashastra, Madhya Pradesh Hindi Granth Academy, Bhopal (2021).

#### Textbooks:

1. Koutsoyiannis, A. Modern Micro Economics. Macmillan, New York (1979).
2. Mehta, C. M. (Dr.) Micro Economics, Ram Prasad & Sons, Bhopal (2021).
3. Pant, J. C. (Dr.) & Mishra, J. P. (Dr.) Micro Economics, Sahitya Bhawan, Agra (2020).
4. Shrivastava, V. P. (Dr.) Macro Economics (Pratham Varsh), Madhya Pradesh Hindi Granth Academy, Bhopal (2021).
5. Sinha, V. C. Principles of Economics, Sahitya Bhawan, Agra (2022).

#### Reference Books:

1. Tiwari, Ritu (Dr.) Bhartiya Arthvayavastha (Pratham Varsh), Madhya Pradesh Hindi Granth Academy, Bhopal. (2020).
2. Tiwari, Ritu (Dr.) Vyashti Arthashastra (Pratham Varsh), Madhya Pradesh Hindi Granth Academy, Bhopal (2020).

#### Suggestive Digital Platform Web Links:

[http://ndl.iitkgp.ac.in/he\\_document/inflibnet\\_epgp/inflibnet\\_epgp/IN\\_L\\_e\\_P\\_P\\_1\\_B\\_E\\_4723\\_4724?  
c=0\[business%20economics\]](http://ndl.iitkgp.ac.in/he_document/inflibnet_epgp/inflibnet_epgp/IN_L_e_P_P_1_B_E_4723_4724?c=0[business%20economics])  
[https://dishtavo.dhe.goa.gov.in/qdata/Economics/ECC103/Mod%202/02\\_Notes.pdf](https://dishtavo.dhe.goa.gov.in/qdata/Economics/ECC103/Mod%202/02_Notes.pdf)  
[https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/S000023MA/P001405/M  
022214/ET/1504609898Module-18.pdf](https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000023MA/P001405/M022214/ET/1504609898Module-18.pdf)  
[http://ndl.iitkgp.ac.in/he\\_document/ekumbh/ekumbh/426?e=0\[managerial%20economics\]](http://ndl.iitkgp.ac.in/he_document/ekumbh/ekumbh/426?e=0[managerial%20economics])

**Suggested Equivalent Online Courses:** Through NPTEL, SWAYAM Portal.



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## Part – D: Assessment and Evaluation

<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): Class Test/Assignment/Presentation As per ordinance 14 (1)		<b>Total Marks: 30</b>
<b>External Assessment:</b> End Semester Exam  <b>Time: 03 Hours</b>	Section (A): Very Short Answer Type Questions/MCQs – (06 Marks)  Section (B): Short Answer Type Questions – (40 Marks)  Section (C): Long Answer Type Questions – (24 Marks)	<b>Marks: 70</b>
<b>Total Marks</b>	<b>(Internal Assessment + External Assessment): 30+70=100</b>	
<b>Credit Value</b>	06	
<b>Minimum Passing Marks</b>	35	



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<b>PART – A: Introduction</b>		
<b>Programme: BBA(HA)</b>	<b>Class: I Year</b>	<b>Year: I Semester: II January-June 2026</b>
<b>Subject: Business Administration (HA)</b>		<b>Theory / Practical: Theory</b>
<b>1</b>	<b>Course Code</b>	BBA HA-203
<b>2</b>	<b>Course Title</b>	<b>Business Statistics</b>
<b>3</b>	<b>Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)</b>	Minor II
<b>4</b>	<b>Pre-Requisite (if any)</b>	Not Required
<b>5</b>	<b>Course Objectives</b>	<p><b>1.</b> To develop an understanding of statistical research tools and their application in conducting systematic research and investigations.</p> <p><b>2.</b> To equip students with the ability to analyze professional and technical reports and make rational, data-driven decisions.</p> <p><b>3.</b> To provide knowledge of measures of central tendency and their role in effectively summarizing and interpreting data.</p> <p><b>4.</b> To enable students to examine data variability using measures of dispersion</p> <p><b>5.</b> To introduce methods of quantization, correlation and regression for analyzing relationships among variables, supporting effective decision-making and forecasting.</p>
<b>6</b>	<b>Course Outcomes (COs)</b>	<p><b>On completion of the course, learners will be able to :</b></p> <p><b>CO1:</b> Understand how to perform research using statistical research tools.</p> <p><b>CO2:</b> Equip with knowledge about analyzing professional reports and make decisions based on the reports analyzed.</p> <p><b>CO3:</b> Illustrate measures of central tendency for summarizing the data.</p> <p><b>CO4:</b> Examine data variability using measures of dispersion and interpret their significance in various contexts.</p>



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		<b>CO5:</b> Learn about quantization, analysis of relationships among variables for decision making and forecasting.	
<b>7</b>	<b>Credit Value</b>	<b>04</b>	
<b>8</b>	<b>Total Marks</b>	<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 35</b>



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<b>PART – B: Content of the Course</b>		
No. of Lectures per week: Theory (04 Hours per week)		
Total No. of Lectures required: T: 60 Hours		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	<p>Introduction to Statistics- Evolution of Statistics in India, Role of Statistical Methods in Indian Agriculture, Contribution of Ancient Indian Mathematicians in Statistics. Meaning, Definition and Scope of Statistics, Statistical Investigations and Laws of Statistics.</p> <p><b>Activity 1:</b> Students will be divided into groups. They will find out examples related to limitations of statistics and make a poster/collage on it.</p> <p><b>Activity 2:</b> Students will be divided into groups. They will prepare a flow chart of the Steps of Statistical Investigation with an appropriate example.</p>	<b>10</b>
<b>II</b>	<p>Collection &amp; Presentation of Data - Collection of Data, Methods of Data Collection, Primary and Secondary Data, Presentation of Data and Frequency Distribution.</p> <p><b>Activity 1:</b> Students will be divided into groups. Each group will be given a topic on which they will prepare a Questionnaire.</p> <p><b>Activity 2:</b> Students will be divided into groups. They will be given a topic based on which they will be carrying out a survey among their classmates/college students. Students will then prepare an appropriate table and graph to represent the data collected by them.</p>	<b>12</b>
<b>III</b>	<p>Measures of Central Tendencies – Methods of calculation of Mean, Median and Mode and its utility. Methods of Calculation of Geometric Mean and Harmonic Mean and its utility.</p> <p><b>Activity 1:</b> Students will be divided into groups. Students will record data related to any sports activity of their choice. Using the recorded data, they will calculate the mean, median, mode and geometric mean.</p> <p><b>Activity 2:</b> Students will be divided into groups. They will visit the nearest grocery market. Find out the price per kilogram if they purchase only 1 kilogram &amp; price per kilogram if they purchase 10 kilograms of any vegetable/fruit from different shopkeepers. They will then calculate the mean, median and mode of the prices.</p>	<b>12</b>



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<b>IV</b>	<p>Measures of Dispersion- Standard Deviation and Mean Deviation- Meaning and Scope. Skewness – Concept and Methods.</p> <p><b>Activity 1:</b> Students will be divided into groups. Students will record data related to any sports activity of their choice. Using the recorded data, they will calculate the Standard Deviation &amp; Mean Deviation.</p> <p><b>Activity 2:</b> Students will be divided into groups. Students will create a themed collage using cut-outs to visually represent symmetric, positively skewed, and negatively skewed data distributions.</p>	<b>13</b>
<b>V</b>	<p>Correlation Analysis – Karl Pearson’s Coefficient of Correlation, Spearman’s Rank Correlation - Methods. Regression - Lines of Regression, Methods.</p> <p><b>Activity 1:</b> Students will be divided into groups. Students will measure their height (in cm.) and record their shoe size (in cm.). Using the collected data, they will calculate the correlation coefficient between height and shoe size.</p> <p><b>Activity 2:</b> Students will be divided into groups. Students will find out the average temperature of a city and electricity bill of any household in the city for few months. Using regression analysis, they will calculate a regression coefficient between temperature and electricity bill.</p>	<b>13</b>



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## Part – C: Learning Resources

### Textbooks, Reference Books, Other Resources

#### Suggested Readings:

1. Berenson, Mark L. & Levine, David M. (2022). Basic Business Statistics: Concepts and Applications. Pearson.
2. Bhardwaj, R.S. (2019). Business Stastics. Excel Books.
3. Elhance, D.N. (2018). Fundamentals of Statistics. Kitab Mahal.
4. Gupta, S.C. (2023). Fundamentals of Statistics. Himalaya Publishing House.
5. Gupta, S.P. (2023). Business Statistics. Sultan Chand & Sons.

#### Textbooks:

1. Kothari, S.L. & Kothari, Milind (2021). Sankhyaki Ke Siddhant. MP Hindi Granth Academy.
2. Mehta, C.M., Dave, Dinesh, Mathur, Neha, Agrawal, Hariom & Rathore, Krishngopal (2020). Sankhyaki. MP Hindi Granth Academy.
3. Mehta, C.M., Dave, Dinesh, Krishna, Gopal, Agrawal, Hariom & Mathur, Neha (2022). Vyavsayik Sankhyaki. MP Hindi Granth Academy.
4. Shukla, S.M. & Sahai, H.S. (2021). Business Statistics (Hindi & English). Sahitya Bhawan Publications.

#### Reference Books:

1. Tulsian, P.C. (2022). Statistical Analysis. S. Chand Publications.
2. Vohra, N.D. (2020). Business Statistics. Tata McGraw Hill.

#### Suggestive Digital Platform Web Links:

- [http://ndl.iitkgp.ac.in/he\\_document/openstax/IN\\_O\\_1\\_I\\_B\\_S\\_2\\_114\\_115](http://ndl.iitkgp.ac.in/he_document/openstax/IN_O_1_I_B_S_2_114_115)
- [http://ndl.iitkgp.ac.in/he\\_document/nptel/IN\\_N\\_1\\_M\\_18419\\_N\\_B\\_S\\_21411\\_21412](http://ndl.iitkgp.ac.in/he_document/nptel/IN_N_1_M_18419_N_B_S_21411_21412)
- [http://ndl.iitkgp.ac.in/he\\_document/dishtavo/D\\_D\\_I\\_S\\_F\\_H\\_T\\_A\\_V\\_O\\_B\\_O\\_C\\_B\\_S\\_I\\_G\\_C\\_3475\\_54921](http://ndl.iitkgp.ac.in/he_document/dishtavo/D_D_I_S_F_H_T_A_V_O_B_O_C_B_S_I_G_C_3475_54921)
- [http://ndl.iitkgp.ac.in/he\\_document/fossee/IN\\_R\\_T\\_C\\_7\\_B\\_S\\_F\\_C\\_D\\_M\\_b\\_K\\_B\\_514\\_515](http://ndl.iitkgp.ac.in/he_document/fossee/IN_R_T_C_7_B_S_F_C_D_M_b_K_B_514_515)

**Suggested Equivalent Online Courses:** Through NPTEL, SWAYAM Portal.



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<b>Part – D: Assessment and Evaluation</b>	
<b>Internal Assessment</b> Continuous Comprehensive Evaluation (CCE): Class Test/Assignment/Presentation As per ordinance 14 (1)	<b>Total Marks: 30</b>
<b>External Assessment:</b> End Semester Exam  <b>Time:</b> 03 Hours	Section (A): Very Short Answer Type Questions/MCQs – (06 Marks)  Section (B): Short Answer Type Questions – (40 Marks)  Section (C): Long Answer Type Questions – 24 Marks  <b>Marks: 70</b>
<b>Total Marks</b>	<b>(Internal Assessment + External Assessment): 30+70=100</b>
<b>Credit Value</b>	04
<b>Minimum Passing Marks</b>	35



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PART – A: Introduction			
<b>Program: B.Sc/BCA/BBA /BBA FT/BBA HA</b>			
<b>Class: I Year</b>		<b>Year: I</b>	<b>Semester: II</b>
<b>Subject: Value Added Course (VAC)</b>			<b>Theory / Practical: Theory</b>
1	Course Code	VAC - 201	
2	Course Title	भारत बोध (Understanding India)	
3	Course Type (Core Course/DSE/Minor/MD-ID/SEC/VOC)	VAC	
4	Pre-Requisite (if any)	Class 12 <sup>th</sup> Pass	
5	Course Objectives	<ol style="list-style-type: none"><li>1. To develop a fundamental understanding of India's historical, cultural, and Constitutional Nature (Sanvidhanik Swaroop).</li><li>2. To develop awareness among students towards the Indian education system, the tradition of knowledge, and national values.</li><li>3. To help students understand the India's independence movement, democratic development, and global role.</li><li>4. To make students responsible citizens by providing knowledge of the rights and duties enshrined in the Constitution.</li></ol>	
6	Course Outcomes (COs)	<p><b>On completion of the course, learners will be able to:</b></p> <p><b>CO1:</b> Develop a fundamental understanding of India's historical, cultural, and social diversity.</p> <p><b>CO2:</b> Develop awareness towards the Indian knowledge tradition and national values.</p> <p><b>CO3:</b> Understand the India's independence movement, development journey, and global role.</p> <p><b>CO4:</b> Become responsible citizens by acquiring knowledge of the rights and duties enshrined in the Constitution.</p>	
7	Credit Value	02	
8	Total Marks	Max. Marks: 100	Min. Passing Marks: 35



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<b>PART – B: Content of the Course</b>		
No. of Lectures per week: <b>Theory (02 Hours per week)</b>		
Total No. of Lectures Required: T: 30 Hours		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	<p><b>Indian History and Cultural Heritage</b> Characteristics of the Sindhu, Vedic, and Classical periods Indian concepts of co-existence and diversity Cultural Symbols: Religious architecture, music, dance and folk traditions Modern relevance of texts such as “Vasudhaiva Kutumbakam” and “Sarve Bhavantu Sukhinah”</p> <p><b>Activity:</b> The program "Dialogue with the People"-discussion and note-taking about traditional lifestyle-values and knowledge from an elder of the family or community</p> <p><b>Assignment Topic:</b> Write a short essay (about 500 words) with pictures on any cultural heritage/festival/folk art of your village or town.</p>	<b>06</b>
<b>II</b>	<p><b>Indian Constitution and Civic Duties</b> The Vedic Concept of State Duties (Vedic Rajdharma ) and the modern Constitution Fundamental Rights and Duties: Dharma-Kartavya-Naitikta Youth citizens and their democratic participation Role of Education to Nation-Building</p> <p><b>Activity:</b> “Public Policy Dialogue” – Organizing a Mock Constituent Assembly among students, where the fundamental values of India are presented and discussed.</p> <p><b>Assignment Topic 1:</b> Analyze any one fundamental right and its related duty from a Vedic/classical perspective.</p> <p><b>Assignment Topic 2:</b> Write an essay (400 words) on the role of youth in Indian democracy, from the perspective of “From Swaraj to Suraj”.</p>	<b>06</b>



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<p>III</p>	<p><b>Indian Knowledge Tradition and Educational Perspective</b> Sources of Indian knowledge: Vedas, Upanishads, Philosophy, Smriti, Folk literature Gurukul Tradition: Student-centered learning, oral tradition, and memory-based learning Purpose of Education: Self-realization (Atmokarsha) and social welfare (Lokasangraha) Role of the Teacher: “Acharya Devo Bhava”- character building and contribution to social reconstruction</p> <p><b>Activity 1:</b> Knowledge-sharing session: Demonstration of traditional teaching methods (dialogue, memorization-based learning).</p> <p><b>Activity 2:</b> Recreation of Shlokas and meaning - based discussion - Especially from Shikshavalli and Bhagavad Gita etc.</p> <p><b>Assignment Topic 1:</b> Explain the objectives of Indian education based on any Vedic hymn or Upanishadic statement.</p> <p><b>Assignment Topic 2:</b> Write a short essay on examples of Guru–Shishya tradition or life values observed in your school, village, or family.</p>	<p>06</p>
<p>IV</p>	<p><b>India’s Philosophy of Life and the Concept of a Sustainable Future</b> Indian Life Perspective: Purusharth Chatushtaya, Ashrama system, Duty-Based Ethics Harmony with Nature: Yagya, Panchamahabhutas, ecological cycle and environmental balance Indian Economic Thought: Arthashastra, Swadeshi, labour culture, and public sector enterprises Indian Concept of Sustainable development and environmental balance</p> <p><b>Activity 1:</b> Poster or slogan writing on “Simple Living, High Thinking”</p> <p><b>Activity 2:</b> Group presentation on Indian environmental traditions (yagya, tree worship, river, festivals, etc.)</p> <p><b>Assignment 1:</b> Panchamahabhutas and Indian life perspective</p> <p><b>Assignment 2:</b> Journey from ‘Swadeshi’ to ‘Atmanirbhar Bharat’ (Self-reliant India)</p>	<p>06</p>



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V	<p><b>Contemporary India and Global Role</b> Role of Religious, Cultural, and Intellectual Leadership in the Indian independence movement India's contributions: Space science, Yoga, diplomacy, peace philosophy Atmanirbhar Bharat: Integration of tradition and innovation India's soft power in the global context and its role in a multipolar world</p> <p><b>Activity 1:</b> Student presentation on policy alternatives (Indian Model vs Western Model)</p> <p><b>Activity 2:</b> Essay writing on the theme "<i>India @ 2047</i>"</p> <p><b>Assignment 1:</b> Global India and Possibilities of Cultural Leadership</p> <p><b>Assignment 2:</b> Technology and Ethics: Exploring the Indian Model of Integration</p>	06
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## Part – C: Learning Resources

### Textbooks, Reference Books, Other Resources

#### Suggested Readings:

1. Katdre, Indumati – Bharatiya Shiksha: Sankalpana evam Swaroop/ Punarsrijan, Prakashan Seva trust, Ahmedabad
2. Kumar, Krishan – Prachin Bharatiya Shiksha Paddhati, Shri Saraswati Sadan, Delhi
3. Saluja, Chand Kiran (2023) – Shiksha: Bharatiya Pariprekshya Sanskrit Samvardhan Pratishthan, New Delhi
4. Kapoor, Kapil & Singh, Avdhesh Kumar (Editor), (2005) – **Indian Knowledge Systems** (Khand 1-2) Indian Institution of Advance Study, Shimla; D.K. Printworld, New Delhi

#### Textbooks:

1. Swaroop, Devendra – Sanskriti: Ek Naam – Roop, Anek Pratiman Pratibha Prakashan, New Delhi
2. Swaroop, Devendra (Editor), (2010) – Rashtriya Shiksha Andolan ka Itihas (Hindi Sanskaran) Prabhat Pratisthan, New Delhi
3. Agrawal, Vasudev Sharan (Editor), (2023) – Rashtra, Dharma aur Sanskriti (Nibandh Sanchayan). Prabhat Prakashan, New Delhi

#### Reference Books:

1. Mishra, Rameshwar Pankaj (2024) – Advitiya samajshastra, Prabhat Prakashan, New Delhi
2. Pandey, Om Prakash (Editor) (2023) – Bharat Vaibhav, Rashtriya Pustak Nyas (NBT) , New Delhi
3. Subbarayappa, B.V. – Bhartiya Vigyan Parampara, Rashtriya Pustak Nyas (NBT) , New Delhi

#### Suggestive Digital Platform Web Links:

- <https://www.youtube.com/watch?v=VUOyldPx8h4>
- <https://www.youtube.com/watch?v=1livkUGjeFA&list=PLfGFNxUDX0eholQwKZ2ekqaxY3PDtoDq-&index=4>
- <https://www.youtube.com/watch?v=SuMnvLxc9ic>
- <https://www.youtube.com/watch?v=iPuRqFlmoSc>
- [https://www.youtube.com/watch?v=YZQeUq5d48Q&list=PL\\_a1TI5CC9RG8wPaNNDok6VjSdhe0K3HE&index=6](https://www.youtube.com/watch?v=YZQeUq5d48Q&list=PL_a1TI5CC9RG8wPaNNDok6VjSdhe0K3HE&index=6)
- [https://www.youtube.com/watch?v=9PLs\\_N6WbxE](https://www.youtube.com/watch?v=9PLs_N6WbxE)



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<b>Part – D: Assessment and Evaluation</b>		
<b>Only External Assessment</b>		<b>Total Marks: 100</b>
<b>External Assessment End Semester Exams</b>	(A) Five Short Answer Type Questions  (B) Five Long Answer Type Questions	<b>Total Marks: 100</b>
<b>Time: 02 Hours</b>		
<b>Total Marks</b>	100	
<b>Credit Value</b>	02	
<b>Minimum Passing Marks</b>	35	



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भाग अ : परिचय		
कार्यक्रम : बी.एस सी./बी.सी.ए/बी.बी.ए./बी.बी.ए. एफ. टी./बी.बी.ए. एच.ए.		
कक्षा : I वर्ष	वर्ष: I	सेमेस्टर: II
जनवरी – जून 2026		
विषय: Value Added Course (VAC)	Theory/ Practical: Theory	
1.	पाठ्यक्रम कोड	VAC - 201
2.	पाठ्यक्रम शीर्षक	भारत बोध (Understanding India)
3.	पाठ्यक्रम प्रकार (कोर कोर्स/वोकेशनल) डीएसई/ माइनर /एमडी-आईडी/एसई सी/वीओसी)	VAC
4.	पूर्वापेक्षा (यदि कोई हो)	कक्षा 12 वी उतीर्ण
5.	पाठ्यक्रम का उद्देश्य	<ol style="list-style-type: none"><li>1. भारत के ऐतिहासिक, सांस्कृतिक और सवैधानिक स्वरूप की मूलभूत समझ विकसित करना।</li><li>2. भारत शिक्षा पद्धति, ज्ञान परंपरा और राष्ट्रीय मूल्यों के प्रति छात्रों में संवेदनशीलता उत्पन्न करना।</li><li>3. भारत की स्वतंत्रता संग्राम, लोकतांत्रिक विकास और वैश्विक भूमिका को समझने में सहायता करना।</li><li>4. संविधान में निहित दायित्वों एवं अधिकारों की जानकारी देकर छात्रों को जिम्मेदार नागरिक बनाना।</li></ol>
6.	पाठ्यक्रम अध्ययन की उपलब्धियां (कोर्स लर्निंग आउटकम)	<ol style="list-style-type: none"><li>1. विद्यार्थी भारत की ऐतिहासिक,सांस्कृतिक और सामाजिक विविधता की मूलभूत समझ विकसित कर सकेंगे।</li><li>2. विद्यार्थी भारतीय ज्ञान परंपरा और राष्ट्रीय मूल्यों के प्रति संवेदनशीलता विकसित कर सकेंगे।</li><li>3. विद्यार्थी भारत के स्वतंत्रता संग्राम, विकास यात्रा और वैश्विक भूमिका को समझ सकेंगे।</li><li>4. विद्यार्थी संविधान में निहित अधिकारों एवं कर्तव्यों का ज्ञान प्राप्त कर जिम्मेदार नागरिक बन सकेंगे।</li></ol>
7.	क्रेडिट मान	02
8.	कुल अंक	अधिकतम अंक: 100 न्यूनतम अंक: 35



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भाग ब-पाठ्यक्रम सामग्री		
प्रति सप्ताह कक्षाओं की संख्या: थ्योरी (2 घंटे प्रति सप्ताह)		
आवश्यक व्याख्यानों की कुल संख्या : थ्योरी (T) 30 घंटे		
ईकाई	विषय	व्याख्यानों की संख्या
I	<p><b>भारतीय इतिहास और सांस्कृतिक विरासत</b></p> <ul style="list-style-type: none"><li>सिन्धु, वैदिक, और शास्त्रीय काल की विशेषताएँ</li><li>सह-अस्तित्व और बहुलता की भारतीय अवधारणा</li><li>सांस्कृतिक प्रतीक : धर्म स्थापत्य, संगीत, नाट्य, लोकाचार</li><li>'वसुधैव कुटुम्बकम्', 'सर्वे भवन्तु सुखिनः' जैसे सूत्रों की आधुनिक प्रासंगिकता</li></ul> <p><b>गतिविधियाँ :</b></p> <ul style="list-style-type: none"><li>'लोक से संवाद' कार्यक्रम-परिवार या समुदाय के किसी बुजुर्ग से पारंपरिक जीवन-मूल्य एवं ज्ञान पर चर्चा, और उसका लेखा-जोखा।</li></ul> <p><b>असाइनमेंट विषय:</b></p> <ul style="list-style-type: none"><li>अपने गाँव या नगर की किसी स्थानीय सांस्कृतिक धरोहर/पर्व/लोककलाओं का लघु लेख चित्रों सहित तैयार करें (500 शब्द)।</li></ul>	06
II	<p><b>भारतीय संविधान और नागरिक दायित्व</b></p> <ul style="list-style-type: none"><li>वैदिक राजधर्म और आधुनिक संविधान</li><li>मूल अधिकार और कर्तव्य : धर्म-कर्तव्य – नैतिकता</li><li>युवा नागरिक और लोकतांत्रिक भागीदारी</li><li>शिक्षा का राष्ट्रनिर्माण में योगदान</li></ul> <p><b>गतिविधियाँ:</b></p> <ul style="list-style-type: none"><li>'जननीति संवाद'-छात्रों के बीच मॉक संविधान सभा या युवा संसद का आयोजन, जिसमें भारत के मूल मूल्य प्रस्तुत करें।</li></ul> <p><b>असाइनमेंट विषय:</b></p> <ul style="list-style-type: none"><li>किसी एक मौलिक अधिकार और उससे जुड़े कर्तव्य का वैदिक/शास्त्रीय दृष्टिकोण से वि लेखन करें।</li><li>भारतीय लोकतंत्र में युवाओं की भूमिका पर 'स्वराज से सुराज तक' दृष्टिकोण में निबंध (400 शब्द)</li></ul>	06



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<p style="text-align: center;"><b>III</b></p>	<p><b>भारतीय ज्ञान परंपरा और शिक्षा दृष्टिकोण</b></p> <ul style="list-style-type: none"><li>● भारतीय ज्ञान के स्रोत : वेद, उपनिषद, दर्शन, स्मृति, लोक साहित्य</li><li>● गुरुकुल परंपरा: शिष्य-केंद्रित शिक्षण, वाचिक परंपरा और स्मृति आधारित अधिगम</li><li>● शिक्षा का उद्देश्य : आत्मोत्कर्ष एवं लोकसंग्रह</li><li>● शिक्षक की भूमिका 'आचार्य देवो भवः' चरित्र निर्माण, सामाजिक पुनर्निर्माण में योगदान</li></ul> <p><b>गतिविधियाँ:</b></p> <ul style="list-style-type: none"><li>● ज्ञानवार्ता गोष्ठी-शास्त्रीय शिक्षा पर आधारित शिक्षण पद्धति (उदाहरण: संवाद, स्मृति आधारित अभ्यास) का डेमो प्रस्तुत करना।</li><li>● श्लोक-गायन और उसका अर्थार्थ संवाद-विशेष रूप से शिक्षावल्ली (तैत्तिरीयोपनिषद), गीता आदि से।</li></ul> <p><b>असाइनमेंट विषय:</b></p> <ul style="list-style-type: none"><li>● किसी वैदिक ऋचा या उपनिषद वाक्य के आधार पर भारतीय शिक्षा के उद्देश्य का विवेचन करें।</li><li>● अपने विद्यालय/ग्राम/परिवार में देखे गए गुरु-शिष्य परंपरा या जीवन-परमार्थ के उदाहरण पर लघु लेख।</li></ul>	<p style="text-align: center;"><b>06</b></p>
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<p>IV</p>	<p><b>भारत का जीवन – दर्शन और सतत भविष्य की अवधारणा</b></p> <ul style="list-style-type: none"><li>● भारतीय जीवन –दृष्टि: पुरुषार्थ चतुष्टय, आश्रम व्यवस्था और कर्तव्य आधारित नैतिकता</li><li>● प्रकृति के साथ सामंजस्य: यज्ञ, पंचमहाभूत ऋतुचक्र और पर्यावरण संतुलन</li><li>● भारतीय अर्थदर्शन: अर्थशास्त्र , स्वदेशी , श्रम–संस्कृति और लोक–उद्यम</li><li>● सतत विकास और पर्यावरणीय न्याय की भारतीय अवधारणा</li></ul> <p><b>गतिविधियाँ:</b></p> <ul style="list-style-type: none"><li>● 'सादा जीवन उच्च विचार' विषय पर पोस्टर या स्लोगन लेखन</li><li>● भारतीय पर्यावरणीय परंपराओं (जैसे यज्ञ, वृक्ष–पूजन, नदी महोत्सव आदि) पर समूह प्रस्तुति</li></ul> <p><b>असाइनमेंट विषय:</b></p> <ul style="list-style-type: none"><li>● पंचमहाभूत और भारतीय जीवन–दृष्टि</li><li>● स्वदेशी से 'आत्मनिर्भर भारत' तक की यात्रा</li></ul>	<p>06</p>
<p>V</p>	<p><b>समकालीन भारत और वैश्विक भूमिका</b></p> <ul style="list-style-type: none"><li>● स्वतंत्रता संग्राम में धार्मिक, सांस्कृतिक और बौद्धिक नेतृत्व की भूमिका</li><li>● भारत का योगदान: अंतरिक्ष विज्ञान, योग, कूटनीति, शांति दर्शन</li><li>● 'आत्मनिर्भर भारत' परंपरा और नवाचार का समन्वय</li><li>● वैश्विक परिप्रेक्ष्य में भारत 'सॉफ्ट पावर', बहुध्रुवीय विश्व में भूमिका</li></ul> <p><b>गतिविधियाँ:</b></p> <ul style="list-style-type: none"><li>● छात्रों द्वारा नीति – विकल्प प्रस्तुत करना (Indian Model vs Western Model)</li><li>● "भारत @ 2047" विषय पर निबंध</li></ul> <p><b>असाइनमेंट विषय:</b></p> <ul style="list-style-type: none"><li>● "ग्लोबल भारत और सांस्कृतिक नेतृत्व की संभावना"</li><li>● "तकनीक और नैतिकता : भारतीय समन्वय की खोज"</li></ul>	<p>06</p>



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## भाग-स: अध्ययन संसाधन

पाठ्यपुस्तकें, संदर्भ पुस्तकें, अन्य संसाधन

### अनुशंसित पाठ्यसामग्री

1. काटदरे, इंदुमति। भारतीय शिक्षा : संकल्पना एवं स्वरूप/ पुनरुत्थान प्रकाशन सेवा ट्रस्ट, अहमदाबाद।
2. कुमार, कृष्ण। प्राचीन भारतीय शिक्षा पद्धति। श्री सरस्वती सदन, दिल्ली।
3. सलूजा, चंद किरण (2023)। शिक्षा: भारतीय परिप्रेक्ष्य। संस्कृत संवर्धन प्रतिष्ठान, नई दिल्ली।
4. कपूर, कपिल एवं सिंह, अवधेश कुमार(संपादक)। (2005)। Indian Knowledge Systems (खंड 1-2)। इंडियन इंस्टिट्यूट ऑफ एडवांस्ड स्टडी, शिमला; डी.के. प्रिंटवर्ल्ड, नई दिल्ली।

### पाठ्यपुस्तकें:

1. स्वरूप, देवेद्र। संस्कृति एक: नाम-रूप अनेक प्रतिभा प्रकाशन, नई दिल्ली।
2. स्वरूप, देवेद्र। (संपादक)। (2010)। राष्ट्रीय शिक्षा आंदोलन का इतिहास (हिंदी संस्करण)। प्रभात प्रतिष्ठान, नई दिल्ली।
3. अग्रवाल, वासुदेव शरण (संपादक)। (2023)। राष्ट्र, धर्म और संस्कृति (निबंध संचयन)। प्रभात प्रकाशन, नई दिल्ली।

### संदर्भपुस्तकें:

1. मिश्र, रामेश्वर 'पंकज' (2024)। अद्वितीय समाजशास्त्र। प्रभात प्रकाशन, नई दिल्ली।
2. पाण्डेय, ओम प्रकाश (संपादक)। (2023)। भारत वैभव। राष्ट्रीय पुस्तक न्यास (एनबीटी), नई दिल्ली।
3. सुब्बारायप्पा, बी.वी.। भारतीय विज्ञान परंपरा। राष्ट्रीय पुस्तक न्यास (एनबीटी), नई दिल्ली।

### अनुशंसित डिजिटल प्लेटफॉर्म वेब लिंक:

- <https://www.youtube.com/watch?v=VUOyldPx8h4>
- <https://www.youtube.com/watch?v=1livkUGjeFA&list=PLfGFNxUDX0eholQwKZ2ekqaxY3PDtoDq-&index=4>
- <https://www.youtube.com/watch?v=SuMnvLxc9ic>
- <https://www.youtube.com/watch?v=iPuRqFImoSc>
- [https://www.youtube.com/watch?v=YZQeUq5d48Q&list=PL\\_a1TI5CC9RG8wPaNNDOK6VjSdhe0K3HE&index=6](https://www.youtube.com/watch?v=YZQeUq5d48Q&list=PL_a1TI5CC9RG8wPaNNDOK6VjSdhe0K3HE&index=6)
- [https://www.youtube.com/watch?v=9PLs\\_N6WbxE](https://www.youtube.com/watch?v=9PLs_N6WbxE)



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भाग-द: आकलन एवं मूल्यांकन		
केवल बाह्य मूल्यांकन		कुल अंक: 100
बाह्य मूल्यांकन अंतिम सेमेस्टर परीक्षा समय: 02 घंटे	(अ) पांच लघु प्रश्न (ब) पांच दीर्घ उत्तरीय प्रश्न	कुल अंक: 100
अधिकतम अंक	100	
क्रेडिट मान	02	
न्यूनतम उत्तीर्ण अंक	35	



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<b>PART-A : Introduction</b>				
<b>Programme : B.Sc./BCA/BBA /BBA FT/BBA HA</b>				
<b>Class : I Year</b>	<b>Semester : II</b>	<b>Session : January - June 2026</b>		
<b>Subject : Ability Enhancement Course</b>		<b>Theory / Practical: Theory</b>		
1.	<b>Course Code</b>	AEC – 201		
2.	<b>Course Title</b>	English Language and Indian Culture		
3.	<b>Course Type</b>	Ability Enhancement Course		
4.	<b>Pre-Requisite</b>	Not Required		
5.	<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To imbibe values which make students aware of national heritage and making them responsible citizens.</li> <li>2. To critically read texts to identify main ideas, infer meanings, and assess the author's purpose.</li> <li>3. To use grammar and vocabulary effectively for communication.</li> <li>4. To write appropriate correspondence and reports for various professional and social contexts.</li> <li>5. To prepare students for various competitive exams by developing English Language competence.</li> </ol>		
6.	<b>Course Outcomes (COs)</b>	<p>On completion of this course, learners will be able to:</p> <p>CO1. Imbibe values which make them aware of national heritage and making them responsible citizens.</p> <p>CO2. Critically read texts to identify main ideas, infer meanings, and assess the author's purpose.</p> <p>CO3. Use grammar and vocabulary effectively for communication.</p> <p>CO4. Write appropriate correspondence and reports for various professional and social contexts.</p> <p>CO5. Prepare for various competitive exams by developing their English Language competence.</p>		
7.	<b>Expected Job Role/career opportunities</b>	<ul style="list-style-type: none"> <li>• Content Writer</li> <li>• Copy Editor</li> <li>• Proofreader</li> <li>• Corporate Communication Executive</li> <li>• Customer Relationship Executive</li> </ul>		
8.	<b>Credit Value</b>	<b>Theory – 2 Credits</b>		
9.	<b>Total Marks</b>	<table style="width: 100%; border: none;"> <tr> <td style="border: none;"><b>Max. Marks: 100</b></td> <td style="border: none;"><b>Min. Passing Marks: 35</b></td> </tr> </table>	<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 35</b>
<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 35</b>			



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## PART B: Content of the Course (Theory)

Total No. of Lectures: 30 Hrs.

Unit	Topics	No. of Lectures
I	<p><b>Understanding Indian Culture</b></p> <ol style="list-style-type: none"><li>1. Rabindranath Tagore "Where the mind is without fear"</li><li>2. Swami Vivekananda - "Chicago Speech (1893)"</li><li>3. R. K. Narayan - "Astrologer's Day"</li><li>4. Introduction to Sundarkand of Valmiki's Ramayan</li><li>5. A.L Basham: "The wonder that was India" (an excerpt)</li></ol> <p><b>Keywords:</b> Heritage, Diversity, Pluralism, Values, Patriotism, Spirituality, Humanism, Social Harmony, Tradition, Modernity.</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"><li>• Group Discussion on theme - "fearless thinking &amp; nationalism" (Tagore), "religious harmony &amp; tolerance" (Vivekananda), "social observations" (R.K. Narayan).</li><li>• Creative Expression-Poster or Collage on "What Indian culture means to me,"</li><li>• A short presentation on a specific cultural aspect of the students' home state (e.g., a festival, a craft, a local custom).</li></ul>	12
II	<p><b>Comprehension Skills</b></p> <ol style="list-style-type: none"><li>1. Reading Techniques: Skimming, Scanning</li><li>2. Identifying the Main Idea and Theme</li><li>3. Making Inferences and Drawing Conclusions</li><li>4. Analysing unseen passages on Indian history, society, and art.</li></ol> <p><b>Keywords</b> - Inference, Main Idea, Theme, Tone, Purpose, Context Clues, Summary, Paraphrasing, Critical Reading</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"><li>• Worksheets with unseen passages followed by questions on comprehension, vocabulary, and inference.</li><li>• Summarizing articles from newspapers or magazines on cultural or social issues in India.</li></ul>	02



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III	<p><b>Basic Language Skills</b></p> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1. Parts of Speech</li> <li>2. Articles</li> <li>3. Subject-Verb Agreement</li> <li>4. Tenses and their application</li> </ol> <p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Synonyms, Antonyms, Homonyms, and Homophones</li> <li>2. One-word substitutes</li> <li>3. Word formation: Suffixes and Prefixes</li> </ol> <p><b>Keywords-</b>Tense, Agreement, Clause, Phrase, Synonym, Antonym, Prefix, Suffix.</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Grammar exercises (fill-in-the-blanks, error correction, sentence transformation).</li> <li>• Vocabulary-building games and quizzes.</li> </ul>	08
IV	<p><b>Writing Skills</b></p> <ol style="list-style-type: none"> <li>1. The Writing Process: Pre-writing, Drafting, Revising, and Editing</li> <li>2. Paragraph Writing: Structure, Topic Sentence, and Coherence.</li> <li>3. Letter writing: Formal/Informal</li> </ol> <p><b>Keywords:</b> Cohesion, Coherence, Topic Sentence, Drafting, Revising, Editing</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Paragraph on given topics (e.g., "My Favourite Indian Festival," or "The Importance of Technology in Modern India").</li> <li>• Letter/Application writing exercises</li> <li>• Essay Writing on contemporary relevant issues.</li> </ul>	04
V	<p><b>Situational Conversation-Context, Audience, Purpose, Type, Register</b></p> <ol style="list-style-type: none"> <li>1. Meeting/Greeting - Introducing Self, Introducing people to one another</li> <li>2. Apologies/Responses</li> <li>3. Enquiring about a Course/ Requesting Information</li> <li>4. Agreeing/Disagreeing (with a Proposal)</li> </ol> <p><b>Keywords</b> - Register, Tone, Style, Audience, Purpose,-Context, Etiquette, Persuasion.</p>	04



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<p><b>Activity:</b></p> <ul style="list-style-type: none"><li>• Introducing and Greeting (e.g., formal business meeting, college orientation, conference with a guest speaker, informal club gathering).</li><li>• Debate-Agreeing &amp; Disagreeing with Proposals - such as: "The college should make attendance optional for lectures."</li></ul>	
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## Part C-Learning Resources

### Text Books, Reference Books, Other resources

1. Tagore,R (1912). Gitanjali (Song Offerings). London: Macmillan. "Where the Mind is Without Fear" is Poem No. 35 in this collection.
2. Complete Works of Swami Vivekananda. Vol. 1. Advaita Ashrama (Publication Department of Ramakrishna Math, Belur Math, Kolkata).
3. Swami Tapasyananda, Sundarkandam of Srimad Valmiki Ramayana, Sri ram Krishna Math, Madras
4. Narayan, R.K. Malgudi Days. Indian Thought Publications; Ist edition (11 December 2019); ISBN-10: 9788185986173
5. Cultural Heritage of India by S. Radhakrishnan & Haridas Bhattacharyya (ed.)
6. A Course in English Grammar and Composition by Geetha Nagaraj
7. Functional English by Dr. P. Kiranmai Duit & Geetha Rajeevan (Foundation Books/Cambridge India)
8. Communicative English by E. Suresh Kumar, P. Srechari, and J. Savithri (Orient Black Swan)
9. Practical English Usage by Michael Swan (Oxford)
10. Modern English Grammar by N.Krishnaswany, Macmillian Publication
11. Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises" by Francoise Grellet (Cambridge)
12. Writing Skills by Norman Coe, Robin Rycroft & Pauline Ernest (Cambridge)

### Suggested Equivalent Online Course

1. NPTEL Course-"Communication Skills" (by IIT Kharagpur)  
<https://nptel.ac.in/courses/109/106/109106175/>
2. Swayam Course - "English Language for Competitive Exams" (by IIT Madras)  
[https://onlinecourses.nptel.ac.in/noc23\\_hs51/preview](https://onlinecourses.nptel.ac.in/noc23_hs51/preview)
3. British Council India - "Learn English: Speaking and Writing Skills"  
<https://www.britishcouncil.in/english/courses-adults/learnonline>
4. Coursera "Write Professional Emails in English" (by Georgia Tech)  
<https://www.coursera.org/learn/professional-emails-english>



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## Part D- Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Maximum Marks : 100 Marks

<b>External Assessment:</b> University Exam Section: Time : 03.00 Hours	<b>Section (A):</b> Very Short Questions (50 Words)	5*4=20
	<b>Section (B):</b> Short Questions (200 Words)	5*10=50
	<b>Section (C):</b> Long Questions (500 Words)	2*15=30



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<b>PART – A: Introduction</b>			
<b>Programme: B.Sc./BCA/BBA /BBA FT/BBA HA</b>			
<b>Class: I Year</b>		<b>Semester: II</b>	<b>January-June 2026</b>
<b>Subject: Value Added Course (VAC)</b>		<b>Theory / Practical: Theory</b>	
1.	<b>Course Code</b>	VAC – 201	
2.	<b>Course Title</b>	भारत बोध (Understanding India)	
3.	<b>Course Type (Core Course/DSE/Minor/M D-ID/SEC/VOC)</b>	VAC	
4.	<b>Pre-Requisite (if any)</b>	Class 12 <sup>th</sup> Pass	
5.	<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop a fundamental understanding of India's historical, cultural, and Constitutional Nature (Sanvidhanik Swaroop).</li> <li>2. To develop awareness among students towards the Indian education system, the tradition of knowledge, and national values.</li> <li>3. To help students understand the India's independence movement, democratic development, and global role.</li> <li>4. To make students responsible citizens by providing knowledge of the rights and duties enshrined in the Constitution.</li> </ol>	
6.	<b>Course Outcomes (COs)</b>	<p>On completion of the course, learners will be able to:</p> <p>CO1. Develop a fundamental understanding of India's historical, cultural, and social diversity.</p> <p>CO2. Develop awareness towards the Indian knowledge tradition and national values.</p> <p>CO3. Understand the India's independence movement, development journey, and global role.</p> <p>CO4. Become responsible citizens by acquiring knowledge of the rights and duties enshrined in the Constitution.</p>	
7.	<b>Expected Job Role / Career Opportunities</b>	<ul style="list-style-type: none"> <li>• Civil service candidates</li> <li>• Social workers</li> <li>• Journalists/media professionals</li> <li>• Counselors/motivational trainers</li> <li>• Legal assistants</li> </ul>	
8.	<b>Credit Value</b>	2 Credits	
9.	<b>Total Marks</b>	<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 35</b>



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PART – B: Content of the Course		
No. of Lectures per week: 02 Hours per week)		
Total No. of Lectures Required: T: 30 Hours		
Unit	Topics	No. of Lectures
I	<p><b>Indian History and Cultural Heritage</b> Characteristics of the Sindhu, Vedic, and Classical periods Indian concepts of co-existence and diversity Cultural Symbols: Religious architecture, music, dance and folk traditions Modern relevance of texts such as “Vasudhaiva Kutumbakam” and “Sarve Bhavantu Sukhinah”</p> <p><b>Activity:</b> The program "Dialogue with the People"-discussion and note-taking about traditional lifestyle-values and knowledge from an elder of the family or community</p> <p><b>Assignment:</b> Write a short essay (about 500 words) with pictures on any cultural heritage/festival/folk art of your village or town.</p>	06
II	<p><b>Indian Constitution and Civic Duties</b> The Vedic Concept of State Duties(Vedic Rajdharma) and the modern Constitution Fundamental Rights and Duties: Dharma-Kartavya-Naitikta Youth citizens and their democratic participation Role of Education to Nation-Building</p> <p><b>Activity:</b> “Public Policy Dialogue” – Organizing a Mock Constituent Assembly among students, where the fundamental values of India are presented and discussed.</p> <p><b>Assignment 1:</b> Analyze any one fundamental right and its related duty from a Vedic/classical perspective.</p> <p><b>Assignment 2:</b> Write an essay (400 words) on the role of youth in Indian democracy, from the perspective of “From Swaraj to Suraj”.</p>	06



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<b>III</b>	<p><b>Indian Knowledge Tradition and Educational Perspective</b> Sources of Indian knowledge: Vedas, Upanishads, Philosophy, Smriti, Folk literature Gurukul Tradition: Student-centered learning, oral tradition, and memory-based learning Purpose of Education: Self-realization (Atmokaarsha) and social welfare (Lokasangraha) Role of the Teacher: “Acharya Devo Bhava”- character building and contribution to social reconstruction</p> <p><b>Activity 1:</b> Knowledge-sharing session: Demonstration of traditional teaching methods (dialogue, memorization-based learning).</p> <p><b>Activity 2:</b> Recreation of Shlokas and meaning- based discussion - Especially from Shikshavalli and Bhagavad Gita etc.</p> <p><b>Assignment 1:</b> Explain the objectives of Indian education based on any Vedic hymn or Upanishadic statement.</p> <p><b>Assignment 2:</b> Write a short essay on examples of Guru–Shishya tradition or life values observed in your school, village, or family.</p>	<b>06</b>
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<b>IV</b>	<p><b>India's Philosophy of Life and the Concept of a Sustainable Future</b>            Indian Life Perspective: Purusharth Chatushtaya, Ashrama system, Duty-Based Ethics            Harmony with Nature: Yagya, Panchamahabhutas, ecological cycle and environmental balance            Indian Economic Thought: Arthashastra, Swadeshi, labour culture, and public sector enterprises            Indian Concept of Sustainable development and environmental balance</p> <p><b>Activity 1:</b> Poster or slogan writing on "Simple Living, High Thinking"</p> <p><b>Activity 2:</b> Group presentation on Indian environmental traditions (yagya, tree worship, river, festivals, etc.)</p> <p><b>Assignment 1:</b> Panchamahabhutas and Indian life perspective</p> <p><b>Assignment 2:</b> Journey from 'Swadeshi' to 'Atmanirbhar Bharat' (Self-reliant India)</p>	<b>06</b>
<b>V</b>	<p><b>Contemporary India and Global Role</b>            Role of Religious, Cultural, and Intellectual Leadership in the Indian independence movement            India's contributions: Space science, Yoga, diplomacy, peace philosophy            Atmanirbhar Bharat: Integration of tradition and innovation            India's soft power in the global context and its role in a multipolar world</p> <p><b>Activity 1:</b> Student presentation on policy alternatives (Indian Model vs Western Model)</p> <p><b>Activity 2:</b> Essay writing on the theme "<i>India @ 2047</i>"</p> <p><b>Assignment 1:</b> Global India and Possibilities of Cultural Leadership</p> <p><b>Assignment 2:</b> Technology and Ethics: Exploring the Indian Model of Integration</p>	<b>06</b>



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<b>Part – C: Learning Resources</b>
<b>Textbooks, Reference Books, Other Resources</b>
<b>Suggested Readings:</b> <ol style="list-style-type: none"><li>1. Katdre, Indumati – Bharatiya Shiksha: Sankalpna evam Swaroop/ Punarsrijan, Prakashan Seva trust, Ahmedabad</li><li>2. Kumar, Krishan – PrachinBharatiya Shiksha Paddhati, Shri Saraswati Sadan, Delhi</li><li>3. Saluja, Chand Kiran (2023) – Shiksha: BharatiyaPariprekshya Sanskrit Samvardhan Pratishthan, New Delhi</li><li>4. Kapoor, Kapil &amp; Singh, Avdhesh Kumar (Editor), (2005) – <b>Indian Knowledge Systems</b> (Khand 1-2) Indian Institution of Advance Study, Shimla; D.K. Printworld, New Delhi</li></ol>
<b>Textbooks:</b> <ol style="list-style-type: none"><li>1. Swaroop, Devendra – Sanskriti: Ek Naam – Roop, Anek Pratiman Pratibha Prakashan, New Delhi</li><li>2. Swaroop, Devendra (Editor), (2010) – Rashtriya Shiksha Andolan ka Itihas (Hindi Sanskaran) Prabhat Pratisthan, New Delhi</li><li>3. Agrawal, Vasudev Sharan (Editor), (2023) – Rashtra, Dharma aur Sanskriti (Nibandh Sanchayan). Prabhat Prakashan, New Delhi</li></ol>
<b>Reference Books:</b> <ol style="list-style-type: none"><li>1. Mishra, Rameshwar Pankaj (2024) – Advitiya samajshastra, Prabhat Prakashan, New Delhi</li><li>2. Pandey, Om Prakash (Editor) (2023) – Bharat Vaibhav, Rashtriya Pustak Nyas (NBT) , New Delhi</li><li>3. Subbarayappa, B.V. – Bhartiya Vigyan Parampara, Rashtriya Pustak Nyas (NBT) , New Delhi</li></ol>
<b>Suggestive Digital Platform Web Links:</b> <ul style="list-style-type: none"><li>● <a href="https://www.youtube.com/watch?v=VUOyldPx8h4">https://www.youtube.com/watch?v=VUOyldPx8h4</a></li><li>● <a href="https://www.youtube.com/watch?v=1livkUGjeFA&amp;list=PLfGFNxUDX0eholQwKZ2ekqaxY3PDtoDq-&amp;index=4">https://www.youtube.com/watch?v=1livkUGjeFA&amp;list=PLfGFNxUDX0eholQwKZ2ekqaxY3PDtoDq-&amp;index=4</a></li><li>● <a href="https://www.youtube.com/watch?v=SuMnvLxc9ic">https://www.youtube.com/watch?v=SuMnvLxc9ic</a></li><li>● <a href="https://www.youtube.com/watch?v=iPuRqFlmoSc">https://www.youtube.com/watch?v=iPuRqFlmoSc</a></li><li>● <a href="https://www.youtube.com/watch?v=YZQeUq5d48Q&amp;list=PL_a1TI5CC9RG8wPaNNDOK6VjSdhe0K3HE&amp;index=6">https://www.youtube.com/watch?v=YZQeUq5d48Q&amp;list=PL_a1TI5CC9RG8wPaNNDOK6VjSdhe0K3HE&amp;index=6</a></li><li>● <a href="https://www.youtube.com/watch?v=9PLs_N6WbxE">https://www.youtube.com/watch?v=9PLs_N6WbxE</a></li></ul>



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<b>Part – D: Assessment and Evaluation</b>		
<b>Only External Assessment</b>		<b>Total Marks: 100</b>
<b>External Assessment End Semester Exams Time: 03 Hours</b>	(A) Five Short Answer Type Questions	<b>Total Marks: 100</b>
	(B) Five Long Answer Type Questions	
<b>Total Marks</b>	100	
<b>Credit Value</b>	02	
<b>Minimum Passing Marks</b>	35	



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भाग अ : परिचय		
कार्यक्रम : बी.एस.सी./बी.सी.ए./बी.बी.ए./बी.बी.ए. एफ. टी./बी.बी.ए. एच.ए.		
कक्षा : I वर्ष	सेमेस्टर: II	सत्र: जनवरी – जून 2026
विषय: Value Added Course (VAC)	Theory/ Practical: Theory	
1.	पाठ्यक्रम कोड	VAC – 201
2.	पाठ्यक्रम शीर्षक	भारत बोध (Understanding India)
3.	पाठ्यक्रम प्रकार (कोर कोर्स/वोकेशनल) डीएसई/ माइनर /एमडी-आईडी/एसईसी/वीओ सी)	VAC
4.	पूर्वापेक्षा (यदि कोई हो)	कक्षा 12 वी उत्तीर्ण
5.	पाठ्यक्रम का उद्देश्य	<ol style="list-style-type: none"><li>1. भारत के ऐतिहासिक, सांस्कृतिक और सवैधानिक स्वरूप की मूलभूत समझ विकसित करना।</li><li>2. भारत शिक्षा पद्धति, ज्ञान परंपरा और राष्ट्रीय मूल्यों के प्रति छात्रों में संवेदनशीलता उत्पन्न करना।</li><li>3. भारत की स्वतंत्रता संग्राम, लोकतांत्रिक विकास और वैश्विक भूमिका को समझने में सहायता करना।</li><li>4. संविधान में निहित दायित्वों एवं अधिकारों की जानकारी देकर छात्रों को जिम्मेदार नागरिक बनाना।</li></ol>
6.	पाठ्यक्रम अध्ययन की उपलब्धियां (कोर्स लर्निंग आउटकम)	<p>इस कोर्स का अध्ययन करने के बाद विद्यार्थी में,</p> <ol style="list-style-type: none"><li>1. विद्यार्थी भारत की ऐतिहासिक,सांस्कृतिक और सामाजिक विविधता की मूलभूत समझ विकसित कर सकेंगे।</li><li>2. विद्यार्थी भारतीय ज्ञान परंपरा और राष्ट्रीय मूल्यों के प्रति संवेदनशीलता विकसित कर सकेंगे।</li><li>3. विद्यार्थी भारत के स्वतंत्रता संग्राम, विकास यात्रा और वैश्विक भूमिका को समझ सकेंगे।</li><li>4. विद्यार्थी संविधान में निहित अधिकारों एवं कर्तव्यों का ज्ञान प्राप्त कर जिम्मेदार नागरिक बन सकेंगे।</li></ol>
7.	संभावित नौकरी भूमिकाएँ/ करियर अवसर	<ul style="list-style-type: none"><li>• सिविल सेवा अभ्यर्थी</li><li>• सामाजिक कार्यकर्ता</li><li>• पत्रकार / मीडिया प्रोफेशनल</li><li>• काउंसलर / मोटिवेशनल ट्रेनर</li><li>• कानून से जुड़े सहायक कार्य</li></ul>



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8.	क्रेडिट मान	02	
9.	कुल अंक	अधिकतम अंक: 100	न्यूनतम अंक: 35

भाग ब-पाठ्यक्रम सामग्री	
प्रति सप्ताह कक्षाओं की संख्या: 2 घंटे प्रति सप्ताह	
आवश्यक व्याख्यानों की कुल संख्या : थ्योरी (T) 30 घंटे	
ईकाई	विषय
I	<p>भारतीय इतिहास और सांस्कृतिक विरासत</p> <ul style="list-style-type: none"><li>● सिन्धु, वैदिक, और शास्त्रीय काल की विशेषताएँ</li><li>● सह-अस्तित्व और बहुलता की भारतीय अवधारणा</li><li>● सांस्कृतिक प्रतीक : धर्म स्थापत्य, संगीत, नाट्य, लोकाचार</li><li>● 'वसुधैव कुटुम्बकम्', 'सर्वे भवन्तु सुखिनः' जैसे सूत्रों की आधुनिक प्रासंगिकता</li></ul> <p>गतिविधियाँ :</p> <ul style="list-style-type: none"><li>● 'लोक से संवाद' कार्यक्रम-परिवार या समुदाय के किसी बुजुर्ग से पारंपरिक जीवन-मूल्य एवं ज्ञान पर चर्चा, और उसका लेखा-जोखा।</li></ul> <p>असाइनमेंट विषय:</p> <ul style="list-style-type: none"><li>● अपने गाँव या नगर की किसी स्थानीय सांस्कृतिक धरोहर/पर्व/लोककलाओं का लघु लेख चित्रों सहित तैयार करें (500 शब्द)।</li></ul>
II	<p>भारतीय संविधान और नागरिक दायित्व</p> <ul style="list-style-type: none"><li>● वैदिक राजधर्म और आधुनिक संविधान</li><li>● मूल अधिकार और कर्तव्य : धर्म-कर्तव्य – नैतिकता</li><li>● युवा नागरिक और लोकतांत्रिक भागीदारी</li><li>● शिक्षा का राष्ट्रनिर्माण में योगदान</li></ul> <p>गतिविधियाँ:</p> <ul style="list-style-type: none"><li>● 'जननीति संवाद'-छात्रों के बीच मॉक संविधान सभा या युवा संसद का आयोजन, जिसमें भारत के मूल मूल्य प्रस्तुत करें।</li></ul> <p>असाइनमेंट विषय:</p> <ul style="list-style-type: none"><li>● किसी एक मौलिक अधिकार और उससे जुड़े कर्तव्य का वैदिक/शास्त्रीय दृष्टिकोण से विश्लेषण करें।</li><li>● भारतीय लोकतंत्र में युवाओं की भूमिका पर 'स्वराज से सुराज तक' दृष्टिकोण में निबंध (400 शब्द)</li></ul>



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<p style="text-align: center;"><b>III</b></p>	<p><b>भारतीय ज्ञान परंपरा और शिक्षा दृष्टिकोण</b></p> <ul style="list-style-type: none"><li>● भारतीय ज्ञान के स्रोत : वेद, उपनिषद, दर्शन, स्मृति, लोक साहित्य</li><li>● गुरुकुल परंपरा: शिष्य-केंद्रित शिक्षण, वाचिक परंपरा और स्मृति आधारित अधिगम</li><li>● शिक्षा का उद्देश्य : आत्मोत्कर्ष एवं लोकसंग्रह</li><li>● शिक्षक की भूमिका 'आचार्य देवो भवः' चरित्र निर्माण, सामाजिक पुनर्निर्माण में योगदान</li></ul> <p><b>गतिविधियाँ:</b></p> <ul style="list-style-type: none"><li>● ज्ञानवार्ता गोष्ठी-शास्त्रीय शिक्षा पर आधारित शिक्षण पद्धति (उदाहरण: संवाद, स्मृति आधारित अभ्यास) का डेमो प्रस्तुत करना।</li><li>● श्लोक-गायन और उसका अर्थार्थ संवाद-विशेष रूप से शिक्षावल्ली (तैत्तिरीयोपनिषद), गीता आदि से।</li></ul> <p><b>असाइनमेंट विषय:</b></p> <ul style="list-style-type: none"><li>● किसी वैदिक ऋचा या उपनिषद वाक्य के आधार पर भारतीय शिक्षा के उद्देश्य का विवेचन करें।</li><li>● अपने विद्यालय/ग्राम/परिवार में देखे गए गुरु-शिष्य परंपरा या जीवन-परमार्थ के उदाहरण पर लघु लेख।</li></ul>
<p style="text-align: center;"><b>IV</b></p>	<p><b>भारत का जीवन – दर्शन और सतत भविष्य की अवधारणा</b></p> <ul style="list-style-type: none"><li>● भारतीय जीवन –दृष्टि: पुरुषार्थ चतुष्टय, आश्रम व्यवस्था और कर्तव्य आधारित नैतिकता</li><li>● प्रकृति के साथ सामंजस्य: यज्ञ, पंचमहाभूत ऋतुचक्र और पर्यावरण संतुलन</li><li>● भारतीय अर्थदर्शन: अर्थशास्त्र , स्वदेशी , श्रम-संस्कृति और लोक-उद्यम</li><li>● सतत विकास और पर्यावरणीय न्याय की भारतीय अवधारणा</li></ul> <p><b>गतिविधियाँ:</b></p> <ul style="list-style-type: none"><li>● 'सादा जीवन उच्च विचार' विषय पर पोस्टर या स्लोगन लेखन</li><li>● भारतीय पर्यावरणीय परंपराओं (जैसे यज्ञ, वृक्ष-पूजन, नदी महोत्सव आदि) पर समूह प्रस्तुति</li></ul> <p><b>असाइनमेंट विषय:</b></p> <ul style="list-style-type: none"><li>● पंचमहाभूत और भारतीय जीवन-दृष्टि</li><li>● स्वदेशी से 'आत्मनिर्भर भारत' तक की यात्रा</li></ul>



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<b>V</b>	<p><b>समकालीन भारत और वैश्विक भूमिका</b></p> <ul style="list-style-type: none"><li>● स्वतंत्रता संग्राम में धार्मिक, सांस्कृतिक और बौद्धिक नेतृत्व की भूमिका</li><li>● भारत का योगदान: अंतरिक्ष विज्ञान, योग, कूटनीति, शांति दर्शन</li><li>● 'आत्मनिर्भर भारत' परंपरा और नवाचार का समन्वय</li><li>● वैश्विक परिप्रेक्ष्य में भारत 'सॉफ्ट पावर', बहुध्रुवीय विश्व में भूमिका</li></ul> <p><b>गतिविधियाँ:</b></p> <ul style="list-style-type: none"><li>● छात्रों द्वारा नीति – विकल्प प्रस्तुत करना (Indian Model vs Western Model)</li><li>● "भारत @ 2047" विषय पर निबंध</li></ul> <p><b>असाइनमेंट विषय:</b></p> <ul style="list-style-type: none"><li>● "ग्लोबल भारत और सांस्कृतिक नेतृत्व की संभावना"</li><li>● "तकनीक और नैतिकता : भारतीय समन्वय की खोज"</li></ul>
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<b>भाग-स: अध्ययन संसाधन</b>
<b>पाठ्यपुस्तकें, संदर्भ पुस्तकें, अन्य संसाधन</b>
<p><b>अनुशंसित पाठ्यसामग्री</b></p> <ol style="list-style-type: none"><li>1. काटदरे, इंदुमति। भारतीय शिक्षा : संकल्पना एवं स्वरूप/ पुनरुत्थान प्रकाशन सेवा ट्रस्ट, अहमदाबाद।</li><li>2. कुमार, कृष्ण। प्राचीन भारतीय शिक्षा पद्धति। श्री सरस्वती सदन, दिल्ली।</li><li>3. सलूजा, चंद किरण (2023)। शिक्षा: भारतीय परिप्रेक्ष्य। संस्कृत संवर्धन प्रतिष्ठान, नई दिल्ली।</li><li>4. कपूर, कपिल एवं सिंह, अवधेश कुमार(संपादक)। (2005)। Indian Knowledge Systems (खंड 1-2)। इंडियन इंस्टिट्यूट ऑफ एडवांस्ड स्टडी, शिमला; डी.के. प्रिंटवर्ल्ड, नई दिल्ली।</li></ol>
<p><b>पाठ्यपुस्तकें:</b></p> <ol style="list-style-type: none"><li>1. स्वरूप, देवेद्र। संस्कृति एक: नाम-रूप अनेक प्रतिभा प्रकाशन, नई दिल्ली।</li><li>2. स्वरूप, देवेद्र। (संपादक)। (2010)। राष्ट्रीय शिक्षा आंदोलन का इतिहास (हिंदी संस्करण)। प्रभात प्रतिष्ठान, नई दिल्ली।</li><li>3. अग्रवाल, वासुदेव शरण (संपादक)। (2023)। राष्ट्र, धर्म और संस्कृति (निबंध संचयन)। प्रभात प्रकाशन, नई दिल्ली।</li></ol>
<p><b>संदर्भपुस्तकें:</b></p> <ol style="list-style-type: none"><li>1. मिश्र, रामेश्वर 'पंकज' (2024)। अद्वितीय समाजशास्त्र। प्रभात प्रकाशन, नई दिल्ली।</li><li>2. पाण्डेय, ओम प्रकाश (संपादक)। (2023)। भारत वैभव। राष्ट्रीय पुस्तक न्यास (एनबीटी), नई दिल्ली।</li><li>3. सुब्बारायप्पा, बी.वी.। भारतीय विज्ञान परंपरा। राष्ट्रीय पुस्तक न्यास (एनबीटी), नई दिल्ली।</li></ol>



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## अनुशसित डिजिटल प्लेटफॉर्म वेब लिंक:

- <https://www.youtube.com/watch?v=VUOyldPx8h4>
- <https://www.youtube.com/watch?v=1livkUGjeFA&list=PLfGFNxUDX0eholQwKZ2ekqaxY3PDtoDq-&index=4>
- <https://www.youtube.com/watch?v=SuMnvLxc9ic>
- <https://www.youtube.com/watch?v=iPuRqFlmoSc>
- [https://www.youtube.com/watch?v=YZQeUq5d48Q&list=PL\\_a1TI5CC9RG8wPaNNDOK6VjSdhe0K3HE&index=6](https://www.youtube.com/watch?v=YZQeUq5d48Q&list=PL_a1TI5CC9RG8wPaNNDOK6VjSdhe0K3HE&index=6)
- [https://www.youtube.com/watch?v=9PLs\\_N6WbxE](https://www.youtube.com/watch?v=9PLs_N6WbxE)

भाग-द: आकलन एवं मूल्यांकन		
केवल बाह्य मूल्यांकन		कुल अंक: 100
बाह्य मूल्यांकन अंतिम सेमेस्टर परीक्षा समय: 03 घंटे	(अ) पांच लघु प्रश्न (ब) पांच दीर्घ उत्तरीय प्रश्न	कुल अंक: 100
अधिकतम अंक	100	
क्रेडिट मान	02	
न्यूनतम उत्तीर्ण अंक	35	