

**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT(GITAM)  
(Deemed to be University)  
VISAKHAPATNAM \* HYDERABAD \* BENGALURU**

**Accredited by NAAC with A<sup>+</sup> Grade**



**CURRICULUM AND SYLLABUS**

**OF**

**UMGMT02:BBA(Management Accounting)**

**w.e.f. 2021-22 admitted batch**

***(Updated up to Sep 2022)***

# Academic Regulations

**Applicable for the Undergraduate Programmes in the Schools of Business,  
Humanities & Social Sciences, Science, Technology**

<https://www.gitam.edu/academic-regulations>

## **VISION AND MISSION OF THE UNIVERSITY**

### **VISION**

To become a global leader in higher education.

### **MISSION**

To impart futuristic and comprehensive education of global standards with a high sense of discipline and social relevance in a serene and invigorating environment.

## **VISION AND MISSION OF THE SCHOOL**

### **VISION**

To be a world class business school through transformative education, research, Innovation and entrepreneurship.

### **MISSION**

1. To achieve excellence in academic program design and academic delivery.
2. To pursue research that adds value to scholarship and improves business practice.
3. To undertake entrepreneurial and social initiatives to address social, economic, and environmental challenges to create societal impact and sustainability

## UMGMT02:BBA(Management Accounting)

(w.e.f. 2021-22 admitted batch)

### PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

- PEO 1** To develop individuals with conceptual knowledge in the multiple disciplines of accounting and finance comprising management accounting, audit, taxation and management of finance.
- PEO 2** To develop individuals who can pursue a career in the area of accounting and finance and continue their professional development by obtaining master's degrees specializing in different domains related to accounting and finance.
- PEO 3** To develop individuals who can apply digital tools and techniques to solve business problems.
- PEO 4** To imbibe value-based education to the students that will help them to function effectively in their accounting and finance careers.
- PEO 5** Able to understand the critical aspects of Accounting, Finance, and Business Management.

### Mapping of the Mission of the School with the PEOs

	PEO1	PEO2	PEO3	PEO4	PEO5
M1	H	H	M	L	M
M2	M	H	M	L	M
M3	L	M	L	M	M

H – High, M – Medium, L – Low

**PROGRAMME OUTCOMES(POs) AND PROGRAMME SPECIFIC OUTCOMES(PSOs):**

At the end of the Programme the students would be able to:

**PO 01** Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**PO 02** Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

**PO 03** Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO 04** Effective Citizenship: Demonstrate empathetic social concern, equity-centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO 05** Ethics: Recognize different value systems, including your own, and understand the moral dimensions of your decisions, and accept responsibility for them.

**PO 06** Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

**PO 07** Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

**PSO1** Evaluate the skills and incorporate them to take up advanced concepts in financial reporting and management accounting.

**PSO2** Analyze, design and develop solutions to a business problem

**PSO3** Apply digital tools and techniques to analyze and interpret the data to enable organization in value creation.

**PSO4** Analyse information to advise strategy and drive sustainable business success

**Curriculum Structure**  
*(Flexible Credit System)*

UNIVERSITY CORE (UC)								
Course code	Level	Course title	L	T	P	S	J	C
CSEN1001	1	IT Productivity Tools^	0	0	2	0	0	1*
CLAD1001	1	Emotional Intelligence & Reasoning Skills (Soft Skills 1)	0	0	2	0	0	1
CLAD1011	1	Leadership Skills & Quantitative Aptitude (Soft Skills 2)	0	0	2	0	0	1
CLAD1021	1	Verbal Ability & Quantitative Ability (Soft Skills 3)	0	0	2	0	0	1
CLAD1031	1	Practicing Verbal Ability & Quantitative Aptitude (Soft Skills 4)	0	0	2	0	0	1
CLAD20XX	2	Soft skills 5A/5B/5C	0	0	2	0	0	1
CLAD20XX	2	Soft skills 6A/6B/6C	0	0	2	0	0	1
DOSP10XX	1	Sports 1#	0	0	0	2	0	2*
DOSL10XX	1	Club Activity#	0	0	0	2	0	2*
DOSL10XX	1	Community Service#	0	0	0	0	2	2*
ENVS1001	1	Environmental Studies^	3	0	0	0	0	3*
FINA3001	3	Personal Financial Planning#	0	0	2	0	0	1*
LANG1001	1	Communication Skills in English - Beginners	0	0	4	0	0	2*
LANG1011	1	Communication Skills in English	0	0	4	0	0	2
LANG1021	1	Advanced Communication Skills in English	0	0	4	0	0	2
MFST1001	1	Health and Wellbeing#	0	0	2	0	0	1*
POLS1001	1	Indian Constitution and History	2	0	0	0	0	2*
PHPY1001	1	Gandhi for the 21st Century	2	0	0	0	0	2*
VEDC1001	1	Venture Development	0	0	0	2	0	2
* Pass/Fail courses								
# Opt for any three classes among the five								
^ Online/Swayam/NPTEL Courses								



Soft skills courses 5 and 6								
Course code	Level	Course title	L	T	P	S	J	C
CLAD2001	2	Preparation for Campus Placement - 1 (Soft skills 5A)	0	0	2	0	0	1
CLAD2011	2	Preparation For Higher Education (GRE/ GMAT) - 1 (Soft skills 5B)	0	0	2	0	0	1
CLAD2021	2	Preparation for CAT/ MAT - 1 (Soft skills 5C)	0	0	2	0	0	1
CLAD2031	2	Preparation For Campus Placement - 2 (Soft skills 6A)	0	0	2	0	0	1
CLAD2041	2	Preparation For Higher Education (GRE/ GMAT) - 2 (Soft skills 6B)	0	0	2	0	0	1
CLAD2051	2	Preparation for CAT/ MAT - 2 (Soft skills 6C)	0	0	2	0	0	1

Sports courses								
Course code	Level	Course title	L	T	P	S	J	C
DOSP1001	1	Badminton	0	0	0	2	0	2
DOSP1011	1	Chess	0	0	0	2	0	2
DOSP1021	1	Carrom	0	0	0	2	0	2
DOSP1031	1	Football	0	0	0	2	0	2
DOSP1041	1	Volleyball	0	0	0	2	0	2
DOSP1051	1	Kabaddi	0	0	0	2	0	2
DOSP1061	1	Kho Kho	0	0	0	2	0	2
DOSP1071	1	Table Tennis	0	0	0	2	0	2
DOSP1081	1	Handball	0	0	0	2	0	2
DOSP1091	1	Basketball	0	0	0	2	0	2
DOSP1101	1	Tennis	0	0	0	2	0	2
DOSP1111	1	Throwball	0	0	0	2	0	2

<b>Club activity courses</b>								
<b>Course code</b>	<b>Level</b>	<b>Course title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
DOSL1001	1	Club Activity (participant)	0	0	0	2	0	2
DOSL1011	1	Club Activity (Member of Club)	0	0	0	2	0	2
DOSL1021	1	Club Activity (Leader of Club)	0	0	0	2	0	2
DOSL1031	1	Club Activity (Competitor)	0	0	0	2	0	2
<b>Community service courses</b>								
<b>Course code</b>	<b>Level</b>	<b>Course title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
DOSL1041	1	Community Services - Volunteer	0	0	0	0	2	2
DOSL1051	1	Community Services - Mobilizer	0	0	0	0	2	2

<b>Faculty Core (FC)</b>								
<b>Course code</b>	<b>Level</b>	<b>Course title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
IENT1011	1	Indian Business Environment	3	0	0	0	0	3
FINA1031	1	Principles and Practice of Banking	3	0	0	0	0	3
LANG1XXX	1	Second Language	3	0	0	0	0	3
IENT2001	2	Entrepreneurship	2	0	0	0	0	2
BUAN2011	2	Emerging Technologies	2	0	0	0	0	2
BUAN2001	2	Excel	2	0	0	0	0	2
ACCN3011	3	Goods & Service Tax	3	0	0	0	0	3
ACCN2051	3	Indian Income Tax Law and Practice	4	0	0	0	0	4

<b>Second Language Courses</b>									
<b>Course code</b>	<b>Level</b>	<b>Course title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>	
LANG1081	1	Special English	3	0	0	0	0	0	3
LANG1091	1	Hindi	3	0	0	0	0	0	3
LANG1101	1	Sanskrit	3	0	0	0	0	0	3
LANG1111	1	Telugu	3	0	0	0	0	0	3
<b>Programme Core/ Major Core (PC/MaC)</b>									
<b>Course code</b>	<b>Level</b>	<b>Course title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>J</b>	<b>S</b>	<b>C</b>	
IEN1021	1	Fundamentals of Business Economics	3	0	0	0	0	0	3
ACCN1021	1	Fundamentals of Financial Accounting	4	0	0	0	0	0	4
ACCN1041	1	Management accounting – 1	4	0	0	0	0	0	4
FINA1001	1	Managing Finance in a Digital World	3	0	0	0	0	0	3
ACCN1081	1	Management Accounting- 2	4	0	0	0	0	0	4
ACCN1091	1	Financial Reporting	4	0	0	0	0	0	4
FINA1041	1	Operational Case Study Analysis	3	0	0	0	0	0	3
ACCN2001	2	Advanced Financial Reporting-1	4	0	0	0	0	0	4
ACCN2011	2	Advanced Management Accounting-1	4	0	0	0	0	0	4
OPTS2041	2	Managing Performance	4	0	0	0	0	0	4
ACCN2021	2	Advanced Financial Reporting-II	4	0	0	0	0	0	4
ACCN2031	2	Advanced Management Accounting-2	4	0	0	0	0	0	4
FINA2011	2	Managerial Case Study Analysis	4	0	0	0	0	0	4
FINA3031	3	Risk Management-1	3	0	0	0	0	0	3
FINA3041	3	Financial Strategy-1	4	0	0	0	0	0	4
IEN3061	3	Strategic Management-1	3	0	0	0	0	0	3
FINA3051	3	Risk Management-II	3	0	0	0	0	0	3
FINA3061	3	Financial Strategy-II	3	0	0	0	0	0	3
FINA3071	3	Strategic Case Study Analysis	3	0	0	0	0	0	3
IEN3071	3	Strategic Management-II	3	0	0	0	0	0	3
ACCN2081	3	Tally	1	0	2	0	0	0	2
INTN2999	2	Practice School Report	0	0	2	0	0	0	2
INTN3777	3	Internship Project	0	0	3	0	0	0	3
VIVA3999	3	Comprehensive Viva Voce	0	0	2	0	0	0	2

Credit Distribution Table		
Description	Number of Credits	% of Credits
University Core (UC)	12	10%
Faculty Core (FC)	22	18.33%
Program Core (PC)	80	66.66%
Open Elective (OE)	6	5%
Total	120	100

**Course PO Mapping**

Course Code	Course Name	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO4
IENT1011	Indian Business Environment	H	H	H	M	H	M	L	L	L	L	L
FINA1031	Principles and Practice of Banking	M	L	L	L	M	L	M	L	L	M	L
LANG1XXX	Second Language	M	H	M	M	L	L	L	L	L	L	L
IENT2001	Entrepreneurship	M	M	L	L	L	L	L	L	L	L	L
BUAN2011	Emerging Technologies	H	M	L	L	M	L	L	L	L	L	L
BUAN2001	Excel	H	M	L	L	M	L	L	L	L	L	L
ACCN3011	Goods & Service Tax	H	L	L	L	L	M	L	H	H	H	H
ACCN2051	Indian Income Tax Law and Practice	H	L	L	L	L	M	L	H	H	H	H
LANG1081	Special English	M	H	M	M	L	L	L	L	L	L	L
LANG1091	Hindi	M	H	M	M	L	L	L	L	L	L	L
LANG1101	Sanskrit	M	H	M	M	L	L	L	L	L	L	L
LANG1111	Telugu	M	H	M	M	L	L	L	L	L	L	L
IENT1021	Business Economics	H	L	M	L	L	L	H	L	L	H	H
ACCN1041	Management accounting – 1	H	L	M	L	L	L	H	L	L	H	H
ACCN1021	Fundamentals of Financial Accounting	H	L	M	L	L	L	H	L	L	H	H
FINA1001	Managing Finance in Digital World	H	M	M	L	L	L	H	H	L	H	H
ACCN1081	Management Accounting- 2	H	L	M	L	L	L	H	L	L	H	H
ACCN1091	Financial Reporting	H	L	L	L	H	L	H	H	H	H	H
FINA1041	Operational Case Study Analysis	H	L	M	L	L	L	H	L	L	H	H
ACCN2001	Advanced Financial Reporting-1	H	L	L	L	H	L	H	H	H	H	H
ACCN2011	Advanced Management Accounting-1	H	L	M	L	L	L	H	L	L	H	H
INTN2999	Practice School Report	H	H	H	M	H	L	L	L	H	H	H
OPTS2041	Managing Performance	L	L	L	L	M	L	M	L	M	H	M
ACCN2021	Advanced Financial Reporting-II	H	M	M	M	L	H	L	H	H	H	H

ACCN2031	Advanced Management Accounting-2	H	M	M	M	L	H	L	H	H	H	H
FINA2011	Managerial Case Study Analysis	H	M	M	M	L	H	L	H	H	H	H
IENT3061	Strategic Management-1	M	M	M	M	M	M	L	L	M	M	M
MFINA3031	Risk Management-1	M	L	L	M	M	L	L	L	M	M	H
FINA3041	Financial Strategy-1	M	M	M	M	M	L	L	M	M	H	H
ACCN2081	Tally	M	L	L	L	L	L	M	H	H	H	H
INTN3999	Internship	M	M	L	L	L	L	L	M	H	H	H
IENT3071	Strategic Management-II	M	M	M	M	M	M	L	L	M	M	M
FINA3051	Risk Management-II	M	L	L	M	M	L	L	L	M	M	H
FINA3061	Financial Strategy-II	M	M	M	M	M	L	L	M	M	H	H
FINA3071	Strategic Case Study Analysis	H	L	M	M	M	L	L	L	H	M	M
VIVA3999	Comprehensive Viva	M	M	L	L	L	L	L	M	H	H	H

## **Syllabus**

## **University Core**



CSEN1001	IT PRODUCTIVITY TOOLS	L	T	P	S	J	C
		0	0	2	0	0	1
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Familiarity with Computer system and its operation.						

**Course Description:**

*This course introduces all software tools that improve the productivity of a student in enhancing his learning experience with all the activities taken up as part of his coursework.*

**Course Educational Objectives:**

- to impart the skill in preparing technical documents of professional quality using docs, sheets and forms
- to involve the student in preparation of websites, analyzing data and acquaint the student with the skill of processing audio, images, documents etc.

**10 hours**

**List of Experiments:**

1. Create a typical document consisting of text, tables, pictures, multiple columns, with different page orientations.
2. Create a technical paper / technical report consisting of table of contents, table of figures, table of tables, bibliography, index, etc.
3. Compose and send customized mail / e-mail using mail-merge.
4. Create / modify a power point presentation with text, multimedia using templates with animation.
5. Create spreadsheet with basic calculations with relative reference, absolute reference and mixed reference methods.
6. Simple report preparation using filtering tool / advanced filtering commands / pivot tables in spreadsheet application.
7. Analyze the results of an examination student wise, teacher wise, course wise, institute-wise.
8. Collecting and consolidating data using collaborative tools like google docs, sheets, forms.
9. Create charts / pictures using online tools like: [www.draw.io](http://www.draw.io) or smartdraw
10. Create a website of his interest.

**Textbooks:**

1. Katherin Murray, 'Microsoft Office 365 Connect and collaborate virtually anywhere, anytime', Microsoft Press, ISBN: 978-0-7356-5694-9
2. EXCEL 2021 The Comprehensive Beginners to Advanced Users Guide to Master Microsoft Excel 2021. Learn the Essential Functions, New Features, Formulas, Tips and Tricks, and Many More
3. <https://drawio-app.com/tutorials/video-tutorials/>  
Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics Fourth Edition ISBN-13: 978-1449319274

**References**

1. <https://www.coursera.org/learn/introduction-to-computers-and-office-productivity-software>
2. <https://www.coursera.org/projects/analyze-data-pivot-tables-crosstabs-google-sheets>
3. <https://www.coursera.org/learn/excel-advanced#syllabus>
4. <https://www.coursera.org/learn/how-to-create-a-website>
5. <https://support.microsoft.com/en-us/office>
6. <https://www.diagrams.net/>
7. <https://edu.google.com/>

**Course Outcomes:**

1. Create / alter documents / Technical Paper / Project report with text, pictures, graphs of different styles.
2. Create / modify power point presentations with text, multimedia and to add animation using / creating templates.
3. Perform basic calculations / retrieve data / create pivot tables / chart using a spreadsheet application.
4. Create simple diagrams / charts using online tools like: [www.draw.io](http://www.draw.io) .
5. Manage documents, presentations, spreadsheets and websites in collaborative mode.

**Co-Po Mapping**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>					2				1	1	
<b>CO2</b>					2				1	1	
<b>CO3</b>	2	1	1		2				1	1	
<b>CO4</b>					2				1	1	
<b>CO5</b>					2				3	3	

**Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation**

**APPROVED IN:**

**BOS :06-09-2021**

**ACADEMIC COUNCIL:17-09-201**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Emotional Intelligence and reasoning skills are essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

<b>CLAD1001</b>	<b>EMOTIONAL INTELLIGENCE &amp; REASONING SKILLS (SOFT SKILLS 1)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Emotional intelligence is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can also help contribute to the effective regulation of emotions as well as feelings (Salovey & Mayer, 1990). In terms of emotional intelligence, self-awareness and self-management have to do with our ability to relate to ourselves. Social awareness and relationship management have to do with our ability to relate to others. Similarly, the ability to solve questions on Analytical Reasoning and Data Sufficiency is a critical area tested in almost all competitive examinations and admission tests. Upon completion, students should be able (1) to deal with their own emotions as well as the emotions of others and relate better with both. Using better knowledge of EI, students will also be able to set more meaningful goals for themselves, choose suitable time management techniques that work best for them and work in teams more effectively. (2) to apply different concepts, ideas, and methods to solve questions in reasoning and data sufficiency*

**Course Educational Objectives:**

- Use EI to relate more effectively to themselves, their colleagues and to others. Apply self-awareness and self-assessment (SWOT) to better understand and manage their own emotions. Apply social awareness to empathize with others and build stronger relationships with others.
- Set meaningful goals based on their strengths and weaknesses and apply time management techniques, such as Q4 organizing to put first things first.
- Manage conflicts and work in teams in an emotionally intelligent manner.
- Solve questions on non-verbal and analytical reasoning, data sufficiency and puzzles

**List of Activities & Tasks for Assessment:**

<b>Unit</b>	<b>Topics</b>	<b>Hours</b>
1	Self-Awareness & Self-Regulation: Introduction to Emotional Intelligence, <i>Self-Awareness: Self-Motivation, Accurate Self-Assessment (SWOT Analysis), Self-Regulation: Self Control, Trustworthiness &amp; Adaptability</i>	3

2	Importance, Practising Social Awareness, Building Relationships, Healthy and Unhealthy Relationships, Relationship Management Competencies- Influence, Empathy, Communication, Types of Conflicts, Causes, Conflict Management	3
3	Social Media: Creating a blog, use of messaging applications, creating a website to showcase individual talent, creation of a LinkedIn Profile	2
4	Goal Setting & Time Management: Setting SMART Goals, Time Wasters, Prioritization, Urgent Vs Important, Q2 Organization	3
5	Teamwork: Team Spirit, Difference Between Effective and Ineffective Teams, Characteristics of High Performance Teams, Team Bonding, Persuasion, Team Culture, Building Trust, Emotional Bank Account	4
6	Verbal Reasoning: Introduction, Coding-decoding, Blood relations, Ranking Directions, Group Reasoning	6
7	Analytical Reasoning: Cubes and Dices, Counting of Geometrical figures	3
8	Logical Deduction: Venn diagrams, Syllogisms, Data Sufficiency, Binary logic	4
9	Spatial Reasoning: Shapes, Paper Cutting/Folding, Mirror images, Water images and Rotation of figures	2

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Students will be able to relate more effectively to themselves, their colleagues and to others
2. Students will be able to set their short term and long term goals and better manage their time
3. Students will be able to manage conflicts in an emotionally intelligent manner and work in teams effectively
4. Students will be able to solve questions based on non-verbal and analytical reasoning, data sufficiency and puzzle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1		3	3				3				
CO2		3	3				3				
CO3		3	3				3				
CO4	3						3				
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-201**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Emotional Intelligence and reasoning skills are essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

<b>CLAD1011</b>	<b>LEADERSHIP SKILLS &amp; QUANTITATIVE APTITUDE (SOFT SKILLS 2)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Communication Skills is having the ability to convey information to others so that messages are understood, and outcomes delivered. Some essential qualities of Communication Skills include understanding the needs of others, clearly communicating messages, adapting the communication style, and using a range of communication methods. Presentation Skills is having the ability to confidently deliver an engaging message to a group of people which achieves the objectives. Some essential qualities of Presentation Skills include a thorough preparation of content, structuring content logically, managing nerves, engaging your audience, delivering presentation objectives, positively influencing the audience, and responding to audience needs. Tackling questions based on numbers, arithmetic, data interpretation and puzzles requires the application of different rules and concepts of numerical computation, numerical estimation, and data estimation.*

**Course Educational Objectives:**

- Learn and apply, through different individual and group activities, different ideas, and skills to communicate in a positive and impressive manner.
- Apply the goal setting process (based on SWOT) and Q2 organizing for effective time management.
- Apply different concepts in numbers, numerical computation, and numerical estimation to solve questions that often appear in various competitive examinations and admission tests.
- Apply different concepts for tackling questions based on data interpretation, progression and series that are frequently given in various competitive examinations and admission tests.

**List of Activities & Tasks for Assessment:**

<b>Unit</b>	<b>Topics</b>	<b>Hours</b>
1	Communication Skills: The Communication Process, Elements of Interpersonal Communication, Non-Verbal Communication: Body Language, Posture, Eye Contact, Smile, Tone of Voice, Barriers to	5

	Communication. Effective Listening Skills: Active Listening, Passive Listening, Asking Questions, Empathizing, Being Non-Judgmental, Being Open Minded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations	
2	Focus on Audience Needs, focus on the Core Message, Use Body Language and Voice, Start Strongly, Organizing Ideas & Using Visual Aids: SPAM Model, Effective Opening and Closing Techniques, Guy Kawasaki's Rule (10-20-30 Rule), Overcoming Stage Fear, Story Telling	3
3	Problem Solving & Decision Making: Difference Between the Two, Steps in Rational Approach to Problem Solving: Defining the Problem, Identifying the Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies	3
4	Group Discussion: Understanding GD, Evaluation Criteria, Nine Essential Qualities for Success, Positive and Negative Roles, Mind Mapping, structuring a Response, Methods of Generating Fresh Ideas	4
5	Number Theory: Number System, Divisibility rules, Remainders and LCM & HCF	3
6	Numerical Computation and Estimation - I: Chain Rule, Ratio Proportions, Partnerships & Averages, Percentages, Profit-Loss & Discounts, Mixtures, Problem on Numbers & ages	6
7	Data Interpretation: Interpretation and analysis of data in Tables, Caselets, Line- graphs, Pie-graphs, Boxplots, Scatterplots and Data Sufficiency	3
8	Mental Ability: Series (Number, Letter and Alphanumeric), Analogy (Number, Letter and Alphanumeric) and Classifications	3

### References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

### Course Outcomes:

1. Students will be able to communicate 'one-on-one' and 'one-on-many' confidently using both verbal and non-verbal messages and deliver impressive talks/



presentations to a group both with and without the use of PPTs and create posters, advertisements, etc.

2. Students will be able to apply the rational model of problem solving and decision making in their problem solving and decision-making efforts.
3. Students will be able to solve questions based on numbers and arithmetic given in various competitive examinations
4. Students will be able to solve questions based on data interpretation, progressions, and series.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1		3	3				3				
CO2		3	3				3				
CO3	3						2				
CO4	3						2				
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Leadership and quantitative aptitude skills are essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

CLAD1021	VERBAL ABILITY & QUANTITATIVE ABILITY (SOFT SKILLS 3)	L	T	P	S	J	C
		0	0	2	0	0	1
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*Vocabulary is an important part of verbal ability. An understanding of word formation, prefixes, suffixes, and roots is necessary to remember and use a vast repository of words. Approaching words through word families and other ways of groupings is an effective way of gaining mastery over vocabulary. Understanding and getting acquainted with the different rules and exceptions in the use of grammar and structure, especially from the relevant examination point of view, is crucial to cracking questions given in many competitive tests. Similarly, improving reading comprehension skills and test taking abilities in this area takes time and effort, especially given the fact that most students do not possess strong reading habits. In so far as quantitative aptitude is concerned, students need to develop a strong foundation on the basic mathematical concepts of numerical estimation, geometry, mensuration, data sufficiency, etc. to be able to crack different round 1 tests of major recruiters and admission tests of top Indian and foreign universities.*

**Course Educational Objectives:**

- List and discuss the different word formation methods, word denotation, connotation, collocation, etc. and introduce selected high frequency words, their antonyms, synonyms, etc.
- Apply different advanced reading skills to solve questions based on author's tone, main ideas and sub-ideas, inferences, Para jumbles, etc. that are frequently asked in various competitive exams and admission tests.
- Solve different types of questions based on vocabulary, such as word analogy; structure, grammar, and verbal reasoning; introduce common errors and their detection and correction.
- Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude. This includes questions on time and work, time and distance, pipes and cisterns, lines and angles, triangles, quadrilaterals, polygons and circles, 2- & 3-dimensional mensuration.

**List of Activities & Tasks for Assessment:**

1. **Vocabulary Builder:** Understanding Word Formation, Prefixes, Suffixes and Roots, Etymology, Word Denotation, Connotation and Collocation, Synonyms and Antonyms
2. **Reading Comprehension:** Advanced Reading Comprehension: Types of RC passages, Types of Text Structures, Types of RC Questions: Distinguishing Between Major Ideas and Sub Ideas, Identifying the Tone and Purpose of the Author, Reading Between the Lines and Beyond the Lines, Techniques for Answering Different Types of Questions
3. **Para Jumbles:** Coherence and Cohesion, Idea Organization Styles, Concept of Mandatory Pairs and Its Application: Transitional Words, Antecedent-Pronoun Reference, Article Reference, Cause and Effect, Chronological Order, General to Specify, Specify to General, Idea-Example, Idea-Explanation, Etc.
4. **Grammar Usage:** Rules Governing the Usage of Nouns, Pronouns, Adjectives, Adverbs, Conjunctions, Prepositions and Articles
5. **Numerical Computation and Estimation - II:** Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams, Races and Games of Skill, Simple Interest & Compound Interest
6. **Geometry:** Lines and Angles, Triangles, Quadrilaterals & Polygons, and Circles
7. **Mensuration:** 2-Dimensional Mensuration (Triangles, Quadrilaterals and Circles), 3-Dimensional Mensuration (Cubes, Cuboids, Cylinder, Cone, Sphere)

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. List and discuss word formation methods, selected high frequency words, their antonyms, synonyms, etc.
2. Analyze reading passages and quickly find out the correct responses to questions asked, including para jumbles, by using reading skills like skimming, scanning, reading between the lines, etc.
3. Solve different types of questions based on vocabulary, structure, grammar and verbal reasoning
4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>		2					2				
<b>CO2</b>		2					2				
<b>CO3</b>	3						2				
<b>CO4</b>	3						2				
<b>CO5</b>											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

English language and quantitative aptitude skills are essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

CLAD1031	PRACTICING VERBAL ABILITY & QUANTITATIVE APTITUDE (SOFT SKILLS 4)	L	T	P	S	J	C
		0	0	2	0	0	1
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*A sound knowledge of the rules of English grammar, structure and style and its application in detecting errors in writing are important areas of Verbal Ability frequently tested as a part of the written test in many competitive examinations and admission tests of major recruiters and universities respectively. This module focuses on all important areas of grammar and structure commonly asked in major tests, such as GMAT, CAT, XLRI, CRT, etc. Similarly, in the area of Quantitative Aptitude, different kinds of questions are asked from Combinatorics (Permutations & Combinations, Probability), Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7), and Mental Ability (Number series, Letter series & Alpha numeric series, Analogies ( Numbers, letters), Classifications, Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, and Statistics) . This module focuses on all these areas by building on what the students already learnt in their earlier studies.*

**Course Educational Objectives:**

- Apply the rules of grammar to solve questions in Error Detection, Sentence Correction and Sentence Improvement.
- Apply the rules of structure to solve questions in Error Detection, Sentence Correction and Sentence Improvement, Fill-in-blanks and Cloze Passages.
- Explain methods of solving problems in Combinatorics (Permutations & Combinations, Probability), Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of basesystem (7, 24), Clocks (Base 24), Calendars (Base 7))
- Explain how to solve questions in Mental Ability (Number series, Letter series & Alpha numeric series, Analogies, Numbers, letters, Classifications] and Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, Statistics)

**List of Activities & Tasks for Assessment:**

1. Error Detection: Pronouns, Conjunctions, Prepositions and Articles
2. Error Detection: Tenses and their Uses
3. Sentence Correction: Subject-Verb Agreement, Antecedent-Pronoun Agreement, Conditional Clauses

4. Sentence Correction: Modifiers (Misplaced and Dangling) & Determiners, Parallelism & WordOrder, and Degrees of Comparison
5. Combinatorics: Permutations & Combinations, Probability
6. Crypt arithmetic & Modular Arithmetic: Crypt arithmetic, Application of Base System (7, 24), Clocks (Base 24), Calendars (Base 7)
7. Algebra: Exponents, Logarithms, Word-problems related to equations, Special Equations, Progressions, Statistics

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Identify and correct errors in English grammar and sentence construction
2. Identify and correct errors in Structure, Style and Composition
3. Solve problems in Combinatorics, Cryptarithmic, and Modular Arithmetic
4. Solve problems in Mental Ability and Algebra

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>							3				
<b>CO2</b>							3				
<b>CO3</b>	3						3				
<b>CO4</b>	3						3				
<b>CO5</b>											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

English language and quantitative aptitude skills are essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

CLAD2001	PREPARATION FOR CAMPUS PLACEMENT -1 (SOFT SKILLS 5A)	L	T	P	S	J	C
		0	0	2	0	0	1
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*The course addresses all relevant areas related to campus placements and readies them to ace their upcoming/ ongoing recruitment drives. Specifically, it focuses on students' career preparedness, interview skills, test preparedness, etc.*

**Course Educational Objectives:**

Prepare the students for their upcoming/ ongoing campus recruitment drives.

**List of Activities & Tasks for Assessment:**

1. Career Preparedness: Resume & Cover Letter Writing, Interview Skills: Elevator Pitch, Making the First Impression, Being Other-Oriented, Being Positive and Curious, communicating with Confidence and Poise, Frequently Asked Questions & How to Answer Them, Pitfalls to Avoid, Etc. Etiquette: Hygiene, Courtesy, Culture differences, Workplace, use of cell phone, Profanity, Slang, Protocol.
2. Verbal Ability: Practicing Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning.
3. Quantitative Aptitude: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
4. Reasoning: Logical and Verbal Reasoning

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and MeenakshiUpadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMSetc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications



**Course Outcomes:**

1. Write a power resume and covering letter
2. Answer interview questions with confidence and poise
3. Exhibit appropriate social mannerisms in interviews
4. Solve placement test questions on verbal ability, quantitative aptitude and reasoning

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1		1					3				
CO2		3					3				
CO3	3						3				
CO4	3						3				
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for campus placement tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

<b>CLAD2011</b>	<b>PREPARATION FOR HIGHER EDUCATION (GRE/ GMAT)-1 (SOFT SKILLS 5B)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests and includes fully solved mock tests as well.*

**Course Educational Objectives:**

- Prepare the students to solve questions from all four broad areas of GRE/ GMAT
- Orient the students for GRE/ GMAT through mock tests

**List of Activities & Tasks for Assessment:**

1. Verbal Reasoning: Reading Comprehension, Sentence Equivalence, TextCompletion, Sentence Correction, Critical Reasoning
2. Quantitative Reasoning: Arithmetic, Algebra, Geometry, Data Analysis
3. Analytical Writing Assessment: Issue/ Argument
4. Integrated Reasoning

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and MeenakshiUpadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMSetc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Solve questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3			2			3				
CO2	3			2			3				
CO3											
CO4											
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for GRE/GMAT tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

CLAD2021	PREPARATION FOR CAT/ MAT – 1 (SOFT SKILLS 5C)	L	T	P	S	J	C
		0	0	2	0	0	1
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests and includes fully solved mock tests as well.*

**Course Educational Objectives:**

- Prepare the students to solve questions from all four relevant areas of CAT/ XAT/MAT, etc.
- Orient the students for CAT/ XAT, etc. through mock tests

**List of Activities & Tasks for Assessment:**

1. Quantitative Ability: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
2. Data Interpretation: Data Interpretation and Data Sufficiency
3. Logical Reasoning: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Solve questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3			2			3				
CO2	3			2			3				
CO3											
CO4											
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for CAT/ MAT tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

CLAD2031	PREPARATION FOR CAMPUS PLACEMENT-2 (SOFT SKILLS 6A)	L	T	P	S	J	C
		0	0	2	0	0	1
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course builds on the previous course and focuses on all four major areas of campus placements, including career preparedness, mock interviews, verbal ability, quantitative aptitude, and logical reasoning.*

**Course Educational Objectives:**

- To comprehensively prepare all eligible and aspiring students for landing their dream jobs.
- To sharpen the test-taking skills in all four major areas of all campus drives

**List of Activities & Tasks for Assessment:**

1. Career Preparedness II: Mock Interviews, Feedback and Placement Readiness
2. Verbal Ability II: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning
3. Quantitative Aptitude II: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
4. Reasoning II: Logical and Verbal Reasoning

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMSetc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Demonstrate career preparedness and confidence in tackling campus interviews
2. Solve placement test questions of a higher difficulty level in verbal ability, quantitative aptitude and logical reasoning.
3. Practice test-taking skills by solving relevant questions accurately and within time.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1		3	3				3				
CO2							3				
CO3							3				
CO4											
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for campus placement tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

<b>CLAD2041</b>	<b>PREPARATION FOR HIGHER EDUCATION (GRE/GMAT)-2 (SOFT SKILLS 6B)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests at a higher difficulty-level and includes fully solved mock tests as well.*

**Course Educational Objectives:**

- Prepare the students to solve higher level questions from all four broad areas of GRE/ GMAT
- Orient the students for GRE/ GMAT through mock tests

**List of Activities & Tasks for Assessment:**

1. Verbal Reasoning II: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning
2. Quantitative Reasoning II: Arithmetic, Algebra, Geometry, Data Analysis
3. Analytical Writing Assessment II: Issue/ Argument
4. Integrated Reasoning II

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Solve higher level questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests



**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	2						3				
<b>CO2</b>	2						3				
<b>CO3</b>											
<b>CO4</b>											
<b>CO5</b>											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for GRE/GMAT tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

CLAD2051	PREPARATION FOR CAT/ MAT – 2 (SOFT SKILLS 6C)	L	T	P	S	J	C
		0	0	2	0	0	1
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests at a higher level of difficulty and includes fully solved mock tests as well.*

**Course Educational Objectives:**

- Prepare the students to solve all types of questions from all four relevant areas of CAT/ XAT/ MAT, etc.

**List of Activities & Tasks for Assessment:**

1. Quantitative Ability II: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
2. Data Interpretation II: Data Interpretation and Data Sufficiency
3. Logical Reasoning II: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability II: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and MeenakshiUpadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMSetc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Solve higher difficulty level questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2			2			3				
CO2	2			2			3				
CO3											
CO4											
CO5											

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for CAT/ MAT tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

<b>DOSL1001</b>	<b>CLUB ACTIVITY – PARTICIPANT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course recognizes student participation in multiple activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to engage in and identify and pursue their personal interests and hobbies.*

**Course Educational Objectives:**

- Create opportunities for students to participate in a variety of non-academic experiences
- Interact with and learn from peers in a setting without an external performance pressure
- Allow exploration of interesting activities and reflection about these experiences
- Learn to manage time effectively

**List of Student Club Activities:**

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

**List of Activities:**

1. Participation in various club-based activities
2. Weekly reflection paper
3. Portfolio (on social media using an Instagram account)
4. Two learning papers (one per semester)

**Textbooks:**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References:**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. YouTube- Introduction to various club activities

**Course Outcomes:**

Upon successful completion of the course, student will be able to

1. Identify personal interest areas
2. Learn from diverse perspectives and experiences
3. Gain exposure to various activities and opportunities for extra-curricular activities
4. Learn to manage time effectively
5. gain confidence

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	2		2				
CO2	3		3		2		2				
CO3		3	2		3	2					
CO4		3	3		2		3				
CO5	3		3		2		3				

Note: 1 - Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:**

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

This course recognizes student participation in non-academic events and activities which focus on inclusive partnerships and collaborations with all stakeholders by using all sustainable means to promote lifelong learning.

<b>DOSL1011</b>	<b>CLUB ACTIVITY – MEMBER OF THE CLUB</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course encourages and acknowledges student members' work in organizing events and activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to actively learn from the process of conceptualizing and organizing such activities as part of a team.*

**Course Educational Objectives:**

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

**List of Student Club Activities:**

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

**List of Activities:**

1. Be a member of a club and organize activities in that particular interest area
2. Learn from diverse perspectives and experiences
3. Learn to design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Textbooks:**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References:**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes:**

Upon successful completion of the course, student will be able to

- Be a member of a club and organize activities in that particular interest area
- Learn from diverse perspectives and experiences
- Learn to design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	2		2				
CO2	3		3		2		2				
CO3		3	2		3	2					
CO4		3	3		2		3				
CO5	3		3		2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation



**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.

DOSL1021	CLUB ACTIVITY – LEADER OF THE CLUB	L	T	P	S	J	C
		0	0	0	2	0	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course encourages and recognizes student members' work in leading the student organization through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.*

**Course Educational Objectives:**

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

**List of Student Club Activities:**

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

**List of Activities:**

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Textbooks:**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students(Cal Newport)

**References:**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes:**

Upon successful completion of the course, student will be able to

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	3	3	3	3	2		2				
<b>CO2</b>	3		3		2		2				
<b>CO3</b>		3	2		3	2					
<b>CO4</b>		3	3		2		3				
<b>CO5</b>	3		3		2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.

DOSL1031	CLUB ACTIVITY – COMPETITOR	L	T	P	S	J	C
		0	0	0	2	0	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course encourages and recognizes student members' work in leading the student organization through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.*

**Course Educational Objectives:**

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

**List of Student Club Activities:**

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities

15. Other club activities organized by student clubs

**List of Activities:**

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Textbooks:**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References:**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes:**

Upon successful completion of the course, student will be able to

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	2		2				
CO2	3		3		2		2				
CO3		3	2		3	2					
CO4		3	3		2		3				
CO5	3		3		2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.

<b>DOSL1041</b>	<b>COMMUNITY SERVICES - VOLUNTEER</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course recognizes student participation in Community service activities organized by various student organizations and other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop empathy, citizenship behaviour and community values.*

**Course Educational Objectives:**

- To help students develop empathy and citizenship behavior
- Enable students to develop an altruistic attitude and community development sensibility
- Allow exploration of community service activities and reflect about these experiences
- Learn to work in small and large teams for achieving community objectives

**List of Community Service Activities:**

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities



**List of Activities:**

1. Participation in various community service activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

**Text Books:**

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

**References:**

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and SherylWuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)

**Course Outcomes:**

1. Experience of volunteering in a variety of Community service activities
2. Gaining empathy for lesser privileged sections of society by experience
3. Understanding the process of generating community awareness
4. Understanding Disaster management and relief through training and experience
5. Developing environmental and sustainability awareness

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3					2				
CO2		3	3				2				
CO3				3	3	2	2				
CO4		3	3								
CO5	3		3				3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.

<b>DOSL1051</b>	<b>COMMUNITY SERVICES - MOBILIZER</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course recognizes student leadership in mobilizing community service activities as members of various student organizations or other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop leadership, management skills, empathy, citizenship behavior and community values.*

**Course Educational Objectives:**

- To help students understand leadership in a community environment
- Enable students to develop an altruistic attitude and community development sensibility
- Allow deep understanding of community service through practical experience
- Learn to lead small and large teams for achieving community objectives

**List of Community Service Activities:**

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

**List of Activities:**

1. Organizing and leading teams in various community service activities
2. Fortnightly reflection paper
3. Portfolio (on social media using an Instagram account)
4. Two learning papers (one per semester)

**Textbooks:**

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

**References:**

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)
3. List of student run and other Government and non- government community service organizations

**Course Outcomes:**

1. Experience of mobilizing and executing Community service activities
2. Providing opportunities for community service volunteering for other fellow students
3. Understanding the process of mobilizing cash, kind and volunteer support
4. Building leadership and management skills
5. Building empathy and citizenship behavior

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3					2				
CO2		3	3				2				
CO3				3	3	2	2				
CO4		3	3								
CO5	3		3				3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.

<b>DOSP1001</b>	<b>BADMINTON</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Badminton - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Badminton: Grips - Racket, shuttle
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Badminton Gameplay: Service, Forehand, Backhand
7. Preparatory Drills and Fun Games
8. Game Variations: Singles/ Doubles/ Mixed

**References:**

1. Handbook of the Badminton World Federation (BWF)

**Course Outcomes:**

1. Learn to play Badminton
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>OSP1011</b>	<b>CHESS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Chess - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Chess: Pieces & functions, basic play
4. Chess board moves & terminology
5. Chess Gameplay: Openings, castling, strategies & tactics
6. Preparatory Drills and Fun Games
7. Game Variations & Officiating

**References:**

1. International Chess Federation (FIDE) Handbook



**Course Outcomes:**

1. Learn to play Chess
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1021</b>	<b>CARROM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Carrom - History and development
2. Rules of the Game, Board components & dimensions
3. Fundamental Skills - Carrom: - Striking
4. Gameplay – General
5. Preparatory Drills and Fun Games
6. Game Variations: Singles/ Doubles/ Mixed
7. Preparatory Drills and Fun Games

**References:**

1. Indian Carrom Federation Handbook - Laws

**Course Outcomes:**

1. Learn to play Carrom
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1031</b>	<b>FOOTBALL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Football - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Kicking, heading, ball control, Keeping
4. Movement, throwins, tackling, defense, scoring, defense
5. Gameplay- Formations, passing, FKs, CKs, PK, tactics
6. Preparatory Drills and Fun Games
7. Game Variations: Small sided games, 7v7, 11v11

**References:**

1. FIFA Laws of the Game

**Course Outcomes:**

1. Learn to play Football
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1041</b>	<b>VOLLEYBALL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Volley - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Striking, Ball control, Lifting
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Jumps, strikes, layoffs, attack, defense

**References:**

1. FIVB - Official Volleyball Rules

**Course Outcomes:**

1. Learn to play Volleyball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1051</b>	<b>KABADDI</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Kabaddi - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Raiding, catching
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Chain system movement



**References:**

1. Amateur Kabaddi Federation of India (AKFI) - Official Rules
2. Rules of Kabaddi - International Kabaddi Federation

**Course Outcomes:**

1. Learn to play Kabaddi
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1061</b>	<b>KHO KHO</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Kho Kho - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills: Sitting, giving Kho, Pole dive
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Running, sitting
6. Gameplay: Running strategies, ring method, chain method
7. Preparatory Drills and Fun Games

**References:**

1. Khelo India Official Rulebook of Kho Kho

**Course Outcomes:**

1. Learn to play Kho Kho
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1071</b>	<b>TABLE TENNIS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Table Tennis - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - TT: Grips - Racket, ball
4. Stances and footwork
5. TT Gameplay- Forehand, Backhand, Side Spin, High Toss. Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick, Loop Drive.
6. Preparatory Drills and Fun Games
7. Game Variations: Singles/ Doubles/ Mixed

**References:**

1. Handbook of the International Table Tennis Federation (ITTF)

**Course Outcomes:**

1. Learn to play Table Tennis
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1081</b>	<b>HANDBALL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Handball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Handball: Throwing, Ball control, Movement
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Jumps, dribbles, catching, throws
6. Gameplay: Shots, throws, movements, attack, defense
7. Preparatory Drills and Fun Games

**References:**

1. International Handball Federation - Rules of the Game & Regulations

**Course Outcomes:**

1. Learn to play Handball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1091</b>	<b>BASKETBALL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Basketball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Passing, Receiving, Dribbling
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Jumps, dribbles, catching, throws
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, attack, defense



**References:**

1. FIBA Basketball Official Rules

**Course Outcomes:**

1. Learn to play Basketball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>DOSP1101</b>	<b>TENNIS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Tennis - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Tennis: Grips - Racket, ball
4. Stances and footwork
5. Gameplay- Forehand, Backhand, Service, volley, smash
6. Preparatory Drills and Fun Games
7. Game Variations: Singles/ Doubles/ Mixed

**References:**

1. Handbook of the International Tennis Federation (ITF)

**Course Outcomes:**

1. Learn to play Tennis
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3							2				
CO4		3	3		2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

DOSP1111	THROWBALL	L	T	P	S	J	C
		0	0	0	2	0	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Throwball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Throwing, Receiving
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, control

**References:**

1. World Throwball Federation - Rules of the Game

**Course Outcomes:**

1. Learn to play Throwball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2				3				
CO2							2				
CO3		3	3				2				
CO4					2		2				
CO5				3	2		3				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

<b>ENVS1001</b>	<b>ENVIRONMENTAL STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3*</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course enables the students to adapt eco-centric thinking and actions rather than human-centric thinking on natural resources, their utilization and conservation. The course also focuses on the importance of ecosystems, biodiversity and their degradation led to pollution. This course helps in finding solutions through application of control measures to combat pollution and legal measures to achieve sustainable development.*

**Course Educational Objectives:**

- To impart knowledge on natural resources and its associated problems.
- To familiarize learners about ecosystem, biodiversity, and their conservation.
- To introduce learners about environment pollution.
- To acquaint learners on different social issues such as conservation of water, green building concept.
- To make learners understand about the present population scenario, its impacts and role of informational technology on environment and human health.
- To make learners understand about the importance of field visit.

**UNIT 1                      Multidisciplinary nature of environmental studies & Natural Resources                      10 hours**

Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness. Natural resources and associated problems. Uses and over exploitation of Forest resources, Water resources, Mineral resources, Food resources, Energy resources. Role of an individual in conservation of natural resources.

Activity:

1. Planting tree saplings
2. Identification of water leakage in house and institute-Rectify or report
3. Observing any one day of a week as Car/bike/vehicle free day.

**UNIT 2                      Ecosystem and biodiversity                      10 hours**

**Ecosystem:** Structure components of ecosystem: Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, Energy flow in the ecosystem (10% law), Ecological succession.

**Biodiversity:** Definition, Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching, man wildlife conflicts. Conservation of biodiversity: In – situ and Ex-situ

Activity:

1. Visit to Zoological Park-Noting different ecosystem
2. Biodiversity register- Flora and fauna in the campus

**UNIT 3 Environmental Pollution 10 hours**

Definition Causes, effects, and control measures of: -Air pollution. Water pollution. Soil pollution. Marine pollution. Noise pollution. Nuclear hazards. Solid waste Management: Causes, effects, and control measures. Role of an individual in prevention of pollution. Pollution case studies.

Activity:

1. Visit to treatment plant and documentation.
2. Documentation of segregation of solid waste-Dry and Wet

**UNIT 4 Social Issues and the Environment 10 hours**

From Unsustainable to Sustainable development Urban problems related to energy. Water conservation, rainwater harvesting, watershed management. Environmental ethics: Issues and possible solutions. Green building concept.

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.

Activity:

1. Observing zero hour at individual level-documentation.
2. Eco friendly idols.
3. Rainwater harvesting-creating storage pits in nearby area.

**UNIT 5 Human Population and the Environment and Environment Protection Act and Field work 10 hours**

Population growth, variation among nations. Environment and human health. HIV/AIDS, Human rights. Value Education. Women and Child Welfare. Role of Information Technology in Environment and human health. Environment Legislation. Air (Prevention and Control of Pollution) Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Environmental Protection Act, Issues involved in enforcement of environmental legislation.

Activity:

1. Visit to a local polluted site-industry/agriculture
2. Identifying diseases due to inappropriate environmental conditions

**Textbook(s):**

1. Erach Bharucha. Textbook of environmental studies for undergraduates courses- Universities Press,India Private Limited. 2019.
2. Kaushik A and Kaushik C.P. Perspectives in Environmental Studies. New Age InternationalPublishers Edition-VI. 2018.

3. Dave D Katewa S.S. Textbook of Environmental Studies, 2<sup>nd</sup> Edition. Cengage Learning India. 2012.

**Additional Reading:**

1. Benny Joseph. Textbook of Environmental Studies 3rd edition, McGraw Hill Publishing company limited. 2017.

**Reference Book(s):**

1. McKinney M.L., Schoch R.M., Yonavjak L. Mincy G. Environmental Science: Systems and Solutions. Jones and Bartlett Publishers. 6<sup>th</sup> Edition. 2017.
2. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5<sup>th</sup> edition. 2005.

**Journal(s):**

1. <https://www.tandfonline.com/loi/genv20>
2. <https://library.lclark.edu/envs/corejournals>

**Website(s):**

<https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf> From Climate Science to Action | Coursera

**Course Outcomes:**

After the completion of the course student will be able to

1. List different natural resources and their uses
2. Summarize the structure and function of terrestrial and aquatic ecosystems.
3. Identify causes, effects, and control measures of pollution (air, water & soil).
4. Function of green building concept.
5. Adapt value education

**CO-PO Mapping:**

	PO2	PO1	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	2							2		
CO2		2				1		2		
CO3			1						1	
CO4				2						1
CO5	1								1	
CO6					2					1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation



**APPROVED IN: BOS**

**BOS: 04-07-22**

**ACADEMIC COUNCIL:14-07-22**

**SDG No. & Statement:**

1. SDG-6-Clean water and Sanitation
2. SDG-7-Affordable and clean energy
3. SDG-13 - Climate change
4. SDG-14 - Life below water
5. SDG-15 - Life on Land

**SDG Justification:**

1. The learner will understand the importance of clean water and sanitation through this course and apply in their daily activities – SDG-6
2. The learner will make use of renewable resources to reduce pollution achieves SDG-7
3. The learner will understand present situation in climate change and takes appropriate steps to combat climate change – SDG-13
4. The learner will understand the existence of life below water – SDG-14
5. The learner will understand to promote sustainable terrestrial ecosystem – SDG15

FINA3001	PERSONAL FINANCIAL PLANNING	L	T	P	S	J	C
		0	0	2	0	0	1*
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Risk Management in personal financing Fundamentals of Investing Personal and Family Financial Planning Introduction to Personal Finance Portfolio Selection and Risk Management						

**Course Description:**

*Personal Financial Planning is one of the most significant factors in our lives. It is essential that funds are available as and when required at various stages of life. Unavailability of funds at critical stages of our life leads to financial distress and leads to many medical and non- medical problems. There are certain planned and unplanned events in our life. On the one hand, education of our children, their marriage, our retirement etc. are some of the planned events of our life, but at the same time, some medical urgency, accident or death of an earning member might be some unplanned events. Many of these events are beyond our control, but the availability of funds can be planned to avoid any financial distress. In other words, we cannot stop the rain but can plan for an umbrella.*

*This course looks at the many challenges an individual faces in a complex financial environment and the rising uncertainties of one's life. It focuses on achieving long-term financial comfort of individual and family through goal setting, developing financial and life strategies, acquiring personal financial planning knowledge and managing risk throughout one's life.*

**Course Educational Objectives:**

- To build students' ability to plan for long-term financial comfort of individual and family through goal setting, developing financial and life strategies.
- To provide students with knowledge on terms, techniques to evaluate investment avenues.
- To build the skill set of the student to enable them to file their tax returns.

**UNIT 1 Basics of Financial Planning**

Financial Planning Meaning, Need, Objectives, Financial Planning Process, Time Value of Money and its application using excel (NP)

## **UNIT 2**

### **Risk and Insurance Management**

Need for insurance, Requirement of insurance interest, Role of insurance in personal finance, Steps in insurance planning, Life and Non-life insurance products, Life insurance needs analysis (NP)

## **UNIT 3**

### **Investment Products and Measuring Investment Returns**

**Investment Products:** Small Saving Instruments, Fixed Income Instruments, Alternate Investments, Direct Equity

**Measuring Investment Returns:** Understanding Return and its concept, Compounding concept, Real vs Nominal Rate of Return, Tax Adjusted Return, Risk-Adjusted Return (NP)

## **UNIT 4 Retirement Planning**

Introduction to the retirement planning process, estimating retirement corpus, Determining the retirement corpus, Retirement Products (NP)

## **UNIT 5 Tax Planning**

Income Tax: Income tax principles: Heads of Incomes, Exemptions and Deductions, Types of Assesses, Rates of Taxation, Obligations for Filing and Reporting, Tax aspects of Investment Products, Wealth Tax

### **Textbooks:**

1. National Institute of Securities Management (NISM) Module 1 & XA
2. Madhu Sinha, Financial Planning, 2 Edition, McGraw Hill India
3. Simplified Financial Management by Vinay Bhagwat, The Times Group

### **References:**

1. Personal Financial Planning (Wealth Management) by S Murali and K R Subbakrishna, Himalaya Publishing House.
2. Mishra K.C., Doss S, (2009). Basics of Personal Financial Planning 1e. National Insurance Academy, New Delhi: Cengage Learning.
3. Risk Analysis, Insurance and Retirement Planning by Indian Institute of Banking and Finance.

**Course Outcomes:**

1. Describe the financial planning process and application of time value of money
2. Application of life and non-life insurance products in financial planning
3. Understand the investment avenues and analysis of investment returns
4. Understand the retirement planning and its application
5. Describe and analysis the Tax Planning

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	1	0	0	1	0	0	3	1	1	3
CO2	2	2	0	0	1	1	1	3	1	1	2
CO3	3	2	1	0	1	0	0	3	2	2	3
CO4	3	2	0	1	1	0	1	2	2	3	2
CO5	3	3	0	1	1	1	2	1	2	2	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 01-02-2022**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

**SDG Justification:**

<b>LANG1001</b>	<b>COMMUNICATION SKILLS IN ENGLISH - BEGINNERS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2*</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Communication Skills in English (Beginner) is the first of the three-level courses for a developmental enhancement of learners' communication skills in English. This course focuses on giving learners exposure to factual level of comprehension (listening and reading) and application of the learning (Speaking/Writing) with an awareness for social and personality-based variations in communication. In addition to the LSRW skills, the focus of the course is on schematic thinking skills. This course is activity-based and practice-oriented in terms of procedural knowledge of vocabulary and grammatical structure. This syllabus is carefully developed to enable learners to engage in communication in English avoiding errors and be prepared for next level of learning English.*

**Course Educational Objectives:**

- Train learners to listen actively, follow what is spoken in standard English, and answer questions to demonstrate their understanding of the main points of the speech, repeat part of what someone has said to confirm mutual understanding, though occasionally, there may be a need to ask for repetition or clarification. (Bloom's Taxonomy Level/s: 2 & 3)
- Equip learners with the skills to read and comprehend straightforward texts and simple argumentative writing to identify the topic, the desired/relevant information, the main points of the argument, and the major conclusion/s. (Bloom's Taxonomy Level/s: 2 & 4)
- Help learners apply their knowledge and language skills to make mini oral presentations and produce short coherent written texts using appropriate cohesive devices, suitable vocabulary, and grammatical structures. (Bloom's Taxonomy Level/s:3)
- Enable learners to communicate with reasonable accuracy in familiar contexts with adequate fluency and generally good control by equipping them with a repertoire of frequently used vocabulary, structures, and speech patterns. (Bloom's Taxonomy Level/s: 2 & 3)

**List of Activities & Tasks for Assessment:**

1. Listening to others and getting to know their experiences, interests and opinions
2. Introducing oneself: Salutation, basic information, relating to the context
3. Starting a conversation: Salutation, expressing purpose, expressing gratitude
4. Sharing one's experiences, interests and opinions
5. Reading short newspaper articles for gist
6. Picking new words from an article and working on them to know the meaning and usage
7. Using the new (unknown) words in own sentences
8. Sharing news with others - initiate, sustain and conclude
9. Understanding the relevance of intonation to meaning from recorded conversations, and applying the learning in pair work (role play)
10. Writing a summary of a story/personal narrative after listening to it twice and making individual notes
11. Reading graphs, charts and maps for specific information, making note of the important information and talking briefly about it within a small peer group
12. Writing a paragraph about oneself: a brief profile including major successes, failures, and goals. Giving compliments/gratitude to others
13. Writing a paragraph (descriptive, complimentary) about others (Family, friends, role model, etc.)
14. Correcting each other's' drafts: errors in language - word choice, structure, and conventions/etiquette
15. Writing a short structured descriptive/narrative essay in 3 paragraphs, reading others' essays, and sharing feedback

**References:**

1. V. Sasikumar, P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Listening and Speaking - Foundation Books Cunninham, S. & Moor, P. (nd). New Cutting Hedge (Intermediate). Longman
2. Cambridge Academic English: An Integrated Skills Course for EAP (Intermediate) By Craig Thaine, CUP (2012)
3. Rutherford, Andrea J. (2007). Basic Communication Skills for Technology: Second Edition. Delhi: Pearson Education.
4. McCarthy, M., O'Dell, F., Mark, G. (2005). English Vocabulary in Use. Spain: Cambridge University Press.
5. New Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-1 by Sarah Philpot. OUP

6. Philpot, S. & Curnick, L. (2017). Headway: Academic Skills: Reading, Writing, and Study Skills. Introductory Level. OUP.
7. Thaine, C. (2012). Cambridge Academic English: An Integrated Skills for EAP. Intermediate. CUP.

**Online References:**

- [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)
- [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org)
- <https://eslflow.com/>
- <https://www.englishclub.com/>
- <https://www.oxfordlearnersdictionaries.com/>
- <https://dictionary.cambridge.org/>
- [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org)
- <https://freerice.com/categories/english-vocabulary>

**Course Outcomes:**

1. Listen actively, understand and extract the essential information from short talks/conversations/discussions that are delivered in clear, standard speech. (Bloom's Taxonomy Level/s: 2 & 3)
2. Read, understand, and extract specific information from straightforward factual and simple argumentative texts on general topics and subjects of interest. (Bloom's Taxonomy Level/s: 2 & 3)
3. Speak clearly with some confidence on matters related to his/her interests and academic work and make short structured oral presentations on topics of personal interest. (Bloom's Taxonomy Level/s: 3)
4. Write short straightforward connected texts on a range of familiar/general topics using appropriate linking devices to achieve a clear sequence of ideas. (Bloom's Taxonomy Level/s: 3)
5. Acquire sufficient language competency to express oneself in speech and writing with some confidence, using appropriate vocabulary and simple grammatical structures though lexical limitations and/or difficulty with formulation might be evident at times. (Bloom's Taxonomy Level/s: 2 & 4)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	0	2	2	3	0	0	0				
<b>CO2</b>	0	2	2	3	0	0	0				
<b>CO3</b>	0	0	0	3	0	0	0				
<b>CO4</b>	0	0	0	3	0	0	0				
<b>CO5</b>	0	4	2	0	2	2	4				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

SDG No. 4: Statement: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course aims to remove inequalities among admitted students with regard to basic communication skills in English and provide them communication as well as learning skills that are useful throughout their lives.



LANG1011	COMMUNICATION SKILLS IN ENGLISH	L	T	P	S	J	C
		0	0	4	0	0	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*Communication Skills in English (Intermediate) is the second of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the beginner level syllabus, this course focuses on giving learners more exposure to the use of language for communicative purposes and equip them with next level skills (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course also includes inferential level of comprehension (listening and reading) that involves analysis and application of the language skills and decision-making skills while speaking/writing with an awareness for social and personality-based variations in communication. This course emphasizes guided writing through adequate tasks with pre and post context building. The focus is on stimulation and application of critical thinking in addition to schematic thinking for communication in real-life situations.*

**Course Educational Objectives:**

- Train learners to actively listen to short audio texts with familiar content; guided activity like question-making and responding to others' questions based on the audio text would help learners engage in transactional dialogue; extended activities like extrapolating/critiquing the responses would help learners enhance their schematic thinking. (Bloom's Taxonomy Level/s: 2 & 4)
- Equip learners with strategies to read actively and critically and understand the writers' viewpoints and attitude by providing reading comprehension tasks using authentic texts such as op-ed articles from newspapers, and reports on contemporary problems. (Bloom's Taxonomy Level/s: 4 & 5)
- Help learners understand various aspects and techniques of effective presentations (group/individual) through demonstration and modelling, and enabling them to develop their presentation skills by providing training in using the tips and strategies given. Learners would be encouraged to observe and express opinion on teacher-modelling. Reflection on issues like anxiety, stage-fear, confidence, and levels of familiarity with topic and audience would be addressed. Practice would be given on tone, pitch, clarity and other speech aspects. Detailed peer feedback and instructor's feedback would cover all the significant aspects. (Bloom's Taxonomy Level/s: 2 & 4)
- Enable learners to become aware of the structure and conventions of academic writing through reading, demonstration, scaffolding activities, and discussion.

Corrective individual feedback would be given to the learners on their writing. (Bloom

**List of Tasks and Activities:**

S.No.	Tasks	Activities
1	Listening to subject related short discussions/explanations/ speech for comprehension	Pre-reading group discussion, Silent reading (Note-making), Modelling (questioning), Post-reading reflection / Presentation
2	Asking for information: asking questions related to the content, context maintaining modalities	Group role-play in a con text (i.e. Identifying the situation and different roles and enacting theirroles)
3	Information transfer: Verbal to visual (familiar context), demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pair work for discussion & feedback, Presentations, question-answer
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pre-reading game/modelling, discussion in small groups, individual writing, and feedback
5	Introducing officials to peers and vice versa -Formal context	AV support, noticing, individual performance (3-4), pair work (in context), teacher modelling, group work for Introducing self and others in a formal context
6	Introducing friends to family and vice versa -Informal context	Teacher modelling/AV support, noticing structure & note-taking, Introducing friends andfamily in an informal context
7	Vocabulary in context: Find clues in a text and use them to guess the meaning of words/ phrases. Apply the newly learnt vocabulary in communication (speaking and writing).	Comprehending verbal communication: Identifying the contextual clues in oral and written texts; guessing the meaning of words/phrases in context while reading texts and listening to discussions/talks

8	A five-day journal (diary) writing based on learners reading from newspaper on a single relevant/current social issue. Individual oral presentation and feedback from peers and instructor.	Note-making (group work), Discussion, Feedback
9	Follow the essentials of lectures, talks, discussions, reports and other forms of academic presentations and make individual and group presentations aided with images, audio, video, tabular data, etc.	Making power point presentation aided with images, audio, video, etc. with a small group by listening to academic lectures/talks/ discussions, etc.
10	Self-reflection: Re-reading one's own drafts, identifying errors, correcting the errors, and giving rationalize the changes	Pre-task discussion/modelling, Editing the texts by careful reading and identifying the errors, peer-exchange (Pair work), feedback/consolidation
11	Collaborative work (speaking and writing) in small groups of 3 or 4 learners: discussing a general/discipline-specific topic: creating outline, assigning specific roles to members of the group; and group presentation followed by peer and instructor feedback	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), feedback
12	Independent reading of different text types using appropriate reference sources by adapting suitable reading styles and speed. Focus on active reading for vocabulary: low-frequency collocations and idiomatic expressions.	Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion
13	Role-play (specific social and academic situations): planning (making notes), understanding nuances of speaking in context, coordinating with situational clues and fellow speakers/participants	Peer discussion for outline, A-V support, observing (teacher modelling), role play (guided), role-play (free), feedback
14	Writing instructions: Guidelines - Flowcharts - Procedures to be followed	Pre-task reading, pair work, teacher/peer-discussion, feedback

15	Speaking spontaneously on topics of interest and writing short structured essays on the same topics adopting appropriate academic conventions and grammatical accuracy.	Reading for task preparation, note-making, speaking, reflection and corrective peer and teacher feedback
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**Reference Books:**

1. P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Basic Communication Skills. FoundationBooks. CUP
2. Harmer, J. (1998). How to teach English. Longman
3. Sanjay Kumar & Pushp Lata. (2018). Communication Skills: A Workbook. OUP.
4. Cambridge IGCSE: English as a Second Language Teacher's Book Fourth Edition. By Peter Lucantoni. CUP (2014).
5. Cambridge Academic English: An Integrated Skills Course for EAP (Upper Intermediate) By Martin Hewings, CUP (2012)
6. Richards, J.C. and Bohlke, D. (2012). Four Corners-3. Cambridge: CUP.
7. Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-2 by Sarah Philpot. OUP
8. Latham-Koenig, C. & Oxenden, C. (2014). American English File. Oxford: OUP.
9. McCarthy, M. & O' Dell. F. (2016). Academic Vocabulary in Use. Cambridge: CUP

**Online Resources:**

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org)
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

**Course Outcomes:**

1. Understand the speaker's point of view in fairly extended talks on general or discipline-specific topics, and follow simple lines of argument in discussions on familiar contemporary issues. (Bloom's Taxonomy Level/s: 3)
2. "Read and demonstrate understanding of articles and reports on limited range of contemporary issues in which the writers adopt particular stances. Also provide samples of written communication containing fairly complex information and reasons

for choices/opinions/stances. (Bloom's Taxonomy Level/s: 2 & 3)"

3. Make short presentations on a limited range of general topics using slides, and engage in smallgroup discussions sharing experiences/views on familiar contemporary issues and give reasonsfor choices/opinions/plans. (Bloom's Taxonomy Level/s: 3 & 4)
4. Write clear, fairly detailed text (a short essay) on a limited range of general topics, and subjectsof interest, and communicate clearly through email/letter to seek/pass on information or give reasons for choices/opinions/plans/actions. (Bloom's Taxonomy Level/s: 3)
5. Reflect on others' performance, give peer feedback on fellow learners' presentations, responsesto writing tasks and reading comprehension questions. (Bloom's Taxonomy Level/s: 5)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	0	3	0	3	0	3	0				
<b>CO2</b>	0	2	0	3	2	2	0				
<b>CO3</b>	4	3	3	3	3	3	4				
<b>CO4</b>	0	3	3	3	3	3	0				
<b>CO5</b>	5	0	5	0	0	0	0				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

SDG No. 4: Statement: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course aims to remove inequalities among admitted students with regard to basic communication skills in English and provide them communication as well as learning skills that are useful throughout their lives.

<b>LANG1021</b>	<b>ADVANCED COMMUNICATION SKILLS IN ENGLISH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Communication Skills in English (Advanced) is the third of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the upper-intermediate syllabus, this course focuses on giving learners exposure to higher level of skills/input processing (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course includes advanced level of comprehension i.e. analytical, evaluative and extra-polative processing (listening and reading) and involves problem-solving, logical reasoning and decision-making skills in terms of application of the learning (speaking/writing) with an awareness for social and personality based variations in communication. This course provides opportunities with activity-based practice of advanced oral and written communicative skills besides building awareness on the finer nuances of language use for various purposes. This course emphasizes free writing through meaningfully engaging tasks with a pre and post context building. There is ample scope for application of critical thinking through simulated activities for effective communication in real life situations.*

**Course Educational Objectives:**

- Enable learners to listen actively become aware of tone and attitude in speech, and demonstrate their comprehension of fairly complex lines of argument presented by a variety of speakers in talks/presentations/discussions. (Bloom's Taxonomy Level/s: 2 & 4)
- Enable learners to become aware of tone and attitude in written texts, and demonstrate their comprehension of fairly complex lines of argument and points of view presented in a variety of texts by equipping them with upper intermediate to advanced level reading skills and strategies. (Bloom's Taxonomy Level/s: 2 & 3)
- Make effective presentations, engage in formal group discussions, and write structured essays/ short reports to highlight the significance of actions/decisions/experiences, and sustain views by providing relevant evidence and argument. (Bloom's Taxonomy Level/s: 3 & 4)
- Equip learners with the skills and strategies to communicate effectively in speech and writing using the language with a degree of fluency, accuracy and spontaneity, and fairly good grammatical control adopting a level of formality appropriate to the context. Encourage learners to apply their knowledge of language and their

communication skills in real life situations. (Bloom's Taxonomy Level/s:3 & 5)

**List of Activities & Tasks for Assessment:**

S.No.	Tasks	Activities	CO
1	Evaluative and extrapolative reading of a longtext/short texts on a current topic related to technology and society, identifying and questioning the author's intention, post- reading discussion in small groups, maintaining group dynamics, arriving at a consensus	Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading reflectionand brief presentation of thoughts/ideas/opinions on the themeof the text	3
2	Debate in pairs based on listening to two recorded contemporary speeches by well- known leaders in different fields. Peer feedback and instructor feedback.	Pre-recorded audio/video for listening, student checklist for noticing key words/concepts, pre-task orientation (by teacher), pair work, feedback	1
3	Information transfer: Verbal to visual (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer (among students), modification and feedback before the final version is done	Pair work for discussion and feedback, presentations, question-answer	2
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification, editing, proofreading, and feedback before the final version is done	Pre-reading game/ modelling, discussion in small groups, independent writing and feedback	4
5	Expressing opinion on a short argumentative text (e.g. a journal article or a newspaper editorial) and justifying one's opinion/stance; focus on the use of appropriate conventions of formal and polite speech, and managing bias	Listening to group discussions/ debates, reading news-paper articles on the current issues and expressing opinions in favour or against the topic (in GDs, debates or writing argumentativeessays).	3

6	Role-play (complex social and academic/professional situations): Focus on significant aspects of delivery including clarity, tone, and use of contextually appropriate vocabulary and conventions, observation, reflective discussion, and self-reflective writing	Reading newspaper/ magazine articles/ blog posts on current social issues, listening to talks/ discussions/ debates etc. and participating in role-plays using expressions appropriate to the context.	1
7	Collaborative writing in groups of 3 - 4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback	Pre-task modelling (peer), general discussion on structure, group work (collaboration), presentation, peer feedback, Open-class discussion	5
8	Formal Group Discussion on topics of current interest and relevance; focus on effective participation, reflection on control over argument/ counter argument, and adherence to the conventions of formal GD	Noticing strategies from AV modelling, teacher scaffolding through open-house discussion, Note-making (Group work), Group Discussion (free), post performance discussion, Feedback	2
9	Mind-mapping for advanced reading, making correlations across texts, extending author's point of view	Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting it orally.	3
10	Handling question and answer sessions after presentations: justifying arguments, taking counter-arguments, agreeing and disagreeing with rationale	Listening to some lectures, talks, and presentations in the academic seminars and adapting some strategies to handle the Q&A sessions using polite and formal expressions to agree or disagree with the statements.	1
11	Modelling an interview: with a panel of four judges (peers)	Pre-task activity for orientation/ strategies (controlled/guided), Model interview (AV support), Group work (role play), interview in pair (one-to-one), Interview in group (many -to-one), oral corrective feedback (peer/ teacher)	2



12	Writing a short reflective report of an event - incident/ meeting/ celebration	Writing a report on meetings/ celebrations/ events etc. by actively involving in such events and giving a short oral presentation on the same.	4
13	Speaking on abstract and complex topics beyond his/her own area of interest/field of study, using the language flexibly and effectively.	Reading texts on abstract topics and comprehending the author's perspectives. Similarly, listening to talks and discussions on an abstract topic of other discipline and making short oral presentation by sharing views and opinions.	3
14	Self-reflection on own speech in context(recorded): tone, pitch, relevance, content; extending the reflections/ideas to others	Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc.	1
15	Collaborative and individual task: planning, preparing (preparing an outline, structure, setting objectives and presenting the plan of action) and executing a mini-project, and submitting a brief report on the same peer and instructor feedback after the planning stage and on completion of the mini project	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), oral corrective, task distribution, presentation, feedback	5

**Reference Books:**

1. Latham-Koenig, C. & Oxenden, C. (2014). American English File-5. Oxford: OUPRichards,
2. J.C. and Bohlke, D. (2012). Four Corners-4. Cambridge: CUP.
3. Cambridge Academic English: An Integrated Skills Course for EAP (Advanced) By Martin Hewings and Craig Thaine, CUP (2012)
4. Berlin, A. (2016). 50 Conversation Classes: 50 Sets of Conversation Cards with an Accompanying Activity Sheet Containing Vocabulary, Idioms and Grammar. Poland: CreateSpace Independent Publishing Platform
5. Zemach, D. E., Islam, C. (2011). Writing Paragraphs: From Sentence to Paragraph. Germany: Macmillan Education.

6. Stewart, J. P., Fulop, D. (2019). Mastering the Art of Oral Presentations: Winning Orals, Speeches, and Stand-Up Presentations. United Kingdom: Wiley.
7. Kroehnert, Gary. (2010). Basic Presentation Skills. Sidney: McGraw Hill.
8. Cunningham, S. & Moor, P. (nd). Cutting Edge (Advanced) With Phrase Builder. Longman Publishers. CUP
9. McCarthy, M & O'Dell, F. (2017). English Idioms in Use (Advanced). Cambridge: CUP.

**Online Resources:**

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org)
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

**Course Outcomes:**

1. Listen to extended lectures, presentations, and discussions on a wide range of contemporary issues and demonstrate understanding of relatively complex lines of argument. (Bloom's Taxonomy Level/s: 2)
2. Make presentations using suitable AV aids and engage in formal group discussions on a wide range of topics of contemporary interest, demonstrating awareness of standard/widelyaccepted conventions. (Bloom's Taxonomy Level/s: 3)
3. Read and demonstrate understanding of the writer's stance/viewpoint in articles and reports on a wide range of contemporary issues and discipline-specific subjects. (Bloom's Taxonomy Level/s: 2 & 4)
4. Write analytical essays on a wide range of general topics/subjects of interest, and engage in written communication (emails/concise reports) to exchange relatively complex information, giving reasons in support of or against a particular stance/point of view. (Bloom's Taxonomy Level/s: 3 & 4)
5. Complete a mini project that necessitates the use of fairly advanced communication skills to accomplish a variety of tasks and submit a report in the given format. (Bloom's Taxonomy Level/s: 4 & 5)

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	0	2	2	0	2	2	0				
CO2	3	3	0	3	0	0	3				
CO3	2	4	0	4	2	2	0				
CO4	3	4	0	4	0	0	3				
CO5	0	4	0	4	0	0	0				

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

SDG No. 4: Statement: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course aims to remove inequalities among admitted students with regard to basic communication skills in English and provide them communication as well as learning skills that are useful throughout their lives.

MFST1001	HEALTH & WELLBEING	L	T	P	S	J	C
		0	0	2	0	0	1*
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*The course provides the students a better understanding of the role of a proper diet in maintenance of human health. This course emphasizes the composition of the food, and will help to understand how to exercise, the role of sports and physical fitness in development of a good health. The course also focuses on the importance of emotional well-being and mindfulness. This course helps in teaching the role of yoga in maintenance of physical balance.*

**Course Educational Objectives:**

- To provide an understanding of the relationship between food and nutrition
- To emphasize the role of exercise, sports and physical fitness in obtaining a good health
- To explain about the mindfulness and emotional well being
- To teach the role of yoga and meditation in maintaining the body balance

**UNIT 1**

Understand the relationship between Food and Nutrition and how food composition affects nutritional characteristics. Knowledge about regulatory principles in determining diets and recommended daily allowances. Understand how to create personalised diet/nutrition plans.

**UNIT 2**

Understand how exercise, activity and sports helps in developing good health. Experiential exposure to the role of proper, specific nutritional interventions along with structured activities on developing proper physical health. Practical exercises and assignments in sports and exercise regimes.

**UNIT 3**

Introduction to emotional wellbeing and mindfulness. Teaching of mindfulness practices to reduce stress, increase relaxation and improve mental wellbeing.

**UNIT 4**

Introduction to Yoga theory and how Yoga helps in maintaining balance in the body. Practice of Yoga and meditation to improve overall emotional and physical balance. Practical yoga exercises and meditation techniques

**Course Outcomes:**

By the end of the course, student will

1. Learn the role of nutrition and diet in maintaining a good health
2. understand how the exercise, sports and physical activities will improve health
3. learn mindfulness practices for reducing stress
4. know the importance of yoga and meditation

**APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

PHPY1001	GANDHI FOR THE 21 <sup>ST</sup> CENTURY	L	T	P	S	J	C
		2	0	0	0	0	2*
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*This course provides the students with basic knowledge on Gandhi's early life, transformations in South Africa and his entry into India's national movement. While going through the social-political, economic, and educational philosophies of Gandhi, the course analyses how his ideologies are relevant even in the 21<sup>st</sup> century.*

**Course Educational Objectives:**

The objectives of the course are;

- To provide the students with the basic knowledge on Gandhi's life and his philosophies
- To understand the early influences and transformations in Gandhi
- To analyze the role of Gandhi in India's national movement
- To apply Gandhian Ethics while analyzing the contemporary social/political issues
- To appreciate the conflict resolution techniques put forward by Gandhi and its significance in the current scenario.

**UNIT 1 MK Gandhi: Childhood and Education**

M K Gandhi, Formative Years (1869-1893): Early childhood – study in England – Indian influences, early Western influences.

**UNIT 2 From Mohan to Mahatma-South African Experiences**

Gandhi in South Africa (1893-1914): South African Experiences – civil right movements in South Africa – invention of Satyagraha – Phoenix settlement- Tolstoy Farm – experiments in Sarvodaya, education, and sustainable livelihood.

**UNIT 3 Gandhi and Indian National Movement**

Gandhi and Indian National Movement (1915-1947): Introduction of Satyagraha in Indian soil -non- cooperation movement – call for women's participation – social boycott – Quit-India movement – fighting against un-touch ability – Partition of India- independence.



**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	3	3	3	3	3	3	3	2	2
CO2	3	3	2	3	2	3	3	3	3	2	3
CO3	3	3	3	2	3	2	2	3	3	2	2
CO4	3	2	2	3	3	2	2	3	3	2	3
CO5	3	3	2	2	3	3	3	3	3	3	2

Note: 1 – Low Correlation 2 – Medium Correlation 3 – High Correlation

**APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**



<b>POLS1001</b>	<b>INDIAN CONSTITUTION AND HISTORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2*</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

*This course analyses the basic structure and operative dimensions of the Indian Constitution. It explores various aspects of the Indian political and legal system from a historical perspective highlighting the various events that led to the making of the Indian Constitution. The course also deals with various challenges faced by the constitution and its coping mechanisms. Broadly, the students would understand and explain the working of different institutions and political debates ensuing from the operation of the Indian constitution in action.*

**Course Educational Objectives:**

- To introduce constitutional history of India.
- To explain the process of making Indian constitution
- To analyze Fundamental of Rights, Duties and other principles in constitution
- To create familiarity with political developments which shaped the constitution.

**UNIT 1****India as a Nation****6 hours**

Khilani, S. (2004). *Introduction, The Idea of India*, Chapter 1. New Delhi: Penguin Books, pp. 1-15.

Rowat, D. (1950). 'India: The Making of a Nation', *International Journal*, 5(2), 95-108.  
Doi:10.2307/40194264

Brass, P. (2018). 'Continuities and Discontinuities between pre- and post-Independence India', Chapter 1.

*The Politics of Idea since independence*, New Delhi: Cambridge University Press. Pp. 1-30.

**UNIT 2****Understanding the Constitution****6 hours**

Mehta, U.S. (2011). 'Constitutionalism' in *The Oxford Companion to Politics in India*, (ed) by Nirja Gopal Jayal, and Pratap Bhanu Mehta, New Delhi: Oxford University Press. Pp. 15-27.



Bakshi, P. (1956). 'Comparative Law: Separation of Powers in India'. *American Bar Association Journal*, 42(6), 553-595.

Rao, P. (2005). 'Separation of Powers in a Democracy: The Indian Experience'. *Peace Research*, 37(1), 113-122.

Kumar, Ashwani (2019): "Constitutional Rights, Judicial Review and Parliamentary Democracy,"

*Economic and Political Weekly*, Vol 51, Issue 15

Tillin, Louise. (2015). 'Introduction' in *Indian Federalism*. New Delhi: Oxford University Press. Pp. 1-30.

Chakrabarty, Bidyut and Rajendra Kumar Pandey. (2008). *Federalism' in Indian Government and Politics*, New Delhi: Sage Publications. Pp. 35-53.

Arora, B. and Kailash, K. K. (2018). 'Beyond Quasi Federalism: Change and Continuity in Indian Federalism', in *Studies in Indian Politics*, pp. 1-7.

Agrawal, Pankhuri (2020): "COVID-19 and dwindling Indian Federalism," *Economic and Political Weekly*, Vol 55, Issue No 26

### **Recommended Readings:**

De, Rohit. (2018). *A People's Constitution – The Everyday Life of Law in the Indian Republic*, USA: Princeton University Press.

Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Oxford, 1966.

Lahoti, R.C. (2004). *Preamble: The Spirit and Backbone of the Constitution of India*. Delhi: Eastern Book Company.

Rajeev Bhargava (ed), *Ethics and Politics of the Indian Constitution*, Oxford University Press, New Delhi, 2008.

Subhash C. Kashyap, *Our Constitution*, National Book Trust, New Delhi, 2011. Tillin, Louise. (2015). *Indian Federalism*. New Delhi: Oxford University Press.

Zoya Hassan, E. Sridharan and R. Sudarshan (eds), *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.

**Course Outcomes:**

On the successful completion of the course students would be able to:

1. Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India
2. Interpret knowledge of the Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens
3. Correlate familiarity with key political developments that have shaped the Constitution and amended it from time to time.
4. Equip themselves to take up other courses in law after having done a foundation course on Indian Constitution

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	2	1	2	2	3	3	2	3	1	2
CO2	1	1	2	1	2	2	3	2	3	1	2
CO3	1	2	1	2	2	2	3	1	3	1	1
CO4	1	1	1	2	2	2	3	1	3	1	1
CO5	1	1	1	2	2	2	3	2	3	1	2

Note: 1 – Low Correlation 2 – Medium Correlation 3 – High Correlation

**APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

<b>VEDC1001</b>	<b>VENTURE DEVELOPMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

*India as part of its “Make in India” initiative has been focusing on creating incubation centers within educational institutions, with an aim to generate successful start-ups. These start-ups will become employment creators than employment seekers, which is the need of the hour for our country. This common course (university core) for all the disciplines is a foundation on venture development. It is an experiential course that starts with students discovering their deeper self in terms of how they might contribute to society by creating exciting new products and services that can become the basis of real businesses. The students learn about the emerging areas of knowledge that are the foundations of any successful company. They will learn how to develop insight into the problems and desires of different types of target customers, and from this, to identify the design drivers for a specific innovation. Students will learn specific design methods for new products and services. The students will learn that as important as the product or service itself, is a strategy for monetizing the innovation – for generating revenue, structuring the operating costs, and creating the operating profit needed to support the business, hire new employees, and expand forward. This course is aimed to be the beginning of what might be the most important journey of personal and career discovery so far in a student’s life, one with lasting impact. This is not just a course, but potentially, an important milestone in life that a student remembers warmly in the years to come.*

**Course Educational Objectives:**

Students have the opportunity to:

- Discover who they are – Values, Skills, and Contribution to Society
- Understand how creativity works and permeates the innovation process
- Learn the basic processes and frameworks for successful innovation.
- Gain experience in going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.

**UNIT 1**

**PERSONAL DISCOVERY**

**4 hours**

Personal Values, Excite & Excel, Build a Team, Define Purpose, Mission Statement

**UNIT 2**

**IDEATION**

**10 hours**

Ideation & Impact, User Insights - Frameworks, Customer Interviews, Interpreting Results

**UNIT 3**

**SOLUTION DISCOVERY**

**8 hours**

Concept Design, Competitive Analysis, Product Line Strategy, Prototyping Solutions, Reality Check

**UNIT 4**

**BUSINESS MODEL DISCOVERY**

**4 hours**

Understand the Industry, Types of Business Model, Define Revenue Models, Define Operating Models, Define Customer Journey, Validate Business Model

**UNIT 5**

**DISCOVERY INTEGRATION**

**4 hours**

Define Company Impact, Create Value, Tell Your Story

**Textbooks:**

1. Meyer and Lee, "Personal Discovery through Entrepreneurship", The Institute for Enterprise Growth, LLC. Boston, MA., USA.

**References:**

1. Adi Ignatius (Editor-in-Chief), "Harvard Business Review", Harvard Business Publishing, Brighton, Massachusetts, 2021

**Course Outcomes:**

1. Identify one's values, strengths and weaknesses and their will to contribute to the society
2. Formulate an idea and validate it with customers
3. Demonstrate prototyping and analyse the competition for the product
4. Create business models for revenue generation and sustainability of their business
5. Come up with a pitch that can be used as the basis for actually starting a company based on an impactful innovation and societal impact

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1						3	1				
CO2		3		3	1	3	2				
CO3	1	3	3		3		3				
CO4					1	1	3				
CO5					3	3					

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :30-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

17. Strengthen the means of implementation and revitalize the global partnership for sustainable development.

**SDG Justification:**

4. The course involves identifying one's personal values and working on real-life problems, thus forming the base to work on their passions even past the collegiate life.

17. The course is developed in collaboration with North-eastern University, USA and the training for the champions is being by North-eastern University.

## **Faculty Core**



IENT1011	INDIAN BUSINESS ENVIRONMENT	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*The business environment in India is undergoing a dynamic change; what was looked upon as an underdeveloped nation is now regarded as a potential economic power and emerged as one of the emerging nation of the world. With the eruption digitization and e-commerce its service industry is providing multinational companies with unparalleled opportunities. With liberalization, privatization and further on globalization India's business world is occupying a place in almost all major sectors of the world economy. In this context, the nature and extent of the role of the state is undergoing fundamental changes with digitization and financial inclusion. In this dynamic and changing external environment of such gigantic dimensions, this course is aimed at sensitizing the students to the value implications of environment on business, in general. The main drive of this course addresses structural changes, external environmental changes, planning and policies of the state, economic trends, information technology and its impact. Knowing the major legal environment concepts and acts in addition to other environments is also to be discussed in this course. Though business is an economic activity, business ethics, social responsibilities of business and corporate governance is introduced in this course.*

**Course Educational Objectives:**

- To describe micro and macro factors affecting business and its impact on business decisions.
- To analyze Indian economic planning and its impact on business environment.
- To discuss the monetary and fiscal policies in India and their impact on business.
- To examine the relationship between society and business.
- To analyze the regulatory and actions of corporate governance.

**UNIT 1****Business Environment****9 hours**

Nature, scope and objectives of business-Environment of business description-internal environment and external environment- Political environment- Economic environment- Social Environment- Technological environment- Ecological & Legal environment- Macro environment and Micro environment

**UNIT 2****Economic Planning and Industrial Policy****9 hours**

Economic Planning impact on business environment- Meaning and Objectives of Industrial Policies -Need for Industrial Policies- Salient features of 1948, 1956, 1991 Industrial Policies- Closed economy and open economy- Liberalization, Privatization and Globalization-NITI AAYOG and its objectives- Ease of doing business- FERA- FEMA- Competition Act.

**UNIT 3** **Monetary and Fiscal Policy** **9 hours**

Monetary Policy and its objectives - CRR and SLR-Money Supply- instruments of money supply- RBI's Monetary Policy Measures- Fiscal Policy and its objectives-Techniques of Fiscal Policy- Impact of Monetary and Fiscal Policy on business environment- Central and States Budget- finances of the central and state budgets.

**UNIT 4** **Business and Social Environment** **9 hours**

Business and Society- objectives and importance of business-Professionalization of Business-Ethics in business-Impact of cultural factors in business- Social Responsibility of Business-giving back to the society-Social involvement, social audit-Companies Act 2013 and CSR.

**UNIT 5** **Corporate Governance** **9 hours**

Description of Corporate Governance-reasons for the growing demand for corporate governance-importance of corporate governance- prerequisites; regulatory and voluntary actions; recommendations of Birla Committee; legal environment of corporate governance in India.

**Textbooks:**

1. Justin Paul, Business Environment Text and Cases, 4<sup>th</sup> edition, Tata McGrawHill, New Delhi, 2019.
2. Francis Cherunilam, Business Environment, Text & Cases, 27<sup>th</sup> Revised Edition, Himalaya Publishing House, New Delhi, 2019.

**References:**

1. Aswathappa K, Essentials of Business Environment, 12<sup>th</sup> Revised Edition, Himalaya Publishing House, New Delhi, 2014.
2. Shaikh Saleem, Business and Environment, 3<sup>rd</sup> Edition, Pearson Education, New Delhi, 2017.

**Course Outcomes:**

1. Distinguish between micro and macro environmental factors.
2. Analyze the Globalization impact on Indian Business Environment.
3. Outline the objectives of Monetary and fiscal policies in India.
4. Assess how the social audit under companies Act relates to CSR.
5. Discuss and analyze the need of corporate governance in India.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	1	3	2	3	3	3	3	3	3	3
CO2	3	1	2	1	1	1	3	3	3	2	3
CO3	3	1	2	1	1	1	3	3	3	1	3
CO4	3	3	3	3	3	3	2	3	3	3	3
CO5	3	1	3	3	3	3	2	3	3	3	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS : 19-05-2022**

**ACADEMIC COUNCIL: 1-4-2022**

**SDG No. & Statement: 8**

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

**SDG Justification:**

The completion of this course will trigger the thinking process among the students (managers or entrepreneurs) to work towards sustained economic growth and creation of employment and decent work for all.



**UNIT 4**

**Customer Protection**

**8 hours**

COPRA Act and its operational aspects; Banking Ombudsman Scheme; Role and duties Paying and collecting Banks; Banker Protection under Negotiable Instrument Act- Endorsement, Forged Instruments- Bouncing of Cheques and their implications; Operational aspects of opening and maintaining accounts of various types of account holders. Ancillary Services: Remittances & Safe Deposit lockers, Govt Business, EBT

**UNIT 5**

**Banking Technology**

**8 hours**

Computer Systems: LAN,WAN, UPS, Core banking, Data warehousing, Data Mining. Digital Banking: ATMs, Electronic Kiosks-CDK, BNA, PBP; Cards – Types, Networks, Wallets; PPI. Electronic Banking – Internet & Mobile Banking. Trends In Communication Networks for Banking: EFT System, SWIFT, RTGS, NEFT, Automated Clearing System. Digital Payment Systems – NPCI

**Textbooks:**

1. Principles and Practices of Banking, IIFB, 5thEditionn 2021
2. Principles And Practices Of Banking (Paperback, N S TOOR & ARUNDEEP TOOR) 14<sup>th</sup> Edition

**References:**

1. Shekhar&Shekhar (2010), Banking Theory and Practice, New Delhi: Vikas Publishing House.
2. P.K. Srivastav(2011), Banking Theory and Practice, NewDelhi: Vikas Publishing House.
3. Sundaram& P.N. Varshney (2010), Banking Theory, Law and Practice, New Delhi:S.Chand& Co
4. Padmalatha Suresh and Justin Paul (2013), Management of Banking and Financial Services, New Delhi: Pearson Education.

**Course Outcomes:**

1. Student acquires knowledge about theoretical aspects of banking
2. Student acquires knowledge about the relationship between banker and customer
3. Student learns about the practicalities of banking and the latest trends in banking.
4. Students develop skills in legal aspects and negotiable instruments.
5. Students enhance knowledge about the latest banking trends and technology.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	1	1	0	2	1	1	1	0
CO2	1	2	2	1	1	0	1	1	1	1	1
CO3	2	2	3	2	2	0	2	1	2	2	1
CO4	2	2	3	2	1	0	2	1	2	2	1
CO5	2	2	2	2	2	0	2	1	2	2	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS: 1-2-2022**

**ACADEMIC COUNCIL: 1-4-2022**

**SDG No. & Statement:**

12: Responsible Consumption and Production

16: Peace and Justice Strong Institutions

**SDG Justification:**

12: This course enables students to understand how citizens are supported with services extended by financial institutions that would allow them to avail and produce resultative outcomes which would lead to better economic growth.

16. This course enables the students to understand how banks can inculcate inclusive growth across society for sustainable development.



**Textbooks:**

1. Wayne L. Winston, Microsoft Excel - Data Analysis and Business Modeling, Prentice Hall of India

**References:**

1. Paul McFedris, Excel Functions and Formulas, Wiley

**Course Outcomes:**

1. Build basic formulae in Excel
2. Apply different functions
3. Apply pivot tables on a given problem
4. Distinguish different programs under what-if analysis
5. Evaluate how to use solver for optimization problem

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	0	0	0	0	0	2	0	2	2	1
CO2	3	0	0	0	0	0	2	0	2	2	1
CO3	3	0	0	0	0	0	2	0	2	2	1
CO4	3	0	0	0	0	0	2	0	2	2	1
CO5	3	0	0	0	0	0	2	0	2	2	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS: 28-04-2021**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

4: Quality Education

**SDG Justification:**

The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity for all persons and promote learning opportunities at all times.



IENT2001	ENTREPRENEURSHIP	L	T	P	S	J	C
		2	0	0	0	0	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*Entrepreneurship is an essential element for economic progress as it manifests its fundamental importance in different ways: a) by identifying, assessing, and exploiting business opportunities; b) by creating new firms and/or renewing existing ones by making them more dynamic; and c) by driving the economy forward – through innovation, competence, job creation- and by generally improving the well-being of society.*

**Course Educational Objectives:**

- Describe the characteristics of an entrepreneur and the types of entrepreneurs.
- Understand the entrepreneurial Process and Government Support to Entrepreneurs.
- Discuss the sources of business ideas and evaluate the business opportunity.
- Explain the formation of a business and different sourcing of funds.
- To know business plan preparation and business model development.

**UNIT 1 Entrepreneur and Entrepreneurship 8 hours**

Description of Entrepreneur and Entrepreneurship, Evolution of Entrepreneurship, Characteristics of Entrepreneur, Functions of an Entrepreneur, Types of Entrepreneurs, Growth of Entrepreneurship in other countries and in India, Barriers of Entrepreneurship, and Role of Entrepreneurship in economic development.

**UNIT 2 Nature and Nurture of Entrepreneurs 8 hours**

Entrepreneurial Motives, Motivating factors of Entrepreneurship, Theories of Entrepreneurship, Entrepreneurial culture, Entrepreneurial Knowledge and Skills, Entrepreneurial Competencies, Entrepreneurial Process, Entrepreneurship Development Programs and Government Support to Entrepreneurs.

**UNIT 3 Business Incubation and Start-up 8 hours**

Invention, Innovation and Imitation, Sources of Business Ideas, Opportunity Recognition, Brain Storming, Idea Possibility, Scanning the Environment, Gaps for new business and new ways of business, Evaluating Business Opportunity, Feasibility Study, Start-up/Entrepreneurial Ecosystem, Understanding the Market and the Customer Needs, Framing Unique Selling Proposition (USP), Risk and Return Assessment and Prototype Development.



**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	2	3	1	2	1	1	2	3
CO2	1	1	1	2	3	1	2	2	2	2	1
CO3	2	1	1	2	3	3	2	2	3	2	2
CO4	1	2	3	3	3	2	3	1	1	1	2
CO5	1	1	1	2	3	1	2	1	1	2	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 19-05-2022**

**ACADEMIC COUNCIL: 14-07-2022**

**SDG No. & Statement:**

08

Decent Work and Economic Growth

**SDG Justification:**

The course aims to articulate learners with a mindset to align themselves towards inclusive and sustainable economic growth, productive employment generation and decent work for all.

BUAN2011	EMERGING TECHNOLOGIES	L	T	P	S	J	C
		2	0	0	0	0	2
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

### Course Description:

*Emerging digital technologies have generated new opportunities in the current business landscape. These technologies have the capability of not only changing the existing products and services but introducing innovative ones.*

### Course Educational Objectives:

- Get an overview of different emerging technologies
- Understand the basic concepts of AI and ML
- Understand the basic models of cloud computing
- Understand the basic technology of IoT
- Understand the importance of blockchain in secure financial transactions

#### **UNIT 1 Introduction to Artificial Intelligence 6 hours**

What is AI, Applications and Examples, Issues and Concerns around AI, Ethical Concerns, Knowledge Representation, Need of Expert System

#### **UNIT 2 Introduction to Machine Learning 6 hours**

Aspects of developing a learning system: training data, Testing data, Applications of ML. Machine Learning Paradigms: supervised learning models, Unsupervised Learning, Reinforcement Learning

#### **UNIT 3 Understanding Cloud Computing 6hours**

Cloud origins and influences, basic concepts and terminology, goals and benefits, risks and challenges. Fundamental Concepts and Models: Roles and boundaries, cloud characteristics, cloud delivery models, cloud deployment models

**UNIT 4**

**Introduction to Internet of Things**

6 hours

An overview, the flavor of the internet of things, the technology of the internet of things, enchanted objects, who is making the internet of things. Design Principles for Connected Devices: Calm and ambient technology, web thinking for connected devices

**UNIT 5**

**Introduction to Blockchain**

6 hours

Introduction, Features, Fundamentals of Blockchain and key components, Permission and Permission-less platforms, Bitcoin overview, Building blocks of Bitcoin, Bitcoin – Wallets, Bitcoin – POW Consensus & mining.

**References:**

1. Stuart Russell, Peter Norvig, Artificial Intelligence: A Modern Approach, 3rd Edition, Pearson Publications, 2020
2. Blockchain: Blueprint for a New Economy, Melanie Swan O'Reilly Publications
3. Thomas Erl, Ricardo Puttini, Zaigham Mahmood, Cloud Computing: Concepts, Technology & Architecture, Prentice Hall, 2013
4. Adrian McEwen, Hakim Cassimally, Designing the Internet of Things, Wiley, 2013.
5. Saikat Dutt, Subramaniyam Chandramouli, Amit Kumar Das, Machine Learning, Pearson Education

**Course Outcomes:**

1. Explain the concept of AI and its Applications
2. Explain the concept of Machine Learning and its Applications
3. Discuss different cloud computing deployment models
4. Explain how IoT helps in connecting devices
5. Discuss the importance of blockchain technologies in secure financial transactions.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	0	0	0	0	0	2	0	0	2	1
CO2	2	0	0	0	0	0	2	0	0	2	1
CO3	2	0	0	0	0	0	2	0	0	2	1
CO4	2	0	0	0	0	0	2	0	0	2	1
CO5	2	0	0	0	0	0	2	0	0	2	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :28 -04- 2021**

**ACADEMIC COUNCIL: 1 -04- 2022**

**SDG No. & Statement:**

4: Quality Education

**SDG Justification:**

The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity for all persons and promote learning opportunities at all times.

<b>ACCN 3011</b>	<b>GOODS AND SERVICE TAX (GST)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course aims to develop knowledge and skills relating to the Indian indirect tax system as applicable to individuals, single companies and groups of companies.*

**Course Educational Objectives:**

- Explain and compute the concepts of Goods and Service Tax
- Explain the concepts of GST and its practical implications
- To impart the students the basics of indirect taxation

**UNIT 1 Introduction to GST 10 hours**

Preliminary administration levy of Exemption From, Tax. Time and Value of Supply.

**UNIT 2 GST Input tax credit registration 10 hours**

Tax invoice, credit and debit notes –filing returns

**UNIT 3 GST Payment of tax transfer of input tax credit 10 hours**

Refunds - accounts & records. Job work. Electronic commerce assessment. GST audit.

**UNIT 4 GST demands and Recovery 10 hours**

Inspection, search, seizure and arrest offences and penalties. Prosecution and compounding of offences.

**UNIT 5 Appeals and revision. Advance ruling. 8 hours**

Presumptions as to documents liability to pay in certain cases. Miscellaneous provisions. Repeal and saving. Transitional provisions.

**Textbooks:**

1. Material prepared by CharteredAccountantsinternetsourcesEbooks

**References:**

- Chartered Financial Analyst -ICFAI -Hyderabad.
- GITAM Journal of Management, Visakhapatnam

**Course Outcomes:**

On completing this course, the student will be able to:

- The student should know all the concepts if In direct taxation.
- The student should learn to computer sales tax, service tax

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	3	1	2	2	1	1	1	3
CO2	1	2	3	1	1	1	2	2	1	1	1
CO3	1	2	2	2	2	1	1	1	2	2	1
CO4	2	2	2	2	3	1	2	1	2	2	1
CO5	2	2	2	2	2	2	3	2	2	2	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :28-04- 2021**

**ACADEMIC COUNCIL: 1-04- 2022**

**SDG No. & Statement:**

SDG 4: Quality Education

**SDG Justification:**

**Quality Education:** Students will be learning about the recent updates of Accounting & Finance with special reference to Performance Management Concepts Strategic Level papers.



<b>ACCN 2051</b>	<b>INDIAN INCOME TAX LAW AND PRACTICE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	<b>Goods and Service Tax</b>						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course aims to develop knowledge and skills relating to the Indian tax system as applicable to individuals, single companies and groups of companies.*

**Course Educational Objectives:**

- To understand filing of returns, payment of taxes and understanding of due dates for payment and filling.
- To explain and compute total income of individuals under five heads of income
- To understand about various deductions and exemption of income tax

**UNIT 1 Introduction 16 hours**

Preliminary Concepts, Definitions, Basis of Charge, Residential Status and Exemption u/s 10. Income from Salaries: Salaries, Deduction from Salaries, Perquisites and Profits in Lieu of Salaries

**UNIT 2 Income From House Properties 12 hours**

Annual Value Determination, Deductions from House Property, Unrealized Rent, Arrears of Rent, Co-ownership; Profits and Gains from Business and Profession: Computation, Deductions allowed with respect to building, machinery, plant and furniture, Depreciation, Investment in new Plant and machinery

**UNIT 3 Capital gains 12 hours**

Capital Gains, Capital Assets, Transactions not regarded as Transfer, Computation of Capital Gains, Cost for certain specified modes of acquisition, Capital gains and cost of acquisition for Depreciable and Non-Depreciable assets, Guideline value v/s full value of consideration, forfeiture of advance received, Exemptions u/s 54, Cost of Improvement, Reference to Valuation Officer; Income From Other Sources: Sources, Deductions, amounts not deductible.

**UNIT 4 Basics of Set-Off and Carry Forward 12 hours**

Clubbing of Income of another person in assesses Total Income; Deductions under Chapter VI-A (Only Payment based deductions i.e. 80C to 80GGC); Comprehensive problem on computing an assesses total income

**UNIT 5**

**Advance Tax**

**6 hours**

Computation of interest u/s 234A,B and C, Tax Deducted at Source – payments on which TDS is warranted, Rates of Deduction of TDS, Filing of Return – PAN, Tax Returns Prepares, Who should sign the return, due date for filing ITR

**Textbooks:**

1.T. N. Manoharan and G.R. Hari (2015), *Direct Taxation*, New Delhi: Snow White Publication.

**References:**

1. Khan & Jain. Latest publication, *Cost Accounting*, New Delhi: Tata Mc-Graw Hill Publishing House.
2. Sharma, Shashi K. Gupta. (Latest publication), *Management Accounting*, New Delhi: Kalyani Publishers.
3. S.N. Maheswari. (Latest Publication), *Management Accounting*, New Delhi: S. Chand Publications.

**Course Outcomes:**

**On completing this course, the student will be able to:**

1. Understand the Total Income of Individuals under five heads of Income
2. filing IT returns and payment procedure of Tax
3. Analyze , use of Income tax Act to compute taxable income from house property under Sec 23 to 27 of Income Tax Act.
4. Make use of Sec 15, 16 and 17 of Income Tax Act provisions relating to computation of salary income of an individual
5. Evaluate taxable income of companies by using Income tax Act..

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	1	0	2	1	1	1	0
CO2	1	2	2	1	1	0	2	2	1	1	1
CO3	1	2	2	2	2	0	1	1	2	2	1
CO4	2	2	2	2	1	0	2	1	2	2	1
CO5	2	2	2	2	2	0	2	2	2	2	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS :28-04- 2021**

**ACADEMIC COUNCIL: 1-04- 2022**

**SDG No. & Statement:**

GOAL 4: Quality Education

GOAL 16: Peace and Justice Strong Institutions

**SDG Justification:**

**Quality Education:** Students will be learning about the recent updates of Accounting & Finance with special reference to Performance Management Concepts Strategic Level papers.

**Peace and Justice Strong Institutions:** Students are enabled to learn about the growth and performance of a company based on all perspectives, both quantitative and qualitative factors. This leads to build strong institutions.

LANG1081	SPECIAL ENGLISH	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

### COURSE OBJECTIVES

- Understand and appreciate different literary genres.
- Recognize and analyse the main elements of different literary genres particularly short stories, essays, and poetry.
- Demonstrate in written and oral form both the comprehension and the analysis of literary texts (poetry, prose, short stories and essays)
- Appreciate and apply stylistic differences while communicating in a contemporary context for different purposes
- Create reasonably professional scripts with correct and varied usage of grammatical structures and punctuation for accurate communication of ideas

### UNIT -I

#### Poetry

1. The Road Not Taken by Robert Frost
2. The Walrus and the Carpenter by Lewis Carroll
3. Captain! My Captain! by Walt Whitman
4. Sonnet 'No-60'-William Shakespeare
5. "The Sun Rising" by John Donne

### UNIT-II

#### Short Stories

1. My Financial Career -Stephen Leacock
2. A Story from Confucius- Confucius
3. The Barber's Trade Union-Mulk Raj Anand
4. An Occurrence at Owl Creek Bridge by Ambrose Bierce
5. The Story of an Hour by Kate Chopin

### UNIT-III

#### Essays

1. "A Hanging" – George Orwell
2. "Self-Reliance"-Ralph Waldo Emerson
3. "Attitude"- Margaret Atwood
4. "The Responsibility of Intellectuals"- Noam Chomsky
5. "Letter To His 10-Year-Old Daughter- Richard Dawkins

**UNIT-IV:**

**Contemporary Issues**

1. "The Globalization of Inequality"- P. Sainath
2. "Words from an Open Mind to a Closed or Sealed One"- Ramachandra Guha
3. "The idea of India" - Aruna Roy
4. "Why not a separate UN Charter on Casteism?"- K. Balagopal
5. "The root cause of corruption" -Tabish Khair

**UNIT-V:**

Coursera Courses:

- Advanced Grammar & Punctuation Project (UCI Division of Continuing Education) 20 hours
- Advanced Writing (UCI Division of Continuing Education) 26 hours

**COURSE OUTCOMES**

Upon successful completion of the course, the student will be able to:

1. Recognize and incorporate proper grammar and other mechanics of language in one's communication acts.(L1, L3)
2. Demonstrate an understanding of the distinct literary characteristics of poetry, short story and essay as literary genres (L2)
3. Analyze and effectively communicate ideas related to the prescribed literary genres for their structure and meaning, using correct terminology. (L3,L4)
4. Write paragraphs, essays and reviews with the complexity considered appropriate for the undergraduate level (L3,L5)
5. Analyze, describe, and debate the complexities of globalization, situating own reading in terms of society, religion, caste, region, gender, and politics (L3, L4)

LANG1091	HINDI	L	T	P	S	J	C
		3	0	0	0	0	0
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:** This course contains a rich selection from Hindi poetry and prose. Grammar and translations from official language are also included.

### COURSE OBJECTIVES

- 1) To enlighten students about the richness and value of the national language
- 2) To offer working knowledge of Hindi to the students.

### SYLLABUS

#### गद्यविभाग (Prose Detailed Text)

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1. बाजारदर्शन               | - श्रीजैनेंद्रकुमार             |
| 2. ईर्ष्या, तूनगई मेरे मनसे | - रामधारी सिंह दिनकर            |
| 3. आपने मेरी रचना पढ़ी?     | - हज़ारी प्रसाद द्विवेदी        |
| 4. भारतीय साहित्य की एकता   | - नन्ददुलारे वाजपेयी            |
| 5. अतिथि                    | - रामविलास शर्मा                |
| 6. मेरी रूमाल खोगई          | - विद्यानिवास मिश्र             |
| 7. कवि और कविता             | - आचार्य महावीर प्रसाद द्विवेदी |
| 8. सोनाहिरनी                | - महादेवी वर्मा                 |
| 9. कफ़न                     | - मुंशी प्रेमचन्द               |

#### उपवाचकविभाग (Non Detailed Text)

- |                    |                        |
|--------------------|------------------------|
| 1. पुरस्कार        | - जयशंकर प्रसाद        |
| 2. हार             | - मन्नू भंडारी         |
| 3. सदाचार का तावीज | - हरिशंकर परसाई        |
| 4. आदमी का बच्चा   | - यशपाल                |
| 5. हार की जीत      | - सुदर्शन              |
| 6. ठाकुर का कुआँ   | - मुंशी प्रेमचन्द      |
| 7. उसने कहा था     | - चंद्रधर शर्मा गुलेरी |
| 8. रोज             | - अज्ञेय               |
| 9. चीफ की दावत     | - भीष्म साहनी          |

#### व्याकरणविभाग

##### I. निर्देशके अनुसार वाक्यों को बदल कर लिखिए (Rewriting of sentences as directed)

1. कारक (case)
2. लिंग (gender)
3. वचन (number)
4. वाच्य (voice)

##### II. शुद्ध कीजिए (correction of sentences)

1. चाहिए प्रयोग
2. लिंग और वचन संबंधी

III. वाक्यप्रयोग (make your own sentences)

IV. कार्यालयहिंदी: प्रशासनिक

शब्दबली / परनाम (karyalay Hindi : Administrative terminology)

1. कार्यालयो केनाम

2. पदनाम

V. संधिविच्छेद

VI. विलोमशब्द

VII. पत्रलेखन

VIII. गंधाशके आधारपरदिग्गयेप्रश्नोकाउत्तरदेनाचाहिए

VIII. निबंध

### COURSE OUTCOMES

- 1) The student learns reading and writing Hindi
- 2) Understands and learns proper use of Grammar
- 3) Develops communication Skills.

### TEXTBOOK

1. ProseText:Dr.AjayaKumarPatnaik,**GadyaGaurav**,SonamPrakashan,Badamdadi,Cuttak.
2. Non,DetailedText:Dr.GulamMoinuddinKhan,**CharchitKahaniyan**,ShabnamPustak Mahal, Badamdadi, Cuttak.Text: Dr.T.Nirmala& Dr. S. Mohan, PadyaManjari, RajkamalPrakashan, New Delhi.\* Latest Editions

LANG1101	SANSKRIT	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

This course contains a rich selection from Sanskrit language and literature.

**COURSE OBJECTIVES**

1. To enlighten students about the richness and value of the classical language
2. To offer working knowledge of Sanskrit to the students.

**SYLLABUS**

POETRY:

Lesson No. 1 Saranagathi

From Valmiki Ramayanam  
Yuddhakanda 17<sup>th</sup> Canto  
Slokas 11 – 68

Lesson No. 2 Ahimsa Paramodharmah

From Srimadbharatam,  
Adiparva 8<sup>th</sup> chapter Sloka 10  
– to the end of 11 Chapter

Lesson No. 3 Raghoh Audaryam

From Raghuvamsa 5<sup>th</sup> Canto 1 – 35 Slokas

PROSE :

Lesson No. 4 Mitrasampraptih

From Pancatantra – Ist Story (Abridged)

Lesson No. 5 Modern prose Chikroda katha

Andhra Kavya Kathah  
By Sannidhanam Suryanarayana Sastry

Lesson No. 6 Computer Yanthram

By Prof. K.V. Ramakrishnamacharyulu

GRAMMAR



DECLENSIONS:

Nouns ending in Vowels:

Deva, Kavi, Bhanu Dhatr, Pitr, Go, Rama, Mati, Nadee,  
Tanu, Vadhuo, Matr, Phala, Vari & Madhu

SANDHI:

Swara Sandhi : Savarnadeergha, Ayavayava, Guna, Vrddhi, Yanadesa

Vyanjana Sandhi : Scutva, Stutva, Anunasikadvitva, Anunasika, Latva,  
Jastva

Visarga Sandhi: Visarga Utva Sandhi, Visargalopa Sandhi, Visarga  
Repha Sandhi, Ooshma Sandhi

SAMASA :

1. Dwandwa
2. Tatpurusha (Common)
  - (2a) Karmadharaya
  - (2b) Dwigu
  - (2c) Paradi Tatpurusha
  - (2d) Gatitaturusha
  - (2e) Upapada Tatpurusha
3. Bahuvrihi
4. Avyayibhava

CONJUGATIONS

Ist Conjugation – Bhoo, Gam, Shtha, Drhs Labh, Mud,

IIrd Conjugation – As ( )

IIIrd Conjugation – Yudh,

IV th Conjugation – Ish

VIII Conjugation – Likh, Kri ( )

IXth Conjugation – Kreen ( )

Xth Conjugation – Kath, Bhash, Ram, Vand,

**COURSE OUTCOMES**

1. The student learns reading and writing Sanskrit
2. Understands and learns proper use of Grammar
3. Develops communication Skills.

LANG1111	TELUGU	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

## INTRODUCTION

This course contains a rich selection from Telugu language and literature.

## COURSE OBJECTIVES

- 1) To enlighten students about the richness and value of the regional language
- 2) To offer working knowledge of Telugu to the students.

## Syllabus

పేరాచీనకవిత్వం:

1. నన్నయ - గవంగాశవంతనులకథ  
ఆవంధ్రమహాభారతవం- ఆదిపర్వం- నాల్గవఆశ్వాసం(120-165) "నరనరుడగుశవంతనునకు" వండి  
"దివ్యభూషణాలవంకృత" వరకు
2. తిక్కన - మూషికమార్గాలవృత్తవంతవం  
ఆవంధ్రమహాభారతవం- శృంగతిపర్వం - డవఆశ్వాసం(202 - 242) అడవిలనొకమఱ్ఱి నువండిసౌఖ్యము బవందెన్.
3. అల్లసాని పెద్దన - హవంసీచక్రవాకసవంవాదవం  
మనుచరిత్రము- ఆరవఆశ్వాసం(62-68) "గవంగాతరవంగిణి"  
నువండి"జవంభారిభిదురసవంరవంభవంబు" వరకు
4. తరిగవండవవంగమావంబ - ఎఱుకతశ్రీవవంకటాచలమాహాత్మ్యంఆశ్వాసం(4-51)  
"వకుళనునేనావివాహప్రయత్నవంబు" వండి"అనియిట్లో" వరకు ఆధునికకవిత్వం
5. గరిమెళ్ళసత్యనార్యణ - మాకొద్దెదతెల్లదొరతనము
6. శ్రీశ్రీ - మహాప్రసాధానవం
7. జాషువ - ముసాపరులు
8. పుట్టపరీతనార్యణాచార్యులు - మేఘదూతముకథానికలు
9. పాలగుమ్మపదార్థు - గాలివాన
10. కొలకటూరిజనాక్ - ఆకలి
11. కేతువిశ్వాధరెడిడి - నమ్మకున్ననేల
12. పాట్లపల్లెలరూర్వ - జైలువయకరణవం
13. సవంధులు - సవర్షద్వ, గుణ, యణాదేశ, వృద్ధి, త్రిక, గ, స, డ, దవాదేశ, రుగాగమ, ట్లాగమ, ఆమ్రేడిత, ఆత్మవంధిమొదలైనవి.
14. సమాసాలు - తతువురుష, కర్కధారయ, ద్వంధ, దీగు, బహువ్రీహి. మొదలైనవి

## COURSE OUTCOMES

- 1) The student learns reading and writing Telugu
- 2) Understands and learns proper use of Grammar
- 3) Develops communication Skills.

## **Programme Core**

<b>IENT1021</b>	<b>FUNDAMENTALS OF BUSINESS ECONOMICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course primarily deals with the economic context of business and how competition, the behavior of financial markets, and government economic policy can influence an organization*

**Course Educational Objectives:**

- Providing the key micro and macroeconomic techniques underlying price determination and profit maximization decisions and growth of business.
- Understanding of the areas of economic activity relevant to an organization's decisions in line with management accounting.

**UNIT 1****MICROECONOMIC CONTEXT OF BUSINESS****9 hours**

The price mechanism: determinants of supply and demand and their interaction to form and change equilibrium price - The price elasticity of demand and supply. Influences on the price elasticities of demand and supply - Consequences of different price elasticities of demand for total revenue - Sources of internal and external economies of scale and their influence on market concentration - Impacts of changing transactions costs on the decision to outsource aspects of a business (including network organizations, shared service centres, and flexible staffing) –Data and information - Graphs, charts and diagrams: scatter diagrams, histograms, bar charts and ogives - Use of big data and analytics to identify customer value, customer behavior, cost behavior and to assist with logistics decisions

**UNIT 2****INFORMATIONAL CONTEXT OF BUSINESS****9 hours**

Cross-sectional and time-series analysis - The correlation coefficient and the coefficient of determination between two variables- Correlation coefficient: Spearman's rank correlation coefficient and Pearson's correlation coefficient - Time series analysis – graphical analysis - Seasonal factors for both additive and multiplicative models - Predicted values given a time series model - Seasonal variations using both additive and multiplicative models - Time series analysis – graphical analysis - Seasonal factors for both additive and multiplicative models - Predicted values given a time series model - Seasonal variations using both additive and multiplicative models - Trends in time series – graphs, moving averages and linear regressions - The regression equation to predict the dependent variable, given a value of the independent variable - Forecasting and its limitations.

**UNIT 3                      MARKET FAILURE, MACRO ECONOMIC CONTEXT OF                      9 hours**  
**BUSINESS**

Positive and negative externalities in goods markets and government responses to them including indirect taxes, subsidies, polluter pays policies, regulation and direct provision - Impact of minimum price (minimum wages) and maximum price policies in goods and factor markets. The causes of changes to the equilibrium level of national income using an aggregate demand and supply analysis and the elements in the circular flow of income - The trade cycle and the implications for unemployment, inflation and trade balance of each stage and government macroeconomic policy for each stage - The main principles of public finance: the central government budget and forms of direct and indirect taxation - The main principles of public finance: fiscal, monetary and supply side policies, including relative merits of each - The effects on business of changes in the economic growth rate, interest rates, government expenditure and taxation - Index numbers - The PESTEL framework (Political, Economic, Social, Technological, Environmental/Ecological, Legal).

**UNIT 4                      MACRO ECONOMIC AND INSTITUTIONAL CONTEXT OF                      9 hours**  
**BUSINESS**

The causes and effects of fundamental imbalances in the balance of payments - Policies to encourage free, and protectionist instruments - The effect of changing exchange rates on the profits of business and international competitiveness - Nature of globalization and factors driving it (improved communications, political realignments, growth of global industries and institutions, cost differentials)- Impacts of globalisation on business including off-shoring, industrial relocation, emergence of growth markets, and enhanced competition - Main trade agreements and trading blocks - Principal institutions encouraging international trade - Role of foreign exchange markets in facilitating international trade and in determining the exchange rate - Governmental and international policies on exchange rates (exchange rate management, fixed and floating rate systems, single currency zones) - The impact of a change in the exchange rate on assets and liabilities denominated in a foreign currency - The effect changing exchange rates has on measures of the economic performance of the business (costs, revenues, profits and asset values) - Forward contracts, futures and options as ways to manage the impact of changes.

**UNIT 5                      THE ORGANIZATIONAL, FINANCIAL AND MACRO                      9 hours**  
**ECONOMIC CONTEXT OF BUSINESS**

Types of public, private and mutually owned organizations and their objectives - Types of not-for-profit organizations and their objectives - Concepts of returns to shareholder investment in the short run and long run (and the cost of capital) - The principal-agent problem, its impact on the decisions of organisations - Role and functions of financial intermediaries - Role of financial assets, markets and institutions in helping institutions regulate their liquidity position. Role and influence of commercial banks in credit creation - Role and common functions of central banks including their influence on yield rates and policies of quantitative easing - Simple and compound interest - Calculate an annual percentage rate of interest given a monthly or quarterly rate - Annuities and perpetuities - Discounting to find net present value (NPV) and internal rate of return (IRR). The impact of interest rates on discretionary spending, borrowing, saving, capital investment, and government borrowing and expenditure.

**Textbooks:**

1. Course Book 2022 CIMA Certificate BA1 Fundamentals of Business Economics. BPP Learning Media

**References:**

1. Stefan Adams and Paul Periton, *Fundamentals of Business Economics*, CIMA Publishing.
2. Dunnett, A (1998), *The Macroeconomic Environment*, FT/Prentice Hall.
3. Dunnett, A(1997), *Understanding the Market: An Introduction to Microeconomics*, 3rd edition, FT Prentice Hall (except for chapter 17)
4. Griffiths, A and Wall, S (2001), *Applied Economics: An Introductory Course*, 9th edition, FT/Prentice Hall
5. Atkinson, B and Millar, R (1999), *Business Economics*, FT/Prentice Hall
6. S.P Gupta, (2010) *Business Statistics*, Tata McGraw Hill Education Private Limited, Third edition.

**Course Outcomes:**

1. Explain the microeconomic context of business relating to demand, supply, use of data and information in decision making.
2. Demonstrate the various statistical forecasting models applied in business decisions making.
3. Explain market externalities, elements in circular flow of income and principles of public finance.
4. Understand balance of payments, nature of globalization and the role of foreign exchange markets in facilitating international trade.
5. Analyze the functions of financial markets and institutions in facilitating commerce and development.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	1	1	1	3	1	1	1	2
CO2	3	3	3	1	1	1	3	1	3	3	2
CO3	3	3	3	1	2	1	2	1	3	3	2
CO4	3	3	2	1	1	1	2	3	2	2	2
CO5	3	3	3	1	2	1	3	2	2	1	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS: 28-04-2021**

**ACADEMIC COUNCIL: 14-07-2022**

**SDG No. & Statement:**

SDG-4: inclusive and equitable quality education and promote lifelong learning opportunities for all

**SDG Justification:**

The pedagogy aims to Promote learning that promote Sustainable and global citizenship behavior. The course ensures elimination of any kind of disparity among its learners

<b>ACCN1021</b>	<b>FUNDAMENTALS OF FINANCIAL ACCOUNTING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Accounting is aptly called the language of business. This designation is applied to accounting because it is the method of communicating business information. To enable the accounting language to convey the same meaning to all people as far as practicable it should be made standard. To make it a standard language certain accounting principles, concepts and standards have been developed over a period of time. Though accounting is generally associated with business, it is not only business people who make use of accounting but also many individuals in non-business areas that make use of accounting data and need to understand accounting principles and terminology.*

**Course Educational Objectives:**

- Prepare Journals and Ledgers by using a double entry system.
- To know the process of preparing bank reconciliation statements.
- To understand the accounting principles, concepts and regulations.
- Tonting framework to prepare Final Accounts of single entities.
- To analyse and interpret the accounting information of financial statements by using ratios.

**UNIT 1                      ACCOUNTING PRINCIPLES, CONCEPTS AND REGULATIONS                      8 hours**

Accounting records to be kept and their uses- concept of stewardship - Users of accounts and their information needs - Functions of financial and management accounts - purpose of accounting statements - Capital and revenue; cash and profit; income, expenditure, assets and liabilities - Underlying assumptions, policies, accounting estimates; historical cost convention; qualitative characteristics of the Framework, elements of financial statements - The principles and elements of the Framework for integrated reporting - The accounting equation formula - Use of coding in record keeping - Regulatory influence of company law; role of accounting standards; IASs and IFRSs; formats for published accounts.

**UNIT 2                      RECORDING ACCOUNTING TRANSACTIONS                      12 hours**

Record sales, purchase, income and expense transactions in the sales day book, purchase day book, cash book, returns books, and sales/purchase ledger - The accounting equation; double-entry bookkeeping rules; journal entries. Record all types of business transactions in nominal ledger accounts completing the trial balance from given ledger account balances -





**Course Outcomes:**

1. demonstrate the accounting concepts and conventions
2. compare the different types of subsidiary books
3. Compare the differences between bank and cash books.
4. construct trading, and profit and loss account (income statement)
5. interpret the financial statements with ratio analysis

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	0	2	1	1	2	3	3	3	1	2	0
CO2	2	2	1	2	1	0	1	2	2	3	1
CO3	2	1	2	1	3	3	1	2	2	1	3
CO4	1	1	2	2	3	2	2	3	2	2	2
CO5	2	2	1	3	1	1	2	1	3	2	2
CO6	2	2	1	1	2	1	2	2	2	1	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS: 28-04-2021**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

4 Quality education  
<http://www.un.org/development/desa/disabilities/envision2030-goal4.html>

**SDG Justification:**

Quality Education: Students will be learning about the recent updates of Accounting & Finance with special reference to financial Accounting Concepts to apply for their Case Study papers at Operational level and Strategic Level.

<b>ACCN1041</b>	<b>MANAGEMENT ACCOUNTING - I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Fundamentals of financial and management accounting						

**Course Description:**

*This course is designed to provide fundamental knowledge on basic techniques for the identification and control of costs and cost management. It introduces the context of management accounting in commercial and public sector bodies and its wider role in society. It identifies the position of the management accountant within organisations and the role of CIMA.*

**Course Educational Objectives:**

- To understand various tools available for planning, control and decision making.
- To familiarize with application of Investment appraisal techniques for making long term investment
- To apply of break-even analysis and profit maximising techniques in both long and short-term decision making.
- To equip the student with the application of risk and uncertainty in decision making
- To Understand the use of responsibility accounting in a manufacturing concerns

**UNIT 1                      THE CONTEXT OF MANAGEMENT ACCOUNTING                      10hours**

The Global Management Accounting - Characteristics of financial information - The CIMA definition of the role of the management accountant - The IFAC definition of the domain of the professional accountant in business - The positioning of management accounting within the organization - The need for a professional body in management accounting - CIMA's role in relation to its members, students, the profession of management accounting and society.

**UNIT 2    COSTING METHODS    10hours**

Direct and indirect costs - Variable, semi-variable, stepped and fixed costs - The use of 'high-low', graphical and regression analysis methods to establish and predict total cost - Relevant and irrelevant costs - Overhead cost statements: allocation, apportionment and reciprocal servicing - The repeated distribution and simultaneous equations methods will be used for reciprocal servicing - The treatment of direct and indirect costs in ascertaining the full cost of a "cost object" e.g. a product, service, activity, customer - Overhead absorption rates - Under or over absorbed overheads - The treatment of direct and indirect costs in ascertaining the full cost of a "cost object" e.g. a product, service, activity, customer - Overhead absorption rates - Under or over



**Course Outcomes:**

On completing this course, the student will be able to:

1. Explain the role and position of management accountant in a business unit
2. Explain the concept of cost and its classification for cost accounting
3. Understand and apply time value or investment appraisal techniques
4. Discuss the performance measurement for manufacturing and service sectors
5. Reconciliation of budgets with profits under marginal and absorption costing

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	3	1	2	2	1	1	1	3
CO2	1	2	3	1	1	1	2	2	1	1	1
CO3	1	2	2	2	2	1	1	1	2	2	1
CO4	2	2	2	2	3	1	2	1	2	2	1
CO5	2	2	2	2	2	2	3	2	2	2	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28-04-2021**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

**SDG Justification:**

Quality Education: Students will be learning about the recent updates of Accounting & Finance with special reference to Management Accounting Concepts to apply for their Case Study papers at Operational level and Strategic Level.

Decent Work and Economic Growth: Students are enabled to learn application of all these Managerial Accounting Concepts which are directly and indirectly influences the Decent work in their Career.

<b>FINA1001</b>	<b>MANAGING FINANCE IN A DIGITAL WORLD</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	None						

**Course Description:**

*This course outlines the activities finance professionals conduct to accomplish their jobs in firms. Focuses on the technology that drives finance's digital world. It raises awareness of organisational technology and explains how they affect finance. It builds on the previous section's discussion of finance's functions and actions. Since technology and data underpin the digital world, this section lays the groundwork for the next section on data. The collecting and processing of information can be done more efficiently by machines than by individuals. It says financial professionals should use data to build and sustain organisational value. Five data uses are discussed. Key data skills are also highlighted. The main goal is to teach finance professionals how to use data. It summarises previous sections. It shows how finance is constructed. This structure and shape allow finance to serve the organisation and its internal and external stakeholders. It prepares applicants for the next phase, which examines how finance interacts with operations, marketing, and HR. Organizations do more than finance. Finance helps organisations produce and protect value.*

**Course Educational Objectives:**

- Explain the roles of the finance function in organizations and describe the structure and shape of the finance function
- Describe the activities that finance professionals perform to fulfil the roles.
- Outline and explain the technologies that affect business and finance and examine how the finance function uses digital technologies to fulfil its roles
- Explain the competencies required to use data to create and preserve value for organizations Describe how the finance function interacts with operations, sales, marketing, human resources, and IT.

**UNIT 1****Role of finance function****9 hours**

The fast-changing and unpredictable contexts in which organizations operate-  
 Enabling value creation through planning, forecasting and resource allocation -  
 Shaping value creation through performance management and control -  
 Narrating the value creation story through corporate reporting -  
 The role of ethics in the role of the finance function -  
 How data is collected, cleaned and connected by finance -  
 Types of analysis to produce insights -  
 How finance communicates to influence key stakeholders (audiences, frequency, format, etc.) -  
 How finance uses resource allocation and performance management to enable organizations to achieve their objectives -  
 Potential impact of technology



**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2										
CO2		1				2					
CO3						1	3			2	
CO4						1	3				3
CO5					3	1					

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS : 28-04-2021**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

4 & ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

**SDG Justification:**

The course outline and the subject lead to quality inputs that shall create a foundation and stay with the participant for life.







**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	1	0	2	1	1	1	0
CO2	1	2	2	1	1	0	2	2	1	1	1
CO3	1	2	2	2	2	0	1	1	2	2	1
CO4	2	2	2	2	1	0	2	1	2	2	1
CO5	2	2	2	2	2	0	2	2	2	2	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28-04-2021**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

GOAL 4: Quality Education

GOAL 8: Decent Work and Economic Growth

**SDG Justification:**

Quality Education: Students will be learning about the recent updates of Accounting & Finance with special reference to Management Accounting Concepts to apply for their Case Study papers at Operational level and Strategic Level.

Decent Work and Economic Growth: Students are enabled to learn application of all these Managerial Accounting Concepts which are directly and indirectly influences the Decent work in their Career.



Measurement bases - Presentation and disclosure - Concept of capital maintenance - IAS 16 — Property, Plant & Equipment - IFRS 5 — Non-current Assets Held for Sale or Discontinued Operations - IFRS 16 — Leases

**UNIT 3** **International Accounting Standards** **10hours**

IAS 36 — Impairment of Assets - IAS 2 — Inventories - IAS 10 — Events after the Reporting Period - IAS 1 — Presentation of Financial Statements - IAS 7 — Statement of Cash Flows

**UNIT 4** **Principles of Taxation** **15hours**

Features of direct and indirect taxes - Features of corporate and personal taxes - Exempt income - Income taxed under different rules - Allowable expenditure - Capital allowances - Reliefs -Tax on sale of asset - Corporate residence -Types of overseas operations (e.g., subsidiary or branch) - Double taxation - Transfer pricing - Tax avoidance - Tax evasion

**UNIT 5** **Working Capital Management** **15hours**

Trade payables -Overdrafts -Short-term loans - Debt factoring -Trade terms-Trade partners - Banks - Inventory days -Trade receivable days -Trade payable days - Receivables management -Payables management -Inventory management -Risk of overtrading - Short-term cash flow forecasting - Investing short-term cash

**Textbooks:**

- 1.CIMA F1, - CIMA publishing

**Course Outcomes:**

1. Understand about cash management in short term and its investment opportunities.
2. Application of income rules in computation of income under different rules of income tax act
3. Application of International accounting standards IAS 1 for preparation and presentation of financial statements in accordance with applicable financial reporting framework.
4. Apply various measurement bases, presentation and disclosure of financial information
5. Understand about National regulators, IFRS foundation, IASB, International organization for securities commission(IOSCO).

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	0	0	0	1	2	2	0	0
CO2	2	1	0	0	0	0	1	2	2	0	0
CO3	2	1	0	0	0	1	1	3	2	0	0
CO4	2	1	0	0	0	0	1	2	2	0	0
CO5	1	1	0	0	0	0	1	3	2	0	0

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS : 28-04-2021**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

9 & Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course outline and the subject lead to quality inputs that shall create a foundation and stay with the participant for life.

<b>FINA1041</b>	<b>OPERATIONAL CASE STUDY ANALYSIS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Pre-requisite</b>	Managing Finance in a digital world, Management accounting <sup>1</sup> , financial accounting						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The Operational level focuses on short term decision making. Students will be able to work with others in your organisation and use appropriate data and technology to translate medium term decisions into short term actionable plans.*

**Course Educational Objectives:**

1. The Operational case study exams are used to test a variety of skills including research and analysis, persuasion and communication and how to present information.
2. The format is designed to assess student’s ability to apply the theory that learnt during objective test exams in a realistic scenario.

**UNIT 1**

**9hours**

Managing finance in a digital world-Role of the finance function-Technology in a digital world.

**UNIT 2**

**9hours**

Data and information in a digital world-Shape and structure of the finance function-Finance interacting with the organisation

**UNIT 3**

**9hours**

Management Accounting-II-Cost Accounting for decision and control.

**UNIT 4**

**9 hours**

Budgeting and budgetary control- Short term commercial decision making- Risk and uncertainty in the short term

**UNIT 5**

**9 hours**

Financial Reporting-Regulatory environment of financial reporting- Financial statements- Principles of taxation- Managing cash and working capital.

**Textbooks:**

1. CIMA OCS E1, F1, P1 , - CIMA publishing

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	0	0	0	1	2	2	0	0
CO2	2	1	0	0	0	0	1	2	2	0	0
CO3	2	1	0	0	0	1	1	3	2	0	0
CO4	2	1	0	0	0	0	1	2	2	0	0
CO5	1	1	0	0	0	0	1	3	2	0	0

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS: 28-04-2021**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

9 & Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course outline and the subject lead to quality inputs that shall create a foundation and stay with the participant for life.

<b>ACCN2001</b>	<b>ADVANCED FINANCIAL REPORTING -1</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	<b>ACCN1091</b>						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*This subject aims to understand selected strategic (capital investment) projects to be implemented, funds must be sourced at the right cost and at the right time. This is a key role of the finance function and shows how it enables the organization to create value. It looks at the sources and types of funds and how much they cost. The finance function is responsible for narrating how organizations create and preserve value. Different types of narratives are used for different audiences. Financial reporting is used for external stakeholders. This section examines the building blocks for constructing the narratives in the financial statements. It covers the key financial reporting standards on which the financial statements will be based.*

**Course Educational Objectives:**

- Compare and contrast types and sources of long-term funds and calculation of cost of long-term funds.
- Explain relevant financial reporting standards for revenue, leases, financial instruments, intangible assets and provisions.
- Explain relevant financial reporting standards for group accounts and prepare group accounts based on IFRS.
- Discuss additional disclosure issues related to the group accounts.
- Discuss the limitations of the tools used for interpreting financial statements.

**UNIT 1****12 hours**

Sources of Funds - Characteristics of different types of shares and long-term debts - Ordinary and preference shares- Bonds and other types of long-term debt -Operations of stock and bond markets -Issuance of shares and bonds -Role of advisors.

**UNIT 2****12 hours**

Cost of long-term Funds - Cost of equity using dividend valuation model (with or without growth in dividends)-Post-tax cost of bank borrowing -Yield to maturity of bonds and post-tax cost of bonds-Post-tax costs of convertible bonds up to and including conversion.



**UNIT 3**

**12 hours**

Financial Reporting Standards- IFRS 15 — Revenue from Contracts with Customers - IFRS 16 — Leases - IAS 37 — Provisions, Contingent Liabilities and Contingent Assets - IFRS 9 — Financial Instruments -IAS 32 — Financial Instruments: Presentation.

**UNIT 4**

**12 hours**

Financial Reporting Standards (contd.) - IAS 38 — Intangible Assets -IAS 12 — Income Taxes - IAS 21 — Effect of Changes in on Foreign Exchange Rates - IAS 24 — Related Party Disclosures - IAS 33 — Earnings Per Share.

**UNIT 5**

**12 hours**

Financial Reporting Standards relating to Group Accounts - IAS 1 — Presentation of Financial Statements -IAS 27 — Separate Financial Statements -IAS 28 — Investment in Associates and Joint Ventures -IFRS 3 — Business Combinations-IFRS 5 — Non-current Assets Held for Sale or Discontinued Operations- IFRS 10 — Consolidated Financial Statements - IFRS 11 — Joint Arrangements.

**Textbooks:**

1. CIMA F2 Advanced Financial Reporting Study Text - CIMA publishing

**References:**

1. Financial Management, CIMA
2. Insight, e-magazine, CIMA
3. Velocity, CIMA
4. Thought leadership, CIMA
5. CGMA newsletter, CGMA

**Course Outcomes:**

1. Analyse and allocate the appropriate source of funds.
2. Determine the cost of funds.
3. Financial reporting standards for determining revenue, leases and financial instruments.
4. Financial reporting standards for intangible assets, foreign exchange and EPS.
5. Financial reporting standards for preparing group accounts.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	3	3	3	3	3	2	3
CO2	3	2	2	3	3	3	3	3	2	2	3
CO3	3	3	2	3	3	3	3	3	3	2	3
CO4	3	2	3	1	3	3	3	2	3	2	2
CO5	3	2	3	1	2	3	3	3	2	3	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28-04-2021**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

Goal 4: Quality Education.,

Goal 8: Decent Growth & Economic Growth.

Goal 16: Peace and Justice Strong Institutions.

**SDG Justification:**

This course enhances the quality of education and promotes lifelong learning opportunities as the students pass through the different phases in their careers and personal life.

This course enables students to benefit from employment and enterprising opportunities, contributing to the nation's economic development.

This course enables the students to develop skills with which they would be able promote peaceful and inclusive societies for sustainable development.

<b>ACCN2011</b>	<b>ADVANCED MANAGEMENT ACCOUNTING -I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	<b>Management Accounting</b>						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Cost management and transformation are priorities for organizations facing intense competition. This section examines how to use cost management, quality and process management, and value management to transform the cost structures and drivers to provide organizations with cost advantage. Organizations have to allocate resources and key strategic initiatives to ensure that their strategies are properly implemented. Capital investment decision- making is the primary means by which such resources are allocated between competing needs. This section covers the criteria, process and techniques that are used to decide which projects to undertake. Of particular interest is the financial appraisal of digital transformation projects.*

**Course Educational Objectives:**

- Apply cost management and cost transformation methodology to manage costs and improve profitability
- Apply value management techniques to manage costs and improve value creation
- Explain the steps and pertinent issues in the decision-making process
- Apply investment appraisal techniques to evaluate different projects
- Discuss various approaches to the performance and control of organizations
- Analyze risk and uncertainty associated with medium-term decision- making and analyze types of risk in the medium term
- Explain the behavioural and transfer pricing issues related to the management of responsibility centres

**UNIT 1** **Cost Management** **15 hours**

Engendering a cost-conscious culture -Logic of ABC as the foundation or managing costs-ABM to transform efficiency of repetitive overhead activities-ABM to analyze and improve customer profitability - ABM to analyze and improve channel performance

**UNIT 2** **Quality Management** **10 hours**

Impact of JIT and quality management on efficiency, inventory and costs-• Benefits of JIT and TQM- Kaizen, continuous improvement and cost of quality reporting - Elimination of non-value adding activities and the reduction of costs using process re-engineering.

**UNIT 3** **Techniques to manage costs and improve value creation** **10 hours**

Determination of target costs from target prices - Components of the value chain- Profitability along the value chain - Life cycle costing and its implication for market strategies.

**UNIT 4** **Capital investment decision-making** **17 hours**

Incremental cash flows- Tax, inflation and other factors -Perpetuities -Qualitative issues-Sources and integrity of data-Role of business intelligence systems - Origination of proposals, creation of capital budgets, go/no go decisions -Time value of money. Comparing annuities -Profitability index for capital rationing-Decision to make follow-on investment, abandon or wait (capex as real options) –

**UNIT 5** **Investment Appraisal Techniques** **8 hours**

Pay Back Period, Accounting Rate of Return, Net Present Value and Internal Rate of Return; Process and calculation - Strengths and weaknesses-Appropriate usage -Use in prioritization of mutually exclusive projects.

**Textbooks:**

1. CIMA P2 Advanced Management Accounting I text book, Kaplan publishing
2. Financial Management text book, I.M. Pandey, Twelfth Edition, Pearson Publishing

**References:**

1. Michael Porter's Value Chain, Xavier Robben, 50 minutes. Com publisher, 2015
2. Business Intelligence: An overview, Vinaitheerthan Renganathan, ISBN : 9798724184502

**Journals:**

1. Financial Management, CIMA
2. Insight, e-magazine, CIMA
3. Velocity, CIMA
4. Thought leadership, CIMA

**Course Outcomes:**

1. Able to understand the techniques for analysing and managing costs for competitive advantage
2. Able to understand the quality management techniques
3. Able to understand the business model as a framework to understand and manage how to create value.
4. Analyse the performance of responsibility centres and preparation of reports
5. Implementing organizational goals through project management

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	3	3	3	3	3	2	3
CO2	3	2	2	3	3	3	3	3	2	2	3
CO3	3	3	2	3	3	3	3	3	3	2	3
CO4	3	2	3	1	3	3	3	2	3	2	2
CO5	3	2	3	1	2	3	3	3	2	3	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS : 28-04-2021**

**ACADEMIC COUNCIL:01-04-22**

**SDG No. & Statement:**

4 – Quality Education  
9 – Promote lifelong learning objectives for all

**SDG Justification:**

The course outline and the subject lead to quality inputs that shall create a foundation and stay with the participant for life

<b>OPTS2041</b>	<b>MANAGING PERFORMANCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Pre-requisite</b>	Advanced management Accounting 1, Advanced Financial Reporting1						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The digital world is characterized by disruptions to business models by new entrants and incumbents who seek superior performance and competitive advantage. This section covers the fundamentals of business models and how new business and operating models can be developed to improve the performance of organisations. Human capital is one of the key intangible assets of organisations in an age where intangible assets are the dominant means by which organisations create and preserve value. Leadership is a crucial means for managing individual performance and the relationships between people. This section examines how different styles of leadership can be used to improve the performance of individuals so they can achieve organizational goals. Projects have become pervasive means by which organisations execute their strategies. This section shows candidates how to use project management concepts and techniques to implement strategies effectively and efficiently. It is linked to capital investment decision-making*

**Course Educational Objectives:**

- Explain the ecosystems of organizations
- Explain the elements of business models
- Analyse new business models in digital ecosystems

**UNIT 1 Business models and value creation 10 hours**  
 Definition of ecosystems - Participants and roles- Interactions and dynamics -Rules and governance -Technology - Risks and opportunities - Stakeholders and relevant value - Stakeholder analysis -Resources, process, activities and people in creating value

**UNIT 2 10 hours**  
 Products, services, customer segments, channels and platforms to deliver value-Distribution of value to key stakeholders - Disruption-Ways to build disruptive and resilient business models- Creating digital operating models - Types of digital operating models

**UNIT 3 10 hours**  
 Products, services, customer segments, channels and platforms to deliver value-Distribution of value to key stakeholders - Disruption-Ways to build disruptive and resilient business models- Creating digital operating models - Types of digital operating models

**UNIT 4**

**15 hours**

Products, services, customer segments, channels and platforms to deliver value-Distribution of value to key stakeholders - Disruption-Ways to build disruptive and resilient business models- Creating digital operating models - Types of digital operating models

**UNIT 5**

**Managing projects**

**15 hours**

Overall project objectives -Objectives relating to time, cost and quality -Purpose and activities associated with key stages of the project life cycle – Work streams -Work breakdown schedule, Gantt charts, network analysis -PERT charts - Sources and types of project risks -Scenario planning -Managing project risks-Project management software - Project structures and their impact on project performance-Role of project manager -Role of key members of project team - Life cycle of project teams -Managing key stakeholders of projects- Leading and motivating project team

**Textbooks:**

1. CIMA E2 Kaplan Publishers

**Course Outcomes:**

1. On completion, candidates should be able to use data and relevant technology to: manage organisational and individual performance;
2. translate long-term decisions into medium-term plans; allocate resources to implement decisions; monitor and report implementation of decisions;
3. provide feedback up and down the organisation;
4. Manage projects successfully
5. Design and manage digital business models.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	0	0	0	1	2	2	0	0
CO2	2	1	0	0	0	0	1	2	2	0	0
CO3	2	1	0	0	0	1	1	3	2	0	0
CO4	2	1	0	0	0	0	1	2	2	0	0
CO5	1	1	0	0	0	0	1	3	2	0	0

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28-04-21**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:**

9 & Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course outline and the subject lead to quality inputs that shall create a foundation and stay with the participant for life.

<b>ACCN2021</b>	<b>ADVANCED FINANCIAL REPORTING -2</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	<b>ACCN2001 Advanced Financial Reporting - 1</b>						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The performance and position of combined operations are reported through group accounts. And also covers the application of the relevant financial reporting standards to prepare group accounts. The topics covered are those that are essential to conducting conversations with different parts of the business about the performance of the group and its component parts. In a multi-stakeholder world, there has been a call for broader forms of reporting to cover wider audiences and issues of concern to them. The International Integrated Reporting Framework developed by the International Integrated Reporting Council (IIRC) is one of the most influential frameworks that seek to fulfil this role. It introduces candidates to the Framework and its components. The analyses of financial statements enable organizations to explain their performance and to compare their performance and prospects over time and against others. It can show how vulnerable they and their business models are to disruption.*

**Course Educational Objectives:**

- Discuss additional disclosure issues related to the group accounts
- Discuss the limitations of the tools used for interpreting financial statements
- Discuss the International <IR> Framework activities and Explain the Six Capitals of Integrated Reporting

**UNIT 1****12 hours**

Group accounts – Consolidated Statement of Financial Position and Consolidated Statement of Comprehensive Income.

**UNIT 2****12 hours**

Group Accounts (Contd.) - Consolidated Statement of Changes in Equity and Consolidated Statement of Cash Flows.

**UNIT 3****12 hours**

Integrated Reporting - Context of integrated reporting -• International Integrated Reporting Council -Integrated thinking -International Integrated Reporting Framework-Benefits and limitations of the Frame Work. Definition of the six capitals- Measurement and disclosure issues relating to the six capitals



**UNIT 4**

**12 hours**

Analysis of Financial Statements - Ratio Analysis-Interpretation of ratios - Reporting of ratios along the dimensions of the Gartner Data Analytics maturity model — descriptive, diagnostic, predictive and prescriptive -Link to organization's business model.

**UNIT 5**

**12 hours**

Action based on analysis of financial statements: Linkages between different areas of performance -Predictive and prescriptive ratios - Impact of recommendations on wider organizational ecosystem - Quality and type of data used - Comparability — both in segment and internationally.

**Textbooks:**

1. CIMA F2 Advanced Financial Reporting Study Text - CIMA publishing

**References:**

- 1 Financial Management, CIMA
2. Insight, e-magazine, CIMA
3. Velocity, CIMA
4. Thought leadership, CIMA
5. CGMA newsletter, CGMA

**Course Outcomes:**

1. Financial reporting standards for preparing group accounts.
2. Prepare group accounts for stakeholders.
3. Integrated reporting in a multi-stakeholder world.
4. Analyse the financial statements in different perspectives.
5. Recommend actions based on insights from the interpretation of financial statements.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	3	3	3	3	3	2	3
CO2	3	2	2	3	3	3	3	3	2	2	3
CO3	3	3	2	3	3	3	3	3	3	2	3
CO4	3	2	3	1	3	3	3	2	3	2	2
CO5	3	3	2	1	3	2	3	3	3	3	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28-04-2021**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

Goal 8: Decent Growth & Economic Growth.

Goal 16: Peace and Justice Strong Institutions.

**SDG Justification:**

This course enables students to benefit from employment and enterprising opportunities, contributing to the nation's economic development.

This course enables the students to develop skills with which they would be able promote peaceful and inclusive societies for sustainable development.

<b>ACCN2031</b>	<b>ADVANCED MANAGEMENT ACCOUNTING II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	<b>Advanced Management Accounting 1</b>						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Capital investment decision-making is the primary means by which such resources are allocated between competing needs. This section covers the criteria, process and techniques that are used to decide which projects to undertake. Of particular interest is the financial appraisal of digital transformation projects.*

**Course Educational Objectives:**

- Discuss various approaches to the performance and control of organizations. Analyze risk and uncertainty associated with medium-term decision-making and analyze types of risk in the medium term
- Explain the behavioral and transfer pricing issues related to the management of responsibility centres.

**UNIT 1 Pricing Decisions 10 hours**

Pricing decisions for maximizing profit in imperfect markets-Types of pricing strategies - Financial consequences of pricing strategies.

**UNIT 2 Analysis of Performance of Responsibility Centres 10 hours**

Objectives of each responsibility centre -Controllable and uncontrollable costs and revenue- Costs variability, attributable costs and revenue and identification of appropriate measures of performance -Use of data analytics in performance management of responsibility centres

**UNIT 3 Approaches to Performance Evaluation 10 hours**

Key performance indicators (e.g., profitability, liquidity, asset turnover, return on investment and economic value)-Benchmarking (internal and external) -Non-financial performance indicators- Balanced scorecard.



**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	3	3	3	3	3	2	3
CO2	3	2	2	3	3	3	3	3	2	2	3
CO3	3	3	2	3	3	3	3	3	3	2	3
CO4	3	2	3	1	3	3	3	2	3	2	2
CO5	3	2	3	1	2	3	3	3	2	3	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS : 28-04-2021**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

4 - Quality Education  
9 - Promote lifelong learning opportunities for all.

**SDG Justification:**

The course outline and the subject lead to quality inputs that shall create a foundation and stay with the participant for life.

<b>FINA2011</b>	<b>MANAGERIAL CASE STUDY ANALYSIS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	Advanced management accounting 1, advanced financial reporting 1						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The aim of the Management case study is to apply the knowledge you have learnt across the whole management level. At the Management level, the role simulated is that of a finance manager. The capstone Case Study Examination provides a simulated context allowing candidates to demonstrate that they have acquired the required knowledge, skills, techniques and the mindset required for that role. This case study will be structured around core activities. There are 5 at management level:*

**Course Educational Objectives:**

- Evaluate opportunities to add value
- Implement senior management decisions
- Manage performance and costs to aid value creation
- Measure performance
- Manage internal and external stakeholder.

<b>UNIT 1</b>	<b>Managing Performance</b>	<b>10 hours</b>
Business models and value creation		
<b>UNIT 2</b>	<b>Advanced Management Accounting</b>	<b>8 hours</b>
Managing people performance- Managing projects		
<b>UNIT 3</b>	<b>Advanced Management Accounting</b>	<b>15 hours</b>
Managing the costs of creating value		
<b>UNIT 4</b>		<b>15 hours</b>
Capital investment decision making- Managing and controlling the performance of organizational units- Risk and control		
<b>UNIT 5</b>	<b>Advanced Financial Reporting</b>	<b>15 hours</b>
Financing capital projects- Financial reporting standards- Group accounts-D. Integrated reporting- Analysing financial statements		

**Textbooks:**

1. CIMA OCS E2, F2, P2 , - CIMA publishing

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	0	0	0	1	2	2	0	0
CO2	2	1	0	0	0	0	1	2	2	0	0
CO3	2	1	0	0	0	1	1	3	2	0	0
CO4	2	1	0	0	0	0	1	2	2	0	0
CO5	1	1	0	0	0	0	1	3	2	0	0

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL: <<date>>**

**SDG No. & Statement:**

9 & Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course outline and the subject lead to quality inputs that shall create a foundation and stay with the participant for life.

<b>FINA3031</b>	<b>RISK MANAGEMENT I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	Advanced Financial Reporting 2						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Not all intended strategies are implemented due to various factors. These factors constitute the operating enterprise-wide risks of the organization. This section covers how to identify, evaluate and manage these risks. A fundamental risk of the organization is that its strategy is the wrong one and that even if implemented perfectly, it will achieve the wrong outcome for the organization. In addition, some risks are of such high significance that they can affect the very existence of the organization. This section covers where these risks emanate from, evaluates them and explains how oversight of such risks is critical to the governance of the organization.*

*Control systems are an integral part of managing risks. Various control frameworks have been developed to assist in this process. In addition, the internal audit function performs a vital role in helping to implement and monitor implementation and adherence to the control frameworks. This section covers how internal control systems can be used effectively in the risk management process. In a digital world one of the major threats is cyber risk. How are data and operating systems protected from unauthorized access and manipulation? How are breaches identified, analyzed, remedied and reported? These are some of the questions covered in this section.*

**Course Educational Objectives:**

- Analyse sources and types of risk and Discuss ways of managing risks
- Analyse risks associated with formulating strategy and Evaluate the sources and impact of reputational risks
- Analyse internal control systems and recommend internal controls for risk management
- Discuss various issues relating to internal audit in organizations
- Discuss cyber security tools and technique and Evaluate cyber risk reporting



**UNIT 1**

**12hours**

Sources and Types of Risk - Enterprise risk - Upside and downside risks -• Risks arising from internal and external sources-• Risks arising from international operations -• Strategic and operational risks.

**UNIT 2**

**10hours**

Evaluation of Risk Quantification of risk exposure -Risk maps

**UNIT 3**

**15hours**

Managing Risks - Role of board and others in the organization for identifying and managing risks -Risk mitigation including TARA – transfer, avoid, reduce, accept -Assurance mapping- Risk register -Risk reports and responses - Ethical dilemmas associated with risk management.

**UNIT 4**

**12hours**

Strategic risk - Analysis of strategic choice -Scenario planning -Stress-testing strategy  
- Risks of unethical behaviour - Impact on brand and reputation of organization

**UNIT 5**

**15hours**

Strategic Risk (Contd.) - Separation of the roles of CEO and chairman -Role of non-executive directors -Roles of audit committee, remuneration committee, risk committee and nomination committee-Directors' remuneration.

**Textbooks:**

CIMA P3 Risk Management Study Text - CIMA publishing

**Course Outcomes:**

1. Identify and evaluate enterprise risks and their sources that can impede the implementation of strategy
2. Evaluate the use of internal controls to manage enterprise risks
3. Develop processes to identify, evaluate and manage cyber risks.
4. Develop appropriate responses to strategic risks.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	0	0	0	1	2	2	0	0
CO2	2	1	0	0	0	0	1	2	2	0	0
CO3	2	1	0	0	0	1	1	3	2	0	0
CO4	2	1	0	0	0	0	1	2	2	0	0

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL: <<date>>**

**SDG No. & Statement:**

9 & Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The course outline and the subject lead to quality inputs that shall create a foundation and stay with the participant for life.

<b>FINA 3041</b>	<b>FINANCIAL STRATEGY-I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	ACCN 2031: Advanced Management Accounting-II						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The overall strategy of the organization must be supported by how its finances are organised. This requires an understanding of the different strategic financial objectives and policy options that are open to organizations. The choice of these objectives and policy options will be heavily influenced by the financial market requirements and the regulatory environment in which the organization operates. What types of funds are available to organizations to finance the implementation of their strategies? How much of each type should they go for? And what is the impact on the organization? Where and how do they get these funds? And how do they provide incentives to providers of such funds so that the funds are available at the right time, in the right quantities and at the right cost? There is always a risk that the organization will not be able to attract enough funds to finance its operations and in extreme conditions will fail to survive as a result. This section covers the sources of such risks and how to evaluate and manage such financial risks appropriately. The primary objective of all strategic activity is to create and preserve value for organizations.*

**Course Educational Objectives:**

- Advise on strategic financial objectives and analyze strategic financial policy decisions
- Discuss the external influences on financial strategic decisions
- Evaluate the capital structure of a firm and Analyse long-term debt finance
- Discuss the context of valuation, Evaluate the various valuation methods and analyze pricing and bid issues
- Discuss the sources and types of financial risks and evaluate financial risks
- Recommend ways of managing financial risks

**UNIT 1**

**Financial policy decisions**

**12hours**

Profit and not-for-profit organizations -Quoted and unquoted companies -Private and public sector organizations-Value for money, maximizing shareholder wealth-Earnings growth, dividend growth. Impact of underlying economic conditions and business variables on financial objectives -Enhancing the value of other non-financial capitals (human capital, intellectual capital and social and relationship capital) - United Nations Sustainability Development Goals.

**UNIT 2 Strategic Financial Policy Decisions and External Influence 12hours**

Use of policy decisions to meet cash needs of entity -Sensitivity of forecast financial statements and future cash position to these policy decisions-Consideration of the interests of stakeholders- Lenders' assessment of creditworthiness -Consideration of domestic and international tax regulations -Consideration of industry regulations such as price and service controls.

**UNIT 3 Capital Structure 12hours**

Capital structure theories (traditional theory and Miller and Modigliani (MM) theories) -Calculation of cost of equity and weighted cost of capital to reflect changes in capital structure -Impact of choice of capital structure on financial statements - Structuring debt/equity profiles of companies in a group.

**UNIT 4 Long-term Debt Finance 12hours**

Types of debt instruments and criteria for selecting them.

Managing interest, currency and refinancing risks with target debt profile -Private placements and capital market issuance of debt -Features of debt covenants.

**UNIT 5 Equity Finance 12hours**

Methods of flotation and implications for management and shareholders - Rights issues, choice of discount rates and impact on shareholders- Calculation of theoretical ex-rights price (TERP) and yield adjusted TERP- Features and criteria-Impact on shareholder value and entity value, financial statements and performance.

**Textbooks:**

T1 – F3 CIMA Official study text – Financial Strategy – Kaplan Publications

**References:**

1. I.M. Pandey (2010), Financial Management, New Delhi: Vikus Publications.
2. R.K. Sharma & Shashi K. Gupta. (2014), Financial Management, Ludhiana: Kalyani Publications.
3. M.Y. Khan & P.K. Jain. (2013), Financial Management, New Delhi: Tata McGraw Hill.

**Course Outcomes:**

**On completing this course, the student will be able to:**

1. The student should learn the role & responsibility of the senior financial executive in meeting conflicting needs of stakeholders.
2. Evaluate and advise on alternative corporate re-organization strategies
3. Identify and assess the potential impact of emerging issues in finance and financial management

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	3	1	2	2	1	1	1	0
CO2	1	2	3	1	1	1	3	2	3	1	1
CO3	1	2	2	2	2	1	1	1	2	2	1
CO4	2	2	3	3	1	3	2	1	3	2	1
CO5	2	3	2	3	2	0	2	2	2	3	2

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28-04-2021**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

8,9

Goal 8: Decent Growth & Economic Growth.,

Goal 9: Industry, Innovation and Infrastructure

**SDG Justification:**

This course enables students to benefit from employment and enterprising opportunities, contributing to the nation's economic development.

This course enhances the students with Innovations skills and leadership qualities that promotes lifelong learning opportunities as the students pass through the different phases in their careers and personal life.

<b>IENT3061</b>	<b>STRATEGIC MANAGEMENT-1</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	Managing Performance						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Strategy is at the heart of what organizations do. This subject provides the foundation of strategic management for the organization. It introduces the strategy process that is elaborated on in the rest of the subject. Every organization inhabits an ecosystem within which it adapts and evolves. This ecosystem comprises markets and society, has its players and its own system of governance. Organizations can also join with others to form a smaller ecosystem within the broader one to reflect their strategic preferences. It also provides learners with an understanding of the dynamics of the ecosystem (both the wider and the smaller more deliberate ones formed by organizations) and how it affects the strategy of the organization. Once options have been generated in various areas of the organization's operations the organization has to choose between the alternatives. The choice is based on predefined criteria and an evaluation of the options against these criteria. The various options chosen must then be integrated into a coherent whole to form the organization's strategy.*

**Course Educational Objectives:**

This course intends the student to

- Explain the purpose of strategy and discuss the types and levels strategy
- Analyse the elements of the ecosystem and discuss the drivers of change in the ecosystem
- Examine the impact of ecosystem on organizational strategy
- Study the issues related to generating strategic options

**UNIT 1**

**The Strategy Process**

**10hours**

Different definitions of strategy -Essential features and characteristics of strategy - Intended and emergent strategy - Corporate, business and functional strategies. Analysis of organizational ecosystem - Generating options - Strategic Choice-Strategic control.

**UNIT 2**

**Elements of Ecosystem**

**9 hours**

SWOT analysis-PESTEL analysis -Competitor analysis -Customer analysis - Wider ecosystems - Industry ecosystems

**UNIT 3 Drivers of change in the ecosystem 5 hours**  
 Globalization - Geopolitics - Demography - Customer Empowerment - Digital technology - Automation

**UNIT 4 Impact of ecosystem on organizational strategy 8 hours**  
 Value creation in ecosystems - Participants and interactions in networks and platforms-Technology enablers in networks - Process of creating networks and platforms-Stakeholder analysis in networks- Corporate social responsibility

**UNIT 5 Generating strategic options 8 hours**  
 Roles and responsibility of leaders of organizations for strategy-Definition of purpose, vision and values of organizations- Linkage between purpose, vision and values to each other and to strategy - Product/market matrix -Generic strategies - Trend analysis - System modelling-Scenario planning -Tangible and intangible value drivers and data to measure them-Game theory perspectives -Real option perspectives

**Textbooks:**

*CIMA E3 Strategic Management Study Text* - CIMA publishing

**References:**

1. *Fact or fiction?* The independent business partners
2. C. Thomas L. Wheelen and J. David Hunger (2011), *Concepts in Strategic Management and Business Policy*, New Delhi, Pearson.
3. Barry J. Witcher & Vin Sum Chau (2010), *Strategic Management Principles & Practice*, UK: Cengage Learning.

**Course Outcomes:**

1. Describe the strategy and the strategy process
2. Explain the various elements of the ecosystem and different tools to analyse the industry ecosystem.
3. Present the drivers of change in the ecosystem
4. Discuss the effect of ecosystem viz. networks and platforms on organizational strategy
5. Develop strategy by the integration of choices into coherent strategy

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	1	1	1	1	2	1	1	1
CO2	2	2	1	1	1	1	2	1	1	1	1
CO3	1	1	1	2	2	1	3	1	1	1	1
CO4	2	1	1	1	1	1	2	1	1	1	1
CO5	3	1	1	1	1	2	2	1	1	1	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL: <<date>>**

**SDG No. & Statement:**

9 & 17

GOAL 9: Industry, Innovation, and Infrastructure

GOAL 17: Partnerships to achieve the goal

**SDG Justification:**

Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.



<b>FINA3051</b>	<b>RISK MANAGEMENT II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	<b>Risk Management 1</b>						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*As the world is witnessing a paradigm shift in terms of technological advancements, increased scale of business operations, enhanced market competition with constant system integration and other factors, risk assessment has become even more dynamic and a continuous phenomenon. With such a significant rise in societal risk, organizations are enforced to safeguard their business operations by developing innovative and effective risk management strategies to predict and mitigate them. Acknowledging the above fact this particular subject will discuss about the role of internal control systems and also analyze how auditing process within the organization enhances the risk management plans.*

*Being a part of this contemporary technological world, cyber security is an area which have to be assessed further as it is one of the root causes of the losses in business and student will also get an idea of the various tools and techniques that would help organizations to mitigate risk impact and get an viewpoint of the cyber risk reporting process and governance.*

**Course Educational Objectives:**

- To discuss the role of internal controls and organization governance for risk management.
- To analyse the steps involved in audit and fraud investigation to facilitate effective internal audit.
- To discuss the concept of cyber security and its processes for centralized monitoring.
- To evaluate cyber risk phenomenon and discuss its tools and techniques.
- To understand the overall cyber risk reporting process.

**UNIT 1                      Internal Control Systems and Internal Controls for Risk Management                      20hours**

Internal controls - Role of risk manager as distinct from internal auditor -Control systems in functional areas -Operational features of internal control - Governance and culture-Strategy and objective setting -Performance -Review and revision - Information, communication and reporting- Identifying and evaluating control weakness and compliance failures.

<b>UNIT 2</b>	<b>Internal Audit</b>	<b>20hours</b>
Compliance audit, fraud investigation, value for money audit and management audit - Operation of internal audit -Assessment of audit risk -Process of analytical review - Independence, staffing and resourcing of internal audit - Preparation and interpretation of internal audit reports.		
<b>UNIT 3</b>	<b>Cyber Threats &amp; Cyber Security Processes</b>	<b>15hours</b>
Cyber risks – Malware -Application attacks -Hackers -Result of vulnerabilities including downtime, reputational loss, customer flight, legal and industry consequences. Protection, detection and response - Centralised management - Centralised monitoring.		
<b>UNIT 4</b>	<b>Cyber Security Tools and Techniques</b>	<b>20hours</b>
System level analysis, storage analysis and network analysis -Reverse engineering, decompilation and disassembly -Network discovery, vulnerability probing, exploiting vulnerabilities -Tiers of software security-		
<b>UNIT 5</b>	<b>Cyber Risk Reporting</b>	<b>15hours</b>
Description criteria including nature of business and operations, nature of information at risk, risk management programme objectives, cyber security risk governance structure etc.		

**Textbooks:**

- 1 *CIMA P3 Risk Management Study Text* - CIMA publishing

**References:**

1. *Fact or fiction?* The independent business partner
2. C. Thomas L. Wheelen and J. David Hunger (2011), *Concepts in Strategic Management and Business Policy*, New Delhi: Pearson.
- 3 Barry J. Witcher& Vin Sum Chau (2010), *Strategic Management Principles & Practice*, UK : Cengage Learning.

**JOURNALS**

1. Financial Management, CIMA
2. Insight, e-magazine, CIMA

**Course Outcomes:**

- Understand the concepts of internal control systems and internal controls.
- Preparation and interpretation of audit reports.
- Steps to overcome the cyber risk and understand the operational process.
- Idea regarding the right use of cyber security tools for effective organization reporting.
- Idea about Cyber security governance

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	3	3	3	3	3	2	3
CO2	3	2	2	3	3	3	3	3	2	2	3
CO3	3	3	2	3	3	3	3	3	3	2	3
CO4	3	2	3	1	3	3	3	2	3	2	2
CO5	3	2	3	1	2	3	3	3	2	3	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS : 28-04-21**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:**

4 – Quality education  
9 - Promote lifelong learning opportunities for all.

**SDG Justification:**

The course outline and the subject lead to quality inputs that shall create a foundation and stay with the participant for life.

<b>FINA3061</b>	<b>Financial Strategy-II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	Financial Strategy-I						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

A financial strategy enables you to assess the company's financial needs in order to plan for continued growth and sustainability. The way to success and sustainability depends upon the how well organizations manage the risks.

**Course Educational Objectives:**

- To equip the students with knowledge of advanced topics in financial strategy.
- To make students comprehend the different types of risks faced by the business.
- To value intangible assets in the context of mergers and acquisitions.
- To make students comprehend the concept, terms and types of mergers and acquisitions.

**UNIT 1 Dividend Policy 20hours**

Cash dividend, scrip dividend and share repurchase agreements – Features and criteria – Impact on Shareholder value and Entity value.

**UNIT 2 Types and Evaluation of Financial risks 20hours**

Economic risk -Political risk -Currency risk -Interest rate risk - Theory and forecasting of exchange rates (e.g. interest rate parity, purchasing power parity and the Fisher Effect)- Value at risk

**UNIT 3 Managing Financial Risks 15hours**

Responses to economic transaction and translation risks -Operations and features of swaps, forward contracts, money market hedges, futures and options - Techniques for combining options in order to achieve specific risk profile such as caps, collars and floors - Internal hedging techniques

**UNIT 4 Business valuation 20hours**

Reasons for M&A and divestments - Taxation implications -Process and implications of management buy-outs -Acquisition by private equity and venture capitalist -Asset valuation - Valuation of intangibles -Different methods of equity valuation (share prices, earnings valuation, dividend valuation, discounted cash flow valuation) -Capital Asset Pricing Model (CAPM) - Efficient market hypothesis

**UNIT 5 Mergers and Acquisitions 15hours**

Forms of consideration -Terms of acquisition -Target entity debt -Methods of financing cash offer and refinancing target entity debt -Bid negotiation - Post transaction value incorporating effect of intended synergies-M&A integration and synergy benefit realization - Exit strategies.

**Textbooks:**

- 1 CIMA F3 Financial Strategy Study Text - CIMA publishing

**References:**

1. Fact or fiction? The independent business partner
2. C. Thomas L. Wheelen and J. David Hunger (2011), Concepts in Strategic Management and Business Policy, New Delhi: Pearson.
3. Barry J. Witcher & Vin Sum Chau (2010), Strategic Management Principles & Practice, UK : Cengage Learning.

**JOURNALS**

1. Financial Management, CIMA
2. Insight, e-magazine, CIMA

**Course Outcomes:**

1. Summarize the types of dividends.
2. Solve to arrive at value of intangibles and equity.
3. Use techniques to solve for financial risk
4. Discuss consideration, target entity debt and synergy benefit realization in a merger and acquisition.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	3	3	3	3	3	2	3
CO2	3	2	2	3	3	3	3	3	2	2	3
CO3	3	3	2	3	3	3	3	3	3	2	3
CO4	3	2	3	1	3	3	3	2	3	2	2
CO5	3	2	3	1	2	3	3	3	2	3	3

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28-04-21**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:**

4 – Quality education

**SDG Justification:**

The course outline and the subject lead to quality inputs that shall create a foundation and stay with the participant for life.



**Textbooks:**

1. CIMA E3 Strategic Management Study Text - CIMA publishing
2. CIMA P3 Risk Management Study Text - CIMA publishing
3. CIMA F3 Financial Strategy Study Text - CIMA publishing

**References:**

1. Not applicable
2. Not applicable

**Course Outcomes:**

1. Able to understand the importance of strategic management and how it is essential for an organization
2. Acquire knowledge of various types of strategies helpful in dynamic business organizations
3. Acquire knowledge on Risk management process and types of risks in business
4. Understand Enterprise Risk management and COSO framework.
5. Acquire knowledge on Financial risk management and sources of finance.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	1	1	0	2	3	1	0	2	0	3
CO2	3	0	2	1	2	2	2	0	2	0	2
CO3	3	0	0	0	1	0	0	0	2	2	2
CO4	3	0	0	0	1	0	0	0	2	2	1
CO5	3	0	0	0	1	0	0	0	2	0	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS : 28-04-21**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:**

SDG: 9- Industry, Innovation and Infrastructure

**SDG Justification:**

It is related to business and industry growth, innovations and developments

<b>IENT3071</b>	<b>STRATEGIC MANAGEMENT-2</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Strategy is at the heart of what organizations do. This subject provides the foundation of strategic management for the organization. Once options have been generated in various areas of the organization’s operations the organization has to choose between the alternatives. The choice is based on predefined criteria and an evaluation of the options against these criteria. The various options chosen must then be integrated into a coherent whole to form the organization’s strategy. This section covers how the options are evaluated, chosen and integrated coherently to form the strategy of the organization. Once strategy has been formulated, it has to be implemented. This involves developing and communicating action plans, allocating resources and monitoring the implementation of the plans. In addition, implementing strategy involves significant change. The nature of these changes should be evaluated and appropriate ways of managing change have to be developed and implemented. This section examines how these implementation objectives are achieved and how change is managed. Strategy takes place within specific organizational contexts and ecosystems. The primary characteristics of the current context are digital transformation. Organizations need to think through their approach to strategy within this perspective. This section covers how to introduce thinking about digital transformation in the strategy of organizations.*

**Course Educational Objectives:**

This course intends the student to

- Develop strategic performance management system and advise on resource allocation to support strategy implementation
- Recommend change management techniques and methodologies
- Analyse digital transformation, discuss the various elements of digital strategies and the governance of digital transformation



<b>UNIT 1</b>	<b>Making strategic choices</b>	<b>8 hours</b>
Suitability, acceptability and feasibility framework - Value chain analysis - Managing product portfolio		
<b>UNIT 2</b>	<b>Strategic control</b>	<b>9 hours</b>
Action plans -Target setting -Critical Success Factors (CSFs)- Key Performance Indicators (KPIs)- Audit of key resources and capabilities required to implement strategy - Matching resources to strategy		
<b>UNIT 3</b>	<b>Strategic Control (Contd.)</b>	<b>7 hours</b>
Types of change-Impact of change on organizational culture -Resistance to change - Approaches and styles of change management -Role of change leader in communication		
<b>UNIT 4</b>	<b>Digital strategy</b>	<b>8 hours</b>
Role of board and senior leadership in digital strategy - Cloud computing -Big data analytics - Process automation -Artificial intelligence -Data visualisation -Blockchain - Internet of things -Mobile - 3-D printing		
<b>UNIT 5</b>	<b>Digital Strategy (Contd.)</b>	<b>8 hours</b>
Business case for digital transformation-Participants, interactions and dynamics of ecosystem and impact on strategy-Trends in consumption (e.g., hyper personalisation, move from products and services to experience) - New metrics (scale, active usage and engagement metrics) -Leadership in digital transformation.		

**Textbooks:**

CIMA E3 Strategic Management Study Text - CIMA publishing

**References:**

1. Fact or fiction? The independent business partners
2. C. Thomas L. Wheelen and J. David Hunger (2011), Concepts in Strategic Management and Business Policy, New Delhi, Pearson.
3. Barry J. Witcher & Vin Sum Chau (2010), Strategic Management Principles & Practice, UK: Cengage Learning.

**Course Outcomes:**

1. Develop a coherent strategy by the integration of strategic choices
2. Apply various action plans to control the strategic performance
3. Illustrate the change management techniques that prepare the organization for digital transformation
4. Examine the impact of change on organization and the ways to manage the change
5. Determine the strategies for digital transformation and governance of digital transformation

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	1	1	1	2	1	1	1	1
CO2	2	2	1	1	1	1	2	2	2	1	2
CO3	2	1	2	1	1	1	2	1	1	1	1
CO4	2	2	2	1	2	2	2	1	1	1	1
CO5	3	1	1	1	3	2	1	1	1	1	1

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 28-04-21**

**ACADEMIC COUNCIL:01-04-22**

**SDG No. & Statement:**

9 & 17

GOAL 9: Industry, Innovation, and Infrastructure

GOAL 17: Partnerships to achieve the goal

**SDG Justification:**

Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

<b>ACCN2081</b>	<b>TALLY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

All business transactions are first recorded in Journal or Subsidiary Books. They are transferred to Ledger and balanced it. The main object of keeping the books of accounts is to ascertain the profit or loss of business and to assess the financial position of the business at the end of the year. The object is better served if the businessman first satisfies himself that the accounts written up during the year are correct or at least arithmetically accurate. When the transactions are recorded under double entry system, there is a credit for every debit, when one a/c is debited; another a/c is credited with equal amount. If a Statement is prepared with debit balances on one side and credit balances on the other side, the totals of the two sides will be equal. All the above are shown in ERP Talley Package.

**Course Educational Objectives:**

This course intends the student to

- Understand basics of Final Accounts
- Understand the difference between Profit and Loss Account with Trial Balance by using ERP Tally Package
- Understand how to prepare Balance Sheet by using ERP Tally Package

**UNIT 1****8 hours**

Introduction to TALLY ERP 9.0: Advantages of computerized accounting package - Basic features of Tally

**UNIT 2****9 hours**

Using TALLY ERP 9.0: Creation and Maintenance of Company Information and Creation, Alteration and Deletion of Ledger Accounts.

**UNIT 3****7 hours**

Using TALLY ERP 9.0: Recording of Transactions using predefined vouchers and alteration and deletion of vouchers.

**UNIT 4**

**8 hours**

Using TALLY ERP 9.0: Generating ledger, preparation of subsidiary books and Trial balance.

**UNIT 5**

**8 hours**

Using TALLY ERP 9.0: Generating Income statement, Balance Sheet and other reports

**Textbooks:**

1. Avichi Krishnan (2014), Tally, New Delhi: AvichiKrishnan Publication

**Course Outcomes:**

1. The should learn to ERP Tally package.
2. The student should prepare financial statements using ERP Tally.

**APPROVED IN:**

**BOS : 28-04-21**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:**

9 & 17

GOAL 9: Industry, Innovation, and Infrastructure

GOAL 17: Partnerships to achieve the goal

**SDG Justification:**

Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.