

**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**

**UMGMT08: B.Com. with Accounting, Auditing & Taxation  
w.e.f. 2021-22 admitted batch**

# 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.

**UMGMT08: B.Com. with Accounting, Auditing & Taxation**  
(w.e.f. academic year 2021-22 admitted batch)

**PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

- PEO 1** Able to understand the critical aspects of Accounting, Finance, and Business Management.
- PEO 2** Prepare and analyze Various Financial Reports using IFRS at the global level.
- PEO 3** Utilize tools such as Microsoft Advanced Excel, Taxation principles at national and global level, Strategic Business Leadership Case Studies, and solve business and finance-related problems.
- PEO 4** Apply various financial techniques to analyze and interpret financial statements.
- PEO 5** Incorporate the descriptive, predictive and prescriptive analysis of various kinds of Annual Financial records.

**Mapping of the Mission of the School with the PEOs**

	<b>PEO1</b>	<b>PEO2</b>	<b>PEO3</b>	<b>PEO4</b>	<b>PEO5</b>
<b>M1</b>	H	M	M	M	M
<b>M2</b>	H	M	H	L	M
<b>M3</b>	H	M	M	L	L

H – High, M – Medium, L – Low

## **UMGMT08: B.Com. with Accounting, Auditing & Taxation**

### **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 and 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, 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.
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- PSO1 Understand the fundamental Principles and practices of Accountancy
- PSO2 Apply accounting knowledge and practices to solve real business problems.
- PSO3 Apply standard auditing principles and procedures that are related to business.
- PSO4 Integrate and interpret the skills and understandings to take up advanced topics in accounting, auditing and taxation.

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

UNIVERSITY CORE (UC)								
Course code	Level	Course title	L	T	P	S	J	C
CSEN1001	1	IT Productivity Tools <sup>^</sup>	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 <sup>^</sup>	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 any three courses among the five								
<sup>^</sup> Online/Swayam/NPTEL Courses								



<b>Soft skills courses 5 and 6</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>
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

<b>Sports 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>
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

Club Activity Courses								
Course code	Level	Course title	L	T	P	S	J	C
DOSL1001	1	Club Activity (Participant)	0	0	0	2	0	2
DOSL1011	1	Club Activity (Member of the Club)	0	0	0	2	0	2
DOSL1021	1	Club Activity (Leader of the Club)	0	0	0	2	0	2
DOSL1031	1	Club Activity (Competitor)	0	0	0	2	0	2
Community Service courses								
Course code	Level	Course title	L	T	P	S	J	C
DOSL1041	1	Community Services - Volunteer	0	0	0	0	2	2
DOSL1051	1	Community Services - Mobilizer	0	0	0	0	2	2

Faculty Core (FC)								
Course code	Level	Course title	L	T	P	J	S	C
OPTS1001	1	Business Mathematics	3	0	0	0	0	3
ACCN1071	1	Cost and Management Accounting	4	0	0	0	0	4
FINA1031	1	Principles and Practice of Banking	3	0	0	0	0	3
OPTS1101	1	Fundamentals of Business Statistics	3	0	0	0	0	3
HRMG1001	1	Principles and Practice of Management	3	0	0	0	0	3
HRMG1021	1	Human Resource Management	3	0	0	0	0	3
IENT1001	1	Business Economics	3	0	0	0	0	3
IENT1011	1	Indian Business Environment	3	0	0	0	0	3
MKTG1001	1	Marketing Management	3	0	0	0	0	3
HRMG2011	2	Business Laws	3	0	0	0	0	3
BUAN2001	2	Excel	2	0	0	0	0	2
BUAN2011	2	Emerging Technologies	2	0	0	0	0	2
FINA2001	2	Essentials of Financial Management	3	0	0	0	0	3
IENT2001	2	Entrepreneurship	2	0	0	0	0	2
ACCN1061	1	Financial Accounting- I	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	3
LANG1091	1	Hindi	3	0	0	0	0	3
LANG1101	1	Sanskrit	3	0	0	0	0	3
LANG1111	1	Telugu	3	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>
HRMG2021	2	Company law	4	0	0	0	0	4
ACCN2041	2	Financial accounting -II	4	0	0	0	0	4
ACCN3071	3	Auditing I	4	0	0	0	0	4
ACCN3021	3	Advanced accounting-I	4	0	0	0	0	4
ACCN3031	3	Advanced Accounting – II	4	0	0	0	0	4
ACCN3081	3	Auditing - II	4	0	0	0	0	4
MKTG3041	3	E-commerce	3	0	0	0	0	3
FINA2081	3	Insurance Management	3	0	0	0	0	3
FINA2071	2	Indian financial system	3	0	0	0	0	3
ACCN3011	3	Goods and service Tax (GST)	4	0	0	0	0	4
FINA3101	3	Stock Market Operations	3	0	0	0	0	3
ACCN2051	2	Income tax law and practice	4	0	0	0	0	4
ACCN2081	2	Tally	3	0	0	0	0	3
INTN3777	3	Internship Project	0	0	3	0	0	3
VIVA3999	3	Comprehensive Viva Voce	0	0	2	0	0	2

Credit Distribution Table		
Description	Number of Credits	% of Credits
University Core (UC)	12	10%
Faculty Core (FC)	51	43%
Program Core (PC)	48	40%
Open Elective (OE)	9	7%
Total	120	100

### Course PO Mapping

Course Code	Course Name	PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO
		1	2	3	4	5	6	7	1	2	3	4
IENT1001	Business Economics	H	L	M	L	L	M	H	M	M	L	L
ACCN1061	Financial Accounting I	H	L	M	L	H	M	H	H	H	L	H
OPTS1001	Business Mathematics	H	L	M	L	L	M	H	M	M	L	L
IENT1011	Indian Business Environment	H	L	M	L	H	M	H	M	M	L	L
HRMG1001	Principles and Practice of Management	H	L	M	L	H	M	H	M	M	L	L
LANG1111/ LANG1101/ LANG1091/ LANG1081	Second Language	M	H	M	L	L	L	L	L	L	L	L
FINA1031	Principles and Practice of Banking	H	L	M	L	M	M	H	L	L	L	L
HRMG1021	Human Resource Management	H	L	M	L	M	M	H	L	L	L	L
MKTG1001	Marketing Management	H	L	M	L	M	M	H	L	L	L	L
ACCN1071	Cost and Management Accounting	H	L	M	L	M	M	H	H	H	L	H
OPTS1101	Fundamentals of Business Statistics	H	L	M	L	M	M	M	M	M	L	L
BUAN2001	Excel	M	L	M	L	M	L	H	L	L	L	L
IENT2001	Entrepreneurship	H	L	M	L	M	M	H	L	L	L	L
BUAN2011	Emerging Technologies	H	L	M	L	M	M	H	L	L	L	L
HRMG2011	Business Laws	H	L	M	L	M	M	H	M	M	L	M
FINA2001	Essentials of Financial Management	H	L	M	L	M	M	H	L	L	L	M
ACCN2051	Income tax law and practice	H	L	M	L	H	M	H	L	L	L	H
ACCN2041	Financial accounting -II	H	L	M	L	H	M	H	H	H	L	H

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FINA2071	Indian financial system	H	L	M	L	H	M	H	L	L	L	L
HRMG2021	Company law	H	L	M	L	H	M	H	L	L	L	L
ACCN2081	Tally Internal assessment)	M	L	M	L	H	L	H	L	L	L	L
ACCN3071	Auditing I	H	L	M	L	H	M	H	M	M	H	L
FINA3101	Stock Market Operations	H	L	M	L	H	M	H	L	L	L	L
FINA2081	Insurance Management	H	L	M	L	H	M	H	L	L	L	L
ACCN1061	Advanced accounting-I	H	L	M	L	H	M	H	H	H	L	H

INTN2999	Internship	L	L	M	L	M	L	L	L	L	L	L
ACCN3081	Auditing - II	H	L	M	L	H	M	H	M	M	H	L
ACCN3011	Goods and service Tax (GST)	H	L	M	L	H	M	H	L	L	L	H
ACCN3031	Advanced Accounting – II	H	L	M	L	H	M	H	H	H	L	H
MKTG3041	E-commerce	H	L	M	L	H	M	H	M	M	L	L
VIVA3999	Comprehensive Viva	L	L	M	L	L	L	L	L	L	L	L

## **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 a 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**

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

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
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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.

<b>CLAD2001</b>	<b>PREPARATION FOR CAMPUS PLACEMENT -1 (SOFT SKILLS 5A)</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 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
<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.



<b>DOSL1021</b>	<b>CLUB ACTIVITY – LEADER 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 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
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>DOSL1031</b>	<b>CLUB ACTIVITY – COMPETITOR</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 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.

DOSP1001	BADMINTON	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 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.

DOSP1041	VOLLEYBALL	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 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.

ENVS1001	ENVIRONMENTAL STUDIES	L	T	P	S	J	C
		3	0	0	0	0	3*
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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
CO1	0	2	2	3	0	0	0				
CO2	0	2	2	3	0	0	0				
CO3	0	0	0	3	0	0	0				
CO4	0	0	0	3	0	0	0				
CO5	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:**

POLS1001	INDIAN CONSTITUTION AND HISTORY	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 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**

OPTS 1001	BUSINESS MATHEMATICS	L	T	P	S	J	C
		3	0	0	0	0	0
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*The course is designed to understand and acquire knowledge and skills in Basic Mathematics for solving business problems. To provide practice in the handling of business problems that deal with day-to-day transactions encountered by business administrators. To use the results of mathematical calculations to help evaluate various options in reaching financial decisions, whether personal or business-related. Upon completion of the course the students will be, familiarized with the nature of business problems and Able to analyze and take business decisions in day-to-day transactions.*

**Course Educational Objectives:**

- Understand the basic concepts for solving business problems.
- Apply the analytical techniques in business transactions that would help in solving business problems
- Analyze and take business decisions in day-to-day transactions
- Evaluate of the results of mathematical calculations to help evaluate various options in reaching financial decisions
- Evaluate competitive advantage for the business

**UNIT 1****Basic mathematics****13hours**

Theory of Indices: Definition, types of indices, properties of indices, basic problems on indices. Equations: Types of equations, solving linear simultaneous equations and Quadratic equations with one variable. Permutations and Combinations: Definition, basic problems on permutations and combinations.

**UNIT 2****Matrix Algebra****10hours**

Definition, types of matrices, Scalar Multiplication of Matrix, Equating of Matrices, Matrix operations: Addition, Subtraction, and Multiplication; Transpose of Matrix, Determinant of matrix, Inverse of Matrix, Solving of Equations by Cramer's Rule, Matrix Inversion method, Rank of Matrix.



**UNIT 3**

**Elementary Calculus**

**10hours**

Differentiation: Definition, rules of differentiation, logarithmic differentiation, partial differentiation of first and second order, maxima & minima. Integration: Definition, some standard rules of integration, integration by substitution, integration by parts.

**UNIT 4**

**Application of Calculus**

**12hours**

Elasticity of demand, Average revenue, Marginal revenue, Average cost, Marginal cost, Total cost, Consumer's surplus, Supply curve of short period and long period in perfect competition, Maximum revenue, Minimum Cost.

**UNIT 5**

**Mathematics of Finance**

**10hours**

Simple interest, Compound interest, Annuity, Concept of present value and amount of sum types of annuities, present value and amount of an annuity including the cases of continuous compounding, problems relating to sinking fund.

**Text Books:**

1. R.C. Joshi (2013.), Business Mathematics, Jalandhar: New Academic Publishing Co.
2. J.K Singh (2013), Business Mathematics, Mumbai: Himalaya Publishing House

**References:**

1. Dr. Amarnath Dikshit & Dr. Jinendra Kumar Jain (2011.), Business Mathematics, Mumbai: Himalaya Publishing House.
2. Dr.C. Sancheti and V.K.Kapoor (2012), Business Mathematics, New Delhi: Sultan Chand & Sons.

**Course Outcomes:**

1. Understanding the fundamental knowledge of Basic Mathematics
2. Applying the knowledge in matrix Algebra for solving business problems
3. Evaluating the partial differentiation of first and second order, maxima & minima
4. Analyse and understand the basic concepts of business economics and its role in business decisions
5. Applying the rate of interest and its application in banking and finance

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PS01</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	3	1	0	0	0	0	2	0	2	2	2
<b>CO2</b>	2	1	0	0	0	0	2	0	2	2	2
<b>CO3</b>	2	1	0	0	0	0	2	1	2	2	2
<b>CO4</b>	2	1	1	0	0	0	2	1	2	2	2
<b>CO5</b>	2	1	1	0	0	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:**

**SDG Justification:**

ACCN 1071	COST AND MANAGEMENT ACCOUNTING	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	financial accounting and analysis						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

### Course Description

*This course is designed with fundamentals of Cost concepts and the usage of the accounting information for better decision making. In the initial stages cost accounting was merely considered to be a technique for ascertainment of cost of products or services on the basis of historical data. In course of time due to competitive nature of the market, it was realized that ascertainment of cost is not as important as controlling costs. Hence, cost accounting started to be considered more as a technique for cost control as compared to cost ascertainment. Due to technological development in all fields, now cost reduction has also come within the ambit of cost accounting. Cost accounting is thus concerned with recording, classifying and summarizing costs for determination of costs of products or services, planning, controlling and reducing such costs and furnishing of information to management for decision-making. Management Accounting: Management accounting is concerned with the provision of information to people within the organization to help them make better decisions.*

### Course Educational Objectives:

1. To provide understanding of essential terms, concepts of cost, various methods and techniques of costing and understanding of management accounting concepts.
2. To interpret and compute material cost, labor cost and overheads
3. To Prepare and interpret cost sheet
4. To develop skills in students to analyze various tactical decisions with the help of marginal costing techniques for better decision making
5. To impart the essentials of Budgetary control and computation of various budgets.

### UNIT 1

### Cost and Management Accounting

**10 hours**

Meaning of costing, cost accounting and management accounting-Nature and Scope of Cost Accounting and Management Accounting – Importance of cost center and cost unit - Cost Accounting vs. Management Accounting vs. Financial Accounting.

**UNIT 2** **Elements of Different Costs** **18 hours**

Direct and Indirect - Material Cost- Issue of Materials- Pricing Methods (LIFO, FIFO, Simple and Weighted Average) - Labour cost- Direct and Indirect Labour Cost- Systems of Payment of Wages (Halsey & Rowan Plans) - Overheads-Classification, Allocation and Apportionment of Overheads. (NP)

**UNIT 3** **Preparation of Cost Sheet** **12 hours**

Classification of costs – prime cost – works cost – cost of production – cost of sales – Profit Margin - Preparation of Cost sheet for special work orders (NP)

**UNIT 4** **Managerial Applications of Cost-Volume-Profit and Break Even Analysis** **12 hours**

Analysis and Classification of different Costs- Fixed Cost- Variable Cost- incremental Cost- Differential Costs- Opportunity Cost and Cost-Volume-Profit Analysis- Margin of Sales and Break Even Point- Decisions involving alternative choices – Make or Buy Decision- determination of sales mix – addition or deletion of a product (NP)

**UNIT 5** **Budgeting** **8 hours**

Meaning of Budget, Budgeting and Budgetary control – Essentials of a Budgetary Control- Master Budget- Flexible Budget- Production and Sales Budget- Zero Based Budgeting. (NP)

**Text Books:**

1. S.P. Jain & K.L. Narang (2013), Cost and Management Accounting, New Delhi: Kalyani Publishers

**References:**

1. Khan & Jain (2012), Cost Accounting, New Delhi: Tata Mc-Graw Hill Publishing House.
2. Sharma & Shashi K.Gupta (2014), Management Accounting, New Delhi: Kalyani Publishers.
3. S.N.Maheswari (2012), Management Accounting, New Delhi: S.Chand Publications.

**Course Outcomes:**

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

- Students will enhance the knowledge on the elements of cost
- Student will be able to prepare of cost sheet
- Students will be oriented on the concepts of Job, Batch, Contract and Process Costs and Preparation of the relevant documents.
- Students will be able to execute management accounting concepts in managerial decision making.
- Students will be able to plan and prepare financial budgets

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO 2	PSO 3	PSO 4
CO1	1	0	0	0	0	0	0	1	0		
CO2	1	2	0	1	0	0	0	1	1		
CO3	2	2	3	2	1	0	0	2	1		
CO4	3	2	2	1	1	0	0	2	1		
CO5	3	2	2	1	1	0	0	2	1		

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

**APPROVED IN:**

**BOS : 1/2/2022**

**ACADEMIC COUNCIL: 1/4/2022**

**SDG No. & Statement:**

**SDG Justification:**

FINA1031	PRINCIPLES AND PRACTICE OF BANKING	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-Requisite</b>	None						
<b>Co-requisite</b>	CC: The future of payment Technologies-University of Michigan						
<b>Preferable exposure</b>	None						

**Course Description:**

*The significance of the banking sector in India has been continuously upward for several decades. The Banking Sector is playing a role of a catalyst in the development of the economy. The Banks started playing a critical role in the social development process and became a partner in Government's welfare schemes and policies. The principles of and Practices of Banking course explores the fundamental principles and practices of banking and credit in India. It helps students to understand the basics of banking and regulation to recent developments in Banking technology.*

**Course Educational Objectives:**

1. To understand the Indian financial system, the role of commercial Banks, RBI in India, and the regulations of Indian Banks.
2. To comprehend the banking Principles.
3. To give the student adequate exposure to banking practice.
4. To acquaint and apply innovations in the banking sector.
5. To give an overall exposure to banking Principles and Practices,policies.

**UNIT 1 Banking System and structure****8 hours**

Banking system and structure in India: Evolution of Indian Banks-Types of banks; Commercial Banks, Cooperative Banks, Role of RBI; Banking Regulation, Constitution, Objectives, Functions of RBI, Tools of Monetary control; Regulatory Restrictions on Lending. Types of Banking- Retail, Wholesale, and International Banking.

**UNIT 2 Risk management and Basel Accords****8 hours**

Introduction to Risk Management and Basel I,II &III Accords. Role and functions of CIBIL. Fair practices code for debt collection. Principles of Lending: Cardinal Principles, Non-fund-based limits, Credit appraisal Techniques. Cash management services and their importance.

**UNIT 3** **Functional Banks** **8 hours**

Banker Customer Relationship: Types, Different Deposit Products & Services, Services to customers and Investors; PMLA Act; KYC Norms; Banker as a lender: Types of loans, Overdraft facilities, Discounting of bills, Financing book Debts and supply bills- Charging of Security bills- pledge, mortgage

**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

**Text Books:**

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:**

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

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
<b>CO1</b>	1	1	1	1	1	0	2	1	1	1	0
<b>CO2</b>	1	2	2	1	1	0	1	1	1	1	1
<b>CO3</b>	2	2	3	2	2	0	2	1	2	2	1
<b>CO4</b>	2	2	3	2	1	0	2	1	2	2	1
<b>CO5</b>	2	2	2	2	2	0	2	1	2	2	2

**APPROVED IN:**

**BOS :1/2/2022**

**ACADEMIC COUNCIL: 1/4/2022**

**SDG No. & Statement:12 &16**

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.



OPTS 1101	FUNDAMENTAL BUSINESS STATISTICS	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*Business Statistics is important, for future managers, to have a firm understanding of the basics of statistics and its application to analyze and create an edge for the business. Student will be able to understand the measurement systems variability, control processes (as in statistical process control or SPC). The student should summarize data, and to make data-driven decisions*

**Course Educational Objectives:**

- Understand the basic concepts of Probability and Statistics
- \* Apply the analytical techniques in business transactions that would help in making effective business decisions
- Analyze problems in business transactions that would help in making effective business decisions
- Evaluate of the summarizing data and to make data-driven decisions
- Evaluate competitive advantage for the business

**UNIT 1**

**Introduction to Statistics**

**8hours**

Meaning, Definition, and Need - Techniques of Conducting Surveys - Survey Design - Sources of Data - Methods of Primary Data Collection - Sampling - Different types of Sample Design - Data Analysis and Presentation

**UNIT 2**

**Measures of Central Tendency**

**10hours**

Mean, Median, Mode. Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation, Variance, Coefficient of Dispersion, Coefficient of Variation, Combined Arithmetic Mean and Combined Standard Deviation.

**UNIT 3** **Correlation and Regression Analysis** **10hours**

Meaning of Correlation, Types of Correlation, Methods of Computation of Correlation Coefficient: Karl Pearson and Spearman's Rank; Meaning of Regression, Types of Finding the Regression Equations: Least Square Principle and Using Regression Coefficient Methods, Prediction Using the Regression Equations.

**UNIT 4** **Probability** **10hours**

Introduction, Definitions of Various Terms, Definition of Probability and Basic Problems in Probability. Index Numbers: Definition, Uses of Index Number Types of Index Numbers – Laspyre, Paasche's, Fisher's, Cost of Living Index Numbers.

**UNIT 5** **Time Series Analysis** **7hours**

Definition, Components of Time Series, Measurement of Trend: Least Square Method, Moving Average Method, Report writing - Significance of Report Writing - Steps in Report Writing - Layout of the Research Report.

**TextBooks:**

1. J.K Sharma (2013), Business statistics, New Delhi: Pearson Education.
2. S.C. Gupta & Indra Gupta (2012), Business Statistics, Hyderabad: Himalaya Publishing House.

**References:**

1. David M. Levine, David Stephan Timothy C. Krehbiel, Mark L Berenson (2012), Statistics for managers using Microsoft Excel, New Delhi: Prentice Hall India Pvt.
2. Amir D. Aczel, Jayavel Sounderpandian (2011), Complete Business Statistics, New Delhi: Tata McGraw Hill.
3. S.P. Gupta & M.P. Gupta (2012), Business Statistics, New Delhi: Sultan Chand & Sons..

**Course Outcomes:**

- 1 Understand the concept of conducting Surveys.
2. Evaluate the measure of dispersion method in real life and research.
3. Apply correlation analysis in real-life business applications.
4. Analyse the probability and index method Analyse the report written in significance and layout of the research s in real-life business application
5. Applying the rate of interest and its application in banking and finance

**CO-PO Mapping:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>
<b>CO1</b>	3	1	0	0	0	0	2	0	2	2	2
<b>CO2</b>	2	1	0	0	0	0	2	0	2	2	2
<b>CO3</b>	2	1	0	0	0	0	2	1	2	2	2
<b>CO4</b>	2	1	1	0	0	0	2	1	2	2	2
<b>CO5</b>	2	1	1	0	0	0	2	1	2	2	2

**APPROVED IN:**

**BOS :1/2/2022**

**ACADEMIC COUNCIL: 1/4/2022**

**SDG No. & Statement:**

**SDG Justification:**

HRMG1001	PRINCIPLES AND PRACTICE OF MANAGEMENT	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*One of the most important human activities is managing. Management can be traced back to ancient times whenever there was large-scale endeavor like great pyramids in Egypt, the Great Wall of China, Taj Mahal in India. All these required many people working in groups in a better-coordinated way to achieve a well-defined target over some time. In the present context, of globalization, because of the increasing role of large and complex organizations in the development of the economy, the concept of Management has become very significant for managing the business efficiently.*

**Course Educational Objectives:**

- To understand theoretical aspects, processes and principles, the scope of Management and its application to modern management practice.
- To analyze how the field of Management has evolved and its significant contributions
- To learn various organizational structures and types for the optimum utilization of the available resources.
- To apply leadership theories and demonstrate leadership styles to getting things done through people.
- To validate various controlling techniques to enhance managerial practices to accomplish the predetermined goals of the organization.

**UNIT 1** **Management Nature and Concept** **10 hours**  
Nature, Concept, Scope and Significance; Functions; Management: Art or Science or Profession; Organization vs Administration vs Management, Schools of Management: Contributions of F.W. Taylor, Henry Fayol, Elton Mayo; Roles of Managers; Social Responsibility and Business Ethics.

**UNIT 2** **Planning** **09 hours**  
Concept, Objectives, Types, Steps and Techniques; Making Planning Effective; Decision Making: Steps in Decision Making and Types; Management by Objectives (MBO).

**UNIT 3** **Organizing** **10 hours**

Structure, Nature, Types of Organizations, Principles of Organizing; Departmentalization; Delegation; Decentralization of Authority; Span of Control - Line and Staff Functions; Staffing: Concept, Significance and Functions.

**UNIT 4** **Leading** **09 hours**

Introduction, Characteristics of a Leader, Functions of a Leader; Leadership and Management; Principles of Leadership, Styles of Leaders.

**UNIT 5** **Controlling** **09 hours**

Introduction, Concept of Controlling, Purpose of Controlling; Types of Control; Steps in Controlling; Techniques in Controlling.

**Textbooks:**

1. Harold Koontz & Heinz Weirich (2012), Management, a Global and Entrepreneurial Perspective, New Delhi: Tata McGraw Hill Publishing company.

**References:**

1. Dipak Kumar Bhattacharyya (2012), Principles of Management: Text and Cases, New Delhi: Pearson Publications.
2. Balasubramanian. N. (2012), Management Perspectives, New Delhi: MacMillan India Ltd.
3. Charles Hill, Steven Mc Shane (2012), Principles of Management, New Delhi: Tata Mac Graw Hill
4. Ricky W. Griffin (2012), Management, New Delhi: Cengage Learning.
5. Terry and Franklin (2011), Principles of Management. New Delhi: AITBS Publishers.
6. Robert Kreitner (2012), Principles of Management. New Delhi: Cengage, South- Western12 E

**Course Outcomes:**

1. can apply different managerial roles in Business organization
2. explain the importance of MBO in organization
3. aware the concept and principles of Organizing
4. analyze and apply different leadership styles
5. understand the concept and purpose of Controlling in Organizations

**CO-PO Mapping:**

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

**SDG 4: Quality Education**

**SDG Justification:**

Statement: The modules and topics mentioned in this course are designed to ensure quality management education which helps lifelong learning in understanding and managing the challenges of changes in the dynamic business environment.

HRMG1021	HUMAN RESOURCE MANAGEMENT	L	T	P	S	J	C
		3	3	0	0	0	3
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Success in today's competitive business environment is increasingly a function of effective management of its resources, particularly human resources, which are the most valuable assets of an organization. The efficiency and quality of service of an organization depend on its employee's enthusiasm and satisfaction with their jobs, which are directly related to their sense of being treated fairly. To become a successful manager, it is imperative to understand human sensitivities and factors that motivate individuals. Human Resource Management course provides the basic tools required as an HR professional in an organization*

**Course Educational Objectives:**

- To Understand the fundamentals, evolution, function & challenges of HRM
- To Explore the role of HRM in procurement, development of human resources
- To Analyze the basic factors in designing the compensation and collective bargaining
- To Evaluate safety and health and establish effective separation practices.

**UNIT 1 Introduction 7 hours**

: Nature, scope, and significance of HRM - Evolution of HRM – Recent trends in HRM – Functions of HRM – Challenges of HR managers.

**UNIT 2 Procurement 10 hours**

Human Resource Planning – HR Forecasting methods - Job analysis and Job design – Recruitment - Selection – Induction.

**UNIT 3 Development 9 hours**

Identification of training needs - designing the training program – Methods of training – Difference between Training & Development.

**UNIT 4 Compensation and Integration 10 hours**

: Introduction - Basic factors in determining pay rates – Basic, Supplementary and Executive Remuneration – types of employee benefits and services - Quality of work-life – Collective Bargaining.

**UNIT 5 Separation and Maintaining 9 hours**

Communication and Counseling - Safety and Health – Internal mobility - Retirement and Retirement benefits.

**Text Books:**

1. Gary Dessler & Biju Varkkey, "Human Resource Management," Pearson, New Delhi, 16th edition.
- 2 George W Bohlander, Scott A Snell, "Principles of Human Resource Management," Cengage Learning, 2017.16th edition

**References:**

1. Aswathappa, K., Human Resource and Personnel Management: Text & Cases, TMGH
2. Subba Rao, P., Personnel and Human Resource Management (Text & Cases), Himalaya

**Course Outcomes:**

1. Understand the fundamentals, evolution & challenges of HRM, various HRM initiatives
2. Explore the role of HRM in procurement of human resources
3. Evaluate the training and performance appraisal methods
4. Apply these to help in building loyal and committed employees to achieve organizational success in a competitive environment

**CO-PO Mapping:**

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

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



**APPROVED IN:**  
**BOS : 1/2/2022**

**ACADEMIC COUNCIL: 1/4/2022**

**SDG No. & Statement:**

**8 Decent Work and Economic Growth**

**SDG Justification:**

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

IENT1001	BUSINESS ECONOMICS	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*In today's competitive business environment, effective managerial/business decision making requires use of economic concepts and tools. Business efficiency depends on minimization of cost and maximization of production which requires perfect understanding of the economic concepts like demand, supply, production, cost and market conditions. Business economics uses economic concepts and principles by emphasizing on demand and Supply analysis, production & cost analysis and different market structures which are fundamental for further study. This course also introduces important macroeconomic concepts which are indispensable for understanding the functioning of an economy and which also affects the business performance*

**Course Educational Objectives:**

- Understand the fundamental concepts of business economics
- Apply demand and supply situations, demand forecasting techniques that are helpful in decision making process for business organizations.
- Identify the optimum solutions in production process with the help of cost and output relationships
- Discover the market structures under different competitive conditions Correspond relevant information for business decisions by gaining knowledge about various macro-economic aspects.

**UNIT 1 Introduction to Business Economics 9 hours**

Introduction to Economics- Nature and Scope of Business Economics- Difference between Economics and Business Economics- Fundamental concepts associated with business economics- Role of Business Economics in decision making.

**UNIT 2 Demand and Supply Analysis 9 hours**

Demand and Supply Analysis: Determinants of demand, types of demand, Law of Demand, determinants of supply, law of supply, market equilibrium, price mechanism. Elasticity of demand,

types of elasticity, methods to measure elasticity. Demand forecasting, Methods (Qualitative and Quantitative) of demand forecasting

**UNIT 3** **Production and Cost analysis** **9 hours**

Production and Cost Analysis: Production function, Laws of Production - Short run - one variable production function, Long run – Iso-quants, Iso-cost line, producer's equilibrium, expansion path, Law of returns to scale. Cost – Cost concepts, Cost output relation - short run cost output relationship, long run cost output relationship, Economies of scale and Dis Economies of Scale

**UNIT 4** **Market Structure** **9 hours**

Market Structure - Basis for classification of market power, kinds of competitive market, price and output decisions in perfect competition and imperfect market, Monopoly, Monopolistic, Oligopoly market . Market Failures – public goods, social goods, merit goods, administered prices (ceiling price and floor price) and Externalities – Positive and negative externalities.

**UNIT 5** **Macroeconomics** **9 hours**

Macroeconomics- National Income-Concepts of national income, methods of calculating national income. Inflation- causes-demand pull and cost push inflation, measures to control inflation, business cycles -phases of business cycles and measures to control business cycles. Stabilization policies – Monetary Policy and Fiscal Policy

**Text Books:**

1. Geetika, P.Ghosh, P.R.Choudhury, Managerial Economics, McGraw Hill Education Private Limited, New Delhi, 2018.
2. Dominick Salvatore, Seventh Edition, Adapted Version, Oxford Publication New Delhi, 2014

**References:**

1. Dr.D.N.Dwivedi, Managerial Economics, Vikas Publishing House, New Delhi, 2015/Latest Edition.
2. Paul G. Keat, Phili K. Y. Young, Sreejata Banerjee, "Managerial Economics", Pearson, New Delhi, 2012/Latest Edition.

**Course Outcomes:**

1. Apply the essential concepts and principles of managerial economics in business decisions.
2. Demonstrate the knowledge of demand and supply conditions in the market.
3. Comprehend the skills to examine and estimate the production and cost behavior in short run and long run for analyzing the effect of economies and dis-economies of scale on the business.
4. Illustrate competition strategies, including costing, pricing, product differentiation, and market environment according to the natures of products and the structures of the Markets
5. Acquire the knowledge of macroeconomic variables and apply the data for forward planning and decision making in the dynamic environment.

**CO-PO Mapping:**

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

**APPROVED IN:**

**BOS: 19<sup>th</sup>, May, 2022**

**ACADEMIC COUNCIL: 1/4/2022**

**SDG No. & Statement:**

SDG No & Statement – 12 & Responsible Consumption and Production

Ensure sustainable consumption and production patterns. The use of services and related products, which respond to basic needs and bring a better quality of life while minimizing the use of natural resources and toxic materials as well as the emissions of waste and pollutants over the life cycle of the service or product so as not to jeopardize the need of future generations.

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 Microenvironment.

**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.

**Text Books:**

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	PSO 1	PSO 2	PSO 3	PSO 4
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<sup>th</sup>,May,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.

MKTG1001	MARKETING MANAGEMENT	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	Coursera course in Marketing						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Marketing as a subject primarily caters to the consumerist instincts of an individual. The markets are driven by consumer behaviour, which has evolved and is much more demanding these days. Consumer satisfaction takes precedence for a business to be successful. This calls for managers to adopt creative and unique marketing strategies to gain a competitive advantage. Marketing Management equips managers with the required theoretical knowledge and practical skills to gain insights into the dynamic nature of the markets and then devise ways and means to manage them effectively.*

**Course Educational Objectives:**

- To explain the conceptual framework of marketing and its applications in “the real world.”
- To apply concepts of marketing to address problems and opportunities in the new marketing environment
- To illustrate the functionality and application of elements of Marketing Mix
- To create a suitable marketing plan for a product
- To assess the range of common strategies used with each of the various promotional mix tools.

**UNIT 1****9 hours**

Definition, Nature, Scope, and Importance of Marketing – Core Concepts -Need, Want, Desire, Demand, Value, Exchange; philosophies of Marketing- Product – Production - Sales – Marketing – Societal – Relational marketing Concept of Marketing Myopia. Product Vs. service – Recent Trends in Marketing: Social Media Marketing and Digital Marketing.

**UNIT 2****9 hours**

Factors influencing buyer behavior –five-step buyers decision process - Segmenting, Targeting and Positioning - Concept of Market Segmentation, Bases for Segmenting Consumer Markets, Targeting (T), Positioning (P) Value Proposition and USP



**UNIT 3**

**9 hours**

Elements of the marketing Mix – four P's, extended three Ps of services. Product Decisions: Product Concept -Classification of Products – Product Life Cycle Stages, New Product Development

**UNIT 4**

**9 hours**

Pricing and Channels of Distribution: Pricing Objectives – Factors Influencing the Pricing Policy – Pricing Methods, Channels of Distribution: Definition – Nature – Types-Functions and levels of distribution channels

**UNIT 5**

**9 hours**

Importance of Promotion – Managing Advertising – Sales Promotion –Personal Selling and Direct Marketing– Publicity and Public Relations. Integrated Marketing Communication (IMC), Social Marketing

**Text Books:**

1. Philip Kotler, Gary Armstrong, and Prafulla Agnihotri, Principles of Marketing, Pearson India, 17th Edition. New Delhi: 2018.
2. Rajan Saxena, Marketing Management, Tata-McGraw Hill, Fifth Edition New Delhi:2015

**References:**

1. Ramaswamy and Namakumari -Marketing Management- Indian Context -Global Perspective, Sage Publications India Pvt Ltd; Sixth Edition 2018
2. C. B. Gupta and Dr. N. Rajan Nair, Marketing Management: Text and Cases 15th Edition, S. Chand, and Sons 2012
3. N Rajan Nair and Sanjith R Nair, Marketing – Revised Edition, Sultan Chand & Sons – Tb, 2017

**Course Outcomes:**

1. Discuss the core concepts of marketing
2. Explain the factors influencing buyer behaviour
3. Understand the concept of the marketing mix and service Mix
4. Explain the pricing methods in a business setting
5. Understand the purpose of promotion for the business

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 1/2/2022**

**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:**

HRMG2011	BUSINESS LAW	L	T	P	S	J	C
		3	3	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*Ignorance of law is no excuse, and everyone is supposed to know the law of the land. Law controls and regulates the external behavior of human beings. Human conduct must conform to legal rules and regulations. Business law is a branch of general law and it controls and regulates commercial transactions involving businessmen, traders, importers, exporters, consumers, etc. The present business laws consist of the general principles of Contract (Contract Act), Law of Agency, Sales of Goods Act, Partnership and Company Law.*

**Course Educational Objectives:**

- To understand the basic concepts of Contracts, Sale of goods, Agency etc.
- To acquaint with special legislations dealing with business transactions
- To evaluate with special Case laws dealing with business transactions
- To analyze the recent amendments dealing with business Legislation
- To elucidate the process of formation and winding up of a company

**UNIT 1**

**10 hours**

Importance of Contract Act: Meaning and kinds of Contracts, essentials of a Contract, Offer and Acceptance, free consent, capacity of the parties, lawful consideration, legality of object, performance of Contract, discharge of Contract, quasi Contract.

**UNIT 2**

**10 hours**

Sale of Goods Act: Sale and Agreement to sell, conditions and warranties, transfer of property, Rights of unpaid seller

**UNIT 3**

**10 hours**

Law of Agency: Definition - kinds of agents - creation of Agency- rights and duties of agent and principal - termination of Agency.

**UNIT 4**

**8 hours**

Partnership Act 1932: Meaning and scope of partnership, formation of partnership, registration of partnership, kinds of partners, dissolution of a partnership firm, limited liability partnership (LLP).

**UNIT 5**

**7 hours**

Company Law: Definition and kinds of companies - formation and advantages of incorporation of a company - Memorandum of Association- Articles of Association - Prospectus - winding up of a company.

**Textbooks:**

Avatar Singh, "Business Laws", Eastern Book Company, Lucknow, 2014

1. Maheswari & Maheswari, "Business Laws", Himalaya Publishing Company, New Delhi, 2013
2. Akhileshwar Pathak, "Legal Aspects of Business", Pearson, New Delhi, 2014

**Course Outcomes:**

- Student will be able to understand the Business-Related concepts, foundations etc.,
- Student will be able to understand Business Law interventions and its impact on Business.
- Students will be able to understand the role of Rules and Regulations framed under the Legal system to run business in judicious way.
- At the end student will be able to understand the purposes, relevance and value of specific Jurisdiction of Business Laws related with Contracts, Agency, Sales, Company etc.,
- It will be able to apply multidisciplinary approach of the case laws to the context

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

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

**APPROVED IN:**

**BOS : 1/2/2022**

**ACADEMIC COUNCIL: 1/4/2022**

**SDG No. & Statement:**

**Peace and Justice Strong Institutions**

**SDG Justification:**

**Peace and Justice Strong Institutions**

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

<b>BUAN2001</b>	<b>EXCEL</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>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Excel is an electronic spreadsheet program that is used for storing, organizing and manipulating data. It is usually used in performing a large variety of computations on the data and thus helping the companies to maximise the value of their data. With features provided by Excel, many business firms see it as a vital tool for administration and effective running of a business.*

**Course Educational Objectives:**

- Understand the concept of range and use it in building excel formulas
- Understand the usage of different functions in MS Excel
- Perform what-if analysis using MS Excel
- Perform multidimensional analysis using Pivot tables and charts
- Solve basic optimization problems with solver add-in

**UNIT 1** **Excel Range and Formulae** **6 hours**

Range – Naming range, Building basic formulae, Creating advanced formulae, Using range names in formulae, Troubleshooting formulae

**UNIT 2** **Functions** **6 hours**

Text Functions, Logical and Information Functions, Lookup Functions, Date and Time Functions, Math and Statistical Functions, Database Functions

**UNIT 3** **Pivot Tables and Chart** **6 hours**

Creating PivotTables, manipulating PivotTable, Changing calculated value fields, PivotTable Styles, Grouping, sorting and filtering PivotTables, Working with Pivot Charts

**UNIT 4** **What – If Analysis** **6 hours**

Using Data Tables, Using Scenario Manager, Using Goal Seek

**UNIT 5** **Working with Solver** **6 hours**

Using Solver, Marketing Mix problem, Transportation Problem, HR scheduling, Investment Decision

**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	0	0	1
CO2	3	0	0	0	0	0	2	0	0	0	1
CO3	3	0	0	0	0	0	2	0	0	0	1
CO4	3	0	0	0	0	0	2	0	0	0	1
CO5	3	0	0	0	0	0	2	0	0	0	1

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

**APPROVED IN:**

**BOS :28<sup>th</sup> April, 2021**

**ACADEMIC COUNCIL: 1<sup>st</sup> April, 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.



BUAN2011	EMERGING TECHNOLOGIES	L	T	P	S	J	C
		2	0	0	0	0	2
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	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 6 hours**

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	PO4
CO1	2	0	0	0	0	0	2	0	0	0	1
CO2	2	0	0	0	0	0	2	0	0	0	1
CO3	2	0	0	0	0	0	2	0	0	0	1
CO4	2	0	0	0	0	0	2	0	0	0	1
CO5	2	0	0	0	0	0	2	0	0	0	1

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

**APPROVED IN:**

**BOS :28<sup>th</sup> April, 2021**

**ACADEMIC COUNCIL: 1<sup>st</sup> April, 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.



**UNIT 3** **Financing Decisions** **18 hours**

Cost of Capital - Cost of Debt, Cost of Preference Shares, Cost of Equity Shares, Cost of Retained Earnings, Weighted Average Cost of Capital; Leverages – Introduction – Types of Leverages – Measurement of Operating Leverage, Financial Leverage and Combined Leverage ; Capital Structure – Introduction, Features of Ideal Capital Structure, Factors affecting Capital Structure, Theories of Capital Structure - Net Income Approach, Net Operating Income Approach, Modigliani and Miller Approach and Traditional Approach

**UNIT 4** **Working Capital Management** **12 hours**

Introduction – Concepts of Working Capital, Objective of Working Capital Management, Need for Working Capital, Operating Cycle, Determinants of Working Capital, Estimation of Working Capital.

**UNIT 5** **Dividend Decisions -** **8 hours**

Introduction, Forms of Dividends, Types of Dividend Policies, determinants of Dividend Policy - Theories of Dividend Policy - Walter Model, Gordon Model, Modigliani and Miller Model – Bonus Shares and Stock Split – Legal, procedural and Tax Aspects of Dividend Policy.

**Text Books:**

R.K. Sharma & Shashi K. Gupta (2014), Financial Management. Ludhiana: Kalyani Publications.

**References:**

1. I.M. Pandey (2010), Financial Management, New Delhi: Vikas Publications.
2. 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:**

- Students can make optimum decisions pertaining to raising funds, making investments and managing the assets of a corporation, big or small.
- Students learn to manage finances with the ultimate goal of creating value.
- Students can perform working capital management.
- Students can execute dividend decisions and can design a dividend policy.
- Students can take financial decisions and design financial strategies.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 1/2/2022**

**ACADEMIC COUNCIL: 1/4/2022**

**SDG No. & Statement:4**

**GOAL 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.

IENT2001	ENTREPRENEURSHIP	L	T	P	S	J	C
		2	0	0	0	0	2
Pre-requisite(s)	VDC/Coursera						
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:

This course intends the students to

1. Describe the characteristics of an entrepreneur and the types of entrepreneurs.
2. Understand the entrepreneurial Process and Government Support to Entrepreneurs.
3. Discuss the sources of business ideas and evaluate the business opportunity.
4. Explain the formation of a business and different sourcing of funds.
5. 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.

**UNIT 4** **Formation of Business and Sourcing of Funds** **8 hours**

Trademark/Patent/Business Name Registration Process-Sole Proprietorship, Partnership, Limited Liability Partnership (LLP), Private Limited Company and Public Limited Company Registration process, Sourcing of Funds- Cost of the project, Own Funds, Seed Capital, Angel Investment, Crowd Funding, Venture Capital, Private Placement, Term Loans, and Capital Market Funds (Equity and Debt Funds).

**UNIT 5** **Business Plan and Business Model** **8 hours**

Conceptual framework of Business Plan- need and importance, Process of Business Plan and Minimum Viable Product (MVP): Business Model Development - Value Proposition, Generic and Specific Business Models, Business Model Innovation, Competitive Advantage and Sustenance of the Business.

**Textbooks:**

1. Donald F. Kuratko (2014), *Entrepreneurship: Theory, Process, Practice* New Delhi: Cengage Learning.
2. Robert D. Hishrich, Mathew J Manimala, *Entrepreneurship*, Mc Grah Hill Education, New Delhi.

**References:**

1. Arya Kumar, *Entrepreneurship: Creating and Leading an entrepreneurial organization*, Pearson Publications, New Delhi
2. Raj Shankar (2012), *Entrepreneurship Theory and Practice*, New Delhi: Tata Mc Graw Hill.
3. S.Anil Kumar &S.C Purnima, *Entrepreneurship Development*, New Delhi: New Age Publishers.
4. A Shay and V Sharma, *Entrepreneurship and New Venture Creation*, New Delhi: Excel Books.
5. Vasant Desai, *Dynamics of Entrepreneurial Development and Management*, New Delhi: Himalaya Publishing House.
6. Madhurima Lall and ShikhaSahai, *Entrepreneurship*, New Delhi: Excel Books
7. Bruce R. Barringer and R. Duane Ireland, *Entrepreneurship: Successfully Launching New Ventures*, 3rd Edition, Pearson Prentice Hall (2009).
8. Poornima M. Charantimath (2012), *Entrepreneurship Development – Small Business Enterprises*, New Delhi, Pearson



**Course Outcomes:**

1. Understand the skills/talents required to become a successful entrepreneur.
2. Able to identify real-time problems and find solutions to create and design new with acceptable solutions.
3. Able to identify the sources of new business ideas and business opportunities.
4. Know the different sources of funds to start a new business.
5. Understand the steps to be taken to prepare a business plan and develop a suitable business model.

**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	2	3	3	2	3	1	3	2	2	2

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

**APPROVED IN:**

**BOS :19<sup>th</sup>,May,2022**

**ACADEMIC COUNCIL:**

**1/4/2022**

**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.

ACCN1061	FINANCIAL ACCOUNTING-I	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite(s)</b>	None						
<b>Co-requisite</b>	Business Economics						
<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. The basic function of any language is to serve as a means of communication. Accounting duly serves this function

**Course Educational Objectives:**

This course intends the students to

- Analyze a company's financial statements and come to a reasoned conclusion about the financial situation of the company.
- Use accounting and business terminology and understand the nature and purpose of generally accepted accounting principles (GAAP).
- Explain the objective of financial reporting, the elements of the financial statements, and the related key accounting assumptions and principles.
- To equip the students with knowledge of fundamentals of Financial Accounting systems
- To make students proficient in the application of Financial Accounting techniques.

**UNIT 1 Principles of Accounts 8 hours**

Principles - Accounting Concepts and conventions - Accounting Cycle – Double Entry System – Accounting equation - Preparation of Journals – Preparation of Ledgers.

**UNIT 2 Subsidiary books 8 hours**

**Subsidiary books** – Types of Subsidiary Books - Cash Book – Types of cash

book –Preparation of Triple Column Cash Book. (NP)

**UNIT 3** **Trial Balance** **8 hours**

**Trial Balance** -Meaning of Trial Balance - Preparation of Trial Balance - Types of Errors – Suspense Account. (NP)

**UNIT 4** **Preparation of final accounts** **8 hours**

**Preparation of Final Accounts** – Trading Account – Profit and Loss Account - Balance Sheet –Treatment of Adjustments- (NP)

**UNIT 5** **Bank reconciliation statement** **8 hours**

**Bank Reconciliation Statement (BRS)** -Introduction and Significance of BRS - Pass Book –Cash Book – Causes for difference between cash book and pass book- Preparation of Bank Reconciliation Statement. (NP)

**References:**

1. Mukharjee and Hanif (2013),*Financial Accounting*, New Delhi: Tata Mc-Graw Hill
2. MaheswariS.N&MaheswariS.K (2010),*Introduction to Financial Accounting*,New Delhi: VikasPublishing House.
3. Tulsian P.C (2011),*Financial Accounting, Volume I and Volume II*,New Delhi: PearsonEducation.

**Course Outcomes:**

- Describe the accounting conventions
- Understand how to maintain subsidiary books
- Understand the meaning of trail balance and to how it is prepared
- Prepare the financial statements as per GAAP
- Understand how to reconcile the cash book with pass book

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19<sup>th</sup>,May,2022**

**ACADEMIC COUNCIL:  
1/4/2022**

**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.

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	3
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 | - रामधारीसिंह 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 आधारपरदिगयेप्रश्नोकाउत्तरदेनाचाहिए

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. Dvandwa
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"అనియిట్లోల"  
వరకు ఆధునికకవిత్వం
5. గరిమెళ్ళసత్యనార్యణ - మాకొద్దెదతెల్లదొరతనము
6. శ్రీశ్రీ - మహాప్రసాధానవం
7. జాషువ - ముసాపరులు
8. పుట్టపరీతనార్యణాచార్యులు - మేఘదూతముకథానికలు
9. పాలగుమ్మపదార్థు - గాలివాన
10. కొలకటూరిజనాక్ - ఆకలి
11. కేతువిశ్వాధరెడిడి - నమ్మకున్ననేల
12. పాట్లపల్లెలరూర్ష - జైలువయకరణవం
13. సవంధులు - సవర్షద్వ, గుణ, యణాదేశ, వృద్ధి, త్రిక, గ, స, డ, దవాదేశ,  
రుగాగమ, ధాగమ, ఆమరేడిత, ఆత్మవంధిమొదలైనవి.
14. సమాసాలు - తత్పురుష, కర్మధారయ, 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**

HRMG2021	COMPANY LAW	L	T	P	S	J	C
		3	3	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. The main drive of this course addresses the legal changes that are applicable to companies must be updated to help in planning and policies making process of companies which need to mandatorily comply with the provisions of the companies Act 2013. The law also determines the Corporate governance that creates a system of rules and practices that determine how a company operates and how it aligns the interest of all its stakeholders. When a company is being incorporated, the individual(s) setting up the company, will have an idea of what they want out of the incorporation, and they can choose from choices that vary according to identity, ownership, liability etc.*

**Course Educational Objectives:**

- Understand the meaning and the procedure for incorporation of a company
- Discuss the provisions of the company law relating to the share capital and debentures
- Understand the procedure of conducting the meetings in a company as per the law
- Understand how books of account of the company are maintained
- Understand the rules for issue of deposits of a company

**UNIT 1**

**7 hours**

Meaning, Nature, Features of a company; judicial acceptance of the company as a separate legal entity; Concept of Corporate Veil, Applicability of Companies Act; Definitions and Key Concepts.

**UNIT 2**

**10 hours**

Meaning and types of Capital; Concept of issue and allotment; Issue of Share certificates; Further Issue of Share Capital; Issue of shares on Private and Preferential basis; Rights issue and Bonus Shares; Sweat Equity Shares and ESOPs; Issue and Redemption of preference shares; Transfer and Transmission of securities; Buyback of securities; dematerialization and dematerialization of shares; Reduction of Share Capital.

**UNIT 3**

**9 hours**

Annual General Meeting; Extraordinary general Meetings; Other General Meetings; Types of Resolutions; Notice, Quorum, Poll, Chairman, Proxy; Meeting and Agenda; Process of

conducting meeting; Voting and its types-vote on show of hands, Poll, E-Voting, Postal ballot; Circulation of Members' Resolutions etc.; Signing and Inspection of Minutes; Secretarial Standard – 2; Duties of Company Secretaries before, during and after General Meeting.

**UNIT 4** **10 hours**  
 Issue of deposits- Providing of securities- only specific companies to issue deposits

**UNIT 5** **9 hours**  
 Books of Accounts-Financial Statements-Revision of financial statements-Boards report-CSR

**Textbooks:**

1. The companies Act 2013 issued the Ministry of corporate affairs

**References:**

2. Company Law by Avtar Singh, Paperback 17th Edition, 2018, Reprinted with Supplement 2022

**Course Outcomes:**

1. Understand the company and its origin in Law.
2. Understand the Judgments of High courts and the Supreme Court.
3. Understand the role and Mechanism of Regulatory Bodies in Corporate Laws.
4. Understand the various latest amendments to Company Law.
5. Understand the Legal disputes and Solutions for Smooth Company performance.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 16-08-2021**

**ACADEMIC COUNCIL: 18-10-2021**

**SDG No. & Statement:**

**8 Decent Work and Economic Growth**

**SDG Justification:**

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

<b>ACCN 2041</b>	<b>FINANCIAL ACCOUNTING -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>	MAT101 Financial Accounting-I						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course aims to develop knowledge and skills in understanding and applying accounting standards and the theoretical framework in the preparation of financial statements of entities, including groups and how to analyse and interpret those financial statements.*

**Course Educational Objectives:**

1. Financial reporting should provide information that is useful to present and potential investors and creditors and other users in making rational investment, credit, and similar decisions.
2. Financial reporting should provide information to help present and potential investors and creditors and other users to assess the amounts, timing, and uncertainty of prospective cash receipts.
3. Financial reporting should provide information about the economic resources of an enterprise; the claims to those resources (obligations); and the effects of transactions, events, and circumstances that cause changes in resources and claims to those resources.

**UNIT 1 Introduction to India Accounting Standards 8 hours**

Framework for preparation and presentation of financial statements, Introduction to Indian Accounting standards, IND AS-1 presentation of financial statements, IND AS 101- First time adoption of Indian accounting standards.

**UNIT 2                    Indian Accounting Standards in relation to statement of financial performance:                    10 hours**

IND AS-2 Valuation of inventories, IND AS-7 Statement of cashflows, IND AS-8 Accounting policies, changes in Accounting estimates & errors, IND AS-10 Events after the reporting period, IND AS-20 Accounting for government grants.

**UNIT 3                    Indian Accounting Standards in relation to statement of financial position:                    09 hours**

IND AS-16 Property, plant & equipment, IND AS-23 Borrowing costs, IND AS-36 Impairment of assets, IND AS-40 Investment property.

**UNIT 4                    Indian Accounting Standards (116, 33, 41, 113)                    10 hours**

IND AS-116 Leases, IND AS-33 Earnings per share, IND AS-41 Agriculture, IND AS-113 Fair Value

**UNIT 5                    Indian Accounting Standards (38, 21, 115):                    08 hours**

IND AS-38 Intangible Assets, IND AS-21 Effect of changes in foreign exchange rates, IND AS 115 Revenue from contracts with customers.

**Text Books:**

*IND AS made easy by CA Ravikanth Miryala – Bharat’s publishing*

**References:**

- R1 Financial Management, CIMA
- R2. Insight, e-magazine, CIMA
- R3. Velocity, CIMA
- R4. Thought leadership, CIMA
- R5. CGMA newsletter, CGMA

**Course Outcomes:**

1. Understand the meaning of lease agreement, sale and lease back transactions, different types of leases
2. Understand the meaning of presentation and functional currencies
3. Understand the meaning of a group, subsidiary, parent company, controlling interest, non controlling interest and the objectives of consolidated financial statements.
4. Understand the meaning of associate and equity method of accounting for an associate
5. Understand the meaning, importance and purpose of ratio analysis



**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	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

**APPROVED IN:**

**BOS : 16-08-2021**

**ACADEMIC COUNCIL: 18-10-2021**

**SDG No. & Statement:4, 8 & 16**

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.

ACCN 3071	AUDITING I	L	T	P	S	J	C
		4	0	0	0	0	0
<b>Prerequisite</b>	Financial Accounting						
<b>Co-requisite</b>	principles of auditing						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course covers an introduction to audit, the need for and importance of auditing, the planning of auditing, the auditing procedures and an introduction to International Financial Reporting Standards.*

**Course Educational Objectives:**

1. To impart knowledge pertaining to basic concepts of auditing
2. To acquaint oneself with auditing procedure and report Writing.

**UNIT 1 Introduction to Auditing 8 hours**

Auditing: Meaning-Definition-Evolution-Objectives-Importance. Types of audit: Based on ownership (Proprietorship, Partnership, Companies, Trusts, Cooperative Societies, Government Departments) -Based on time (Interim, Final, Continuous, Balance Sheet)- Based on objectives (Independent, Financial, Internal, Cost, Tax, Government, Secretarial)

**UNIT 2 Planning of Audit and Control Auditor 12 hours**

Qualifications and disqualifications – Qualities - Appointment and Reappointment – Remuneration – Removal – Rights – Duties – Liabilities. Audit planning: - Engagement letter - Audit Programme -Audit note book -Audit papers - Audit work book - Audit contents - Audit markings - Internal check- Internal control – (Sales-Purchases-Fixed assets-Cash-Bank-Pay Roll) - Accounting controls and Sampling in audit . Lab Work: Preparation of Audit programme for an organization.

**UNIT 3 Vouching and Audit of Financial Statements Vouching 12 hours**

Meaning- Vouching of cash and trading transactions –Investigation, Verification and Valuation of assets and liabilities- Differences between vouching, investigation, verification and valuation. Audit of Financial Statements: Receipts – Payments – Sales – Purchases -Fixed assets – Investments - Personal ledger – Inventories - Capital and Reserves - Other assets - Other liabilities. Lab Work: Vouching of cash book of a local business unit.



**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO 2	PSO 3	PSO 4
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 : 16-08-2021**

**ACADEMIC COUNCIL: 18-10-2021**

**SDG No. & Statement:4, 16**

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 auditing Concepts

**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.

<b>ACCN 3021</b>	<b>ADVANCED ACCOUNTING-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>	Financial Accounting-I, Financial Accounting-II						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course aims to develop knowledge and skills in understanding and applying accounting standards and the theoretical framework in the preparation of financial statements of entities, including groups and how to analyse and interpret those financial statements.*

**Course Educational Objectives:**

1. Financial reporting should provide information that is useful to present and potential investors and creditors and other users in making rational investment, credit, and similar decisions.
2. Financial reporting should provide information to help present and potential investors and creditors and other users to assess the amounts, timing, and uncertainty of prospective cash receipts.
3. Financial reporting should provide information about the economic resources of an enterprise; the claims to those resources (obligations); and the effects of transactions, events, and circumstances that cause changes in resources and claims to those resources.

**UNIT 1 Introduction to India Accounting Standards 8 hours**

Framework for preparation and presentation of financial statements, Introduction to Indian Accounting standards, IND AS-1 presentation of financial statements, IND AS 101- First time adoption of Indian accounting standards.

**UNIT 2 Indian Accounting Standards in relation to statement of financial performance: 10 hours**

IND AS-2 Valuation of inventories, IND AS-7 Statement of cashflows, IND AS-8 Accounting policies, changes in Accounting estimates & errors, IND AS-10 Events after the reporting period, IND AS-20 Accounting for government grants.

**UNIT 3**                      **Indian Accounting Standards in relation to statement of financial position**                      **9 hours**

IND AS-16 Property, plant & equipment, IND AS-23 Borrowing costs, IND AS-36 Impairment of assets, IND AS-40 Investment property.

**UNIT 4**                      **Indian Accounting Standards (116, 33, 41, 113)**                      **10 hours**

IND AS-116 Leases, IND AS-33 Earnings per share, IND AS-41 Agriculture, IND AS-113 Fair Value

**UNIT 5**                      **Indian Accounting Standards (38, 21, 115)**                      **9 hours**

IND AS-38 Intangible Assets, IND AS-21 Effect of changes in foreign exchange rates, IND AS 115 Revenue from contracts with customers.

**TextBooks:**

*IND AS made easy by CA Ravikanth Miryala – Bharat's publishing*

**References:**

- R1 Financial Management, CIMA
- R2. Insight, e-magazine, CIMA
- R3. Velocity, CIMA
- R4. Thought leadership, CIMA
- R5. CGMA newsletter, CGMA

**Course Outcomes:**

1. Understand the meaning of lease agreement, sale and lease back transactions, different types of leases
2. Understand the meaning of presentation and functional currencies
3. Understand the meaning of a group, subsidiary, parent company, controlling interest, non controlling interest and the objectives of consolidated financial statements.
4. Understand the meaning of associate and equity method of accounting for an associate
5. Understand the meaning, importance and purpose of ratio analysis

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO 2	PSO 3	PSO 4
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 : 16-08-2021**

**ACADEMIC COUNCIL: 18-10-2021**

**SDG No. & Statement:4, 8 & 16**

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.







**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO 2	PSO 3	PSO 4
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 : 16-08-2021**

**ACADEMIC COUNCIL: 18-10-2021**

**SDG No. & Statement:**

Goal 4: Quality Education.

Goal 8: Decent Growth & Economic Growth.

**SDG Justification:**

Quality Education: Since the subject is basic for all other Accounting, Auditing & Taxation papers of this course, it provides the learners quality education for Accounting & Finance Career.



**Text Books:**

1. Contemporary Auditing : Kamal Gupta
2. Practical auditing : Spicer & Pegler

**References:**

1. Principles and practices of Auditing : Jagdish Prakash
2. Principles of Auditing : Ghatalia
3. Business correspondence and Report Writing : Tata M.Graw Hill
6. Business correspondence & Report writing : Urmila Rai &S.M. Rai
4. Business communications and Report writing : Kalyani Publications
5. Auditing : N.D.Kapoor
6. Practical Auditing : T.N.Tandon

**Course Outcomes:**

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

1. Understand the concept of auditing
2. Understand about internal audit and internal control
3. Understand the vouching and verification of vouching
4. understand different types of audit
5. Understand how to write business communication report writing

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO 2	PSO 3	PSO 4
CO1		2	2	2	1	0	2	1	1	1	0
CO2		2	2	1	1	0	2	2	1	1	1
CO3		2	2	2	2	0	1	1	2	2	1
CO4		2	2	2	1	0	2	1	2	2	1
CO5		2	2	2	2	0	2	2	2	2	1

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

**APPROVED IN:**

**BOS : 16-08-2021**

**ACADEMIC COUNCIL: 18-10-2021**

**SDG No. & Statement:4, 16**

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 auditing Concepts

**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.

MKTG3041	E-COMMERCE	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Prerequisite:</b>	None						
<b>Co-requisite:</b>	None						
<b>Preferreble exposure:</b>	None						

**Course Description:**

*By the help of the flexibility offered by computer networks and the availability of the Internet, E-commerce develops on traditional commerce. E-commerce creates new opportunities for performing profitable activities online. It promotes easier cooperation between different groups: businesses sharing information to improve customer relations; companies working together to design and build new products/services; or multinational company sharing information for a major marketing campaign.*

**Course prerequisite(s)- Basics of Marketing Management**

**Course Educational Objectives:**

- To make the students understand the various concepts related to Electronic Business
- To enable them to understand and exploit its role in providing strategic advantage
- Understand the concept of E-Commerce and its significance
- Demonstrate various Business Models of E-Commerce
- Role of Security in Electronic Payment Systems

**UNIT 1 Introduction to E-Commerce 9 hours**

Definitions - Types of E-commerce, Benefits of E-commerce - Limitations of E-commerce - Impact of E-commerce – Electronic Market Structure – Business Models of E-Commerce, Electronic Marketplaces – Types of E-Marketplaces, Electronic stores and Malls, Electronic Catalogues, E-Shopping Cart, Online Auctioning

**UNIT 2 B2C and Advertising in Ecommerce 9 hours**

Retailing in E-Commerce – E-Tailing Business Models, Online Purchase Decision Aids, Online Consumer Behavior Model – Consumer Purchasing Decision Making Process– Internet Marketing Methods – Web Advertising - Advertisement Methods – Advertisement Strategies and Promotions

**UNIT 3 B2B E-Commerce 9 hours**

Characteristics of B2B EC – Models of B2B - Purchasing, Logistics and Support Activities, Electronic Data Interchange (EDI), Electronic Supply Chain Management

**UNIT 4** **Electronic Payment Systems and Security** **9 hours**  
 Electronic Payment and Protocols – Electronic Credit Card system – Electronic Fund Transfer and Debit Cards - Security schemes in Electronic Payment Systems, Fraud Protection

**UNIT 5** **Mobile and Social Commerce** **9 hours**  
 Attributes and Drivers of M-Commerce, Mobile Financial Applications, Mobile Marketing and Advertising, Mobile Entertainment, Web 2.0, Virtual Communities, Online Social Networking, Business and Enterprise Social Networks, Advertising in Social Networks

**Text Books:**

1. Efraim Turban, David King, Jae Lee, Dennis Viehland, *Electronic Commerce: Managerial and Social Networks Perspective*, New Delhi: Pearson Education.
2. Hanson Ward ,*Internet Marketing and Ecommerce*, New Delhi:Cengage Learning .

**References:**

1. Elias M Awad,*Electronic Commerce: From Vision to Fulfillment*, New Delhi: Prentice Hall of India.
2. P.T.S.J. Joseph ,*E-Commerce: An Indian Perspective*, New Delhi: Prentice Hall India.
3. KarabiBandopadhyay ,*Mobile Commerce*, New Delhi: Prentice Hall India.

**Course Outcomes:**

1. Infer the concept of E-Commerce and its significance
2. Assess how social media is playing a vital role for the promotion of a business
3. Examine how the B2B E-Commerce operations designed and performed.
4. Understand Electronic Payment and Protocols and perform E-Payment systems
5. Differentiate the concept and usage of M-Commerce from E-Commerce

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO 2	PSO 3	PSO 4
CO1	1	1	3	0	1			1	1	2	
CO2	0	1	3	3	0			0	0	0	
CO3	3	1	1	2	2			2	3	3	
CO4	1	3	2	3	2			3	2	3	
CO5	1	3	2	2	1			3	1	2	

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

**APPROVED IN:**  
**BOS : 16-08-2021**

**ACADEMIC COUNCIL: 18-10-2021**

**SDG No. & Statement:**

**8**

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

**SDG Justification:**

FINA2081	INSURANCE MANAGEMENT	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-Requisite</b>	FINA2001/FINA2021 Essentials of Financial Management/Financial Management						
<b>Co-requisite</b>	Risk Management in Personal Finance- Digital Competition in Financial Services-						
<b>Preferreble exposure:</b>	None						

**Course Description:**

*This course introduces students to the concepts of risk & risk management and the fundamental principles of insurance. Course content also encompasses Life, Fire, Marine, Motor Insurance, Agriculture in India, and Insurance Company operations. The course also helps students to understand insurance intermediaries and the functions of insurers.*

**Course Educational Objectives:**

1. Basic concepts in Risk Management
2. Characteristics of insurance contracts
3. Analyzing and comparing the various insurance alternatives in Life Insurance Policies.
4. The various risk management applications to support individuals and businesses through general insurance policies.
5. The operations of an insurance company

**UNIT 1**

**8 hours**

Risk Vs. Uncertainty-Kinds and Classification of Risk – Methods of Handling Risk – Meaning of Risk Management – Steps in the Risk Management Process - The changing scope of Risk Management.

**UNIT 2**

**8 hours**

Introduction to Insurance- Basic Characteristics of Insurance – Fundamental Legal Principles of Insurance – Requirements of Insurance Contract – Benefits of Insurance to Society.

**UNIT 3**

**8 hours**

Life Insurance- Principles of Life Insurance – Types of Life Insurance – Variation of Life Insurance



**UNIT 4**

**8 hours**

General Insurance-Principles of General Insurance – Fire, Marine, Motor, Engineering, Miscellaneous, Liability, and Agricultural Insurance.

**UNIT 5**

**8. hours**

Insurance Company Operations-Rate Making – Underwriting- production – Claim Settlement.

**Text Books:**

- T1. George E. Rejda (2018), *Principles of Risk Management and Insurance* Tenth Edition, New Delhi: Pearson Education.
- T2. M. N. Mishra (2002), *Insurance Principles and Practice*, New Delhi: S.Chand& Co

**References:**

- R1 Dr. P. Gupta(2018), *Insurance and Risk Management*, New Delhi: Himalaya Publications
- R2 Principles of Insurance, Mumbai: Insurance Institute of India.
- R3. The practice of Life Insurance, Mumbai: Insurance Institute of India
- R4. The practice of General Insurance Mumbai: Insurance Institute of India

**Course Outcomes:**

1. ents will enhance their knowledge in insurance and banking operations in India.
2. Students will develop basic ideas on thrust areas in insurance and banking.
3. Students will enhance their knowledge of general insurance and its principles.
4. Students will enhance their skills in insurance management and operations.
5. Students will enhance their knowledge of the functioning of the insurance market.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO2	PSO3	PSO4
<b>CO1</b>	2	2	2	2	2	2	2	3	3	3	2
<b>CO2</b>	3	2	3	3	3	2	3	3	3	3	2
<b>CO3</b>	3	2	3	3	3	2	3	3	3	3	2
<b>CO4</b>	3	3	3	3	3	2	3	3	3	3	2
<b>CO5</b>	3	3	3	3	3	2	3	3	3	3	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:4 & 8**

4: Quality Education.,

8: Decent Growth & Economic Growth.

**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.

FINA2071	INDIAN FINANCIAL SYSTEM	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 aims at providing the students the intricacies of Indian financial system for better financial decision making.*

**Course Educational Objectives:**

1. To understand the Functions of Financial System, Financial Assets, Intermediaries and Markets towards economic development.
2. To understand the financial instruments available in the financial markets and their working in the financial system.
3. To understand the role played by financial institutions.
4. To Understand the importance and role of regulatory bodies in the financial system and
5. Finally, to explore the nature and importance of financial services within the financial system.

**UNIT 1**

**Introduction**

**8 hours**

Financial System and the Economy – Role of Financial System in Economic Development, Economic Growth and Capital Formation – Financial Deepening and Financial Widening - Structure of Indian Financial System - Reforms in Indian Financial Sector

**UNIT 2**

**Financial Markets**

**8 hours**

Money Market and Capital Market – Primary Market and Secondary Market – Constituents of Money market and Capital Market - New Financial Instruments.

**UNIT 3** **Regulators of Financial Markets** **8 hours**

Role of Financial regulators – SEBI – Functions, Objectives and Regulatory approach - RBI – Organization and Management, Functions of RBI, Roles of RBI, Monetary policy of RBI – Regulatory framework of IRDA – Regulatory framework of PFRDA.

**UNIT 4** **Financial Institutions** **8 hours**

Intermediaries and non-intermediaries; the role of Banking – Commercial banks, RRBs, Co-operative banks, Development banks, LIC, NBFCs and Investment banking.

**UNIT 5** **Financial Services** **8 hours**

Nature and Importance of Financial Services – Fee Based Financial Services and Asset Based Financial Services

**Text Books:**

1. Bharti ( 2018), Indian Financial System, Noida: Pearson.
2. M.Y.Khan (2019), Indian Financial System: *Financial Markets, Institution and Services*, New Delhi: McGraw Hill Education (India) Private Limited.
3. L M Bhole and Jitendra Mahakud (2013), *Financial Institutions and Markets*, New Delhi: McGraw Hill Education (India) Private Limited.

**References:**

1. Gordon and Natarajan (2012), *Financial Institutions and Markets*, New Delhi: Himalaya Publishing House.
2. Jeff Madura (2011), *Financial Institutions and Markets*, New Delhi: Cengage Learning.
3. Anthony Saunders and M M Cornett (2010), *Financial Markets and Institutions*, New Delhi: Tata McGraw Hill

**Course Outcomes:**

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

1. Be aware of the structure and components of the Indian Financial System.
2. Comprehend the need, definition, functions and economic significance of financial institutions and markets.
3. Understand the functions and working of the components and intermediaries of the financial system and how they are linked to each other.
4. Be aware of the Indian Capital Market & Money Markets and the various Market Instruments introduced by the system for investment and tax savings.
5. Have an overview of the Nature and Importance of Financial Services.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO 2	PSO 3	PSO 4
<b>CO1</b>	2	2	2	2	2	1	2	2	2	2	2
<b>CO2</b>	2	3	3	3	3	1	3	3	3	3	3
<b>CO3</b>	2	3	3	3	3	1	3	3	3	3	3
<b>CO4</b>	2	3	3	3	3	1	3	3	3	3	3
<b>CO5</b>	2	3	3	3	3	1	3	3	3	3	3

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

**APPROVED IN:**

**BOS 19<sup>th</sup> May 2022**

**ACADEMIC COUNCIL: 1/4/2022**

**SDG No. & Statement:4, 16**

Goal 4: Quality Education

Goal 16: Peace Justice and Strong Institutions.

**SDG Justification:**

This course exposes the students to qualitative education and promotes lifelong learning and career opportunities.

This course enables the students to develop skills with which they would be able to promote peaceful and inclusive societies for sustainable development.

ACCN 3011	GOODS AND SERVICE TAX (GST)	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-Requisite:</b>	ACCN 2061, ACCN 2071, FINA 2021 Taxation(UK), Audit, Financial management						
<b>Co-requisite:</b>	None						
<b>Preferreble 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 of GST.

**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.

**Text Books:**

1. Material prepared by CharteredAccountantsinternetsourcesEbooks

**References:**

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

**Course Outcomes:**

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

- The students hold 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	PS01	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 :19<sup>th</sup> May 2022**

**SDG Justification:**

**ACADEMIC COUNCIL: 1/4/2022**

SDG 4: Quality Education

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

FINA 3101	STOCK MARKET OPERATIONS	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-Requisite:</b>	essentials of financial management						
<b>Co-requisite:</b>	C1: Trading Basics						
<b>Preferable exposure</b>	None						

**Course Description:**

*The course is designed to impart the knowledge on basic aspects of stock markets and their operations*

**Course Educational Objectives:**

1. To make the student understand the significance of stock markets
2. To make the student understand the nature of stock markets

**UNIT 1 Structured Markets 8 hours**

Stock Exchange – Introduction – History of BSE, NSE – SCRA,1957 – SEBI Act – Guidelines – Functions – Emerging role of SEBI Departments and Amendments – Dhanuka Committee Report – Recent amendments in the Capital market.

**UNIT 2 Investors 10 hours**

Types – Interests – QFI – NRI Investment – Speculative traders Vs. Genuine Investors – Types of Speculators – OTCEI – IPF-Specified Groups

**UNIT 3 Listing on a Stock Exchange 10 hours**

Introduction – Listing requirements – Eligibility – Listing agreements – SEBI guidelines on listing Department

**UNIT 4 Stock Market Operations & Functions 8 hours**

NSE Operations – Trading & Settlement – Brokers Charges – delivery/payment – Customers’ Orders –J.S.Varma Report.

**UNIT 5 Trading ring 6 hours**

Contract Note – National trade comparison and reporting system – Central Depository System – NSDL – Depository Participants.



**Text Books:**

1. Punithavathy Pandian, Security Analysis and Portfolio Management, Vikas Publishing House, New Delhi, 2010

**References:**

2. Dr. V.A. Avadhani, Security Analysis and Portfolio Management, Himalaya Publishing House, Mumbai, 2010

**Course Outcomes:**

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

- Students will enhance their knowledge in the structured secondary markets
- Students will analyze various types of investors and their approach
- Students will enhance their knowledge in the listing criteria and requirements of the companies
- Students will enhance their knowledge in various National level and regional level stock exchanges
- Students will enhance their knowledge in the regulations over the Capital market and various departments of SEBI

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS 19<sup>th</sup> May 2022**

**SDG No. & Statement:4**

**ACADEMIC COUNCIL: 1/4/2022**

**GOAL 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>	Goods and Service Tax						
<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

**Text Books:**

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 McGraw 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:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PS 01	PS 02	PS 03	PS 04
<b>CO1</b>	2	2	2	2	1	0	2	1	1	1	0
<b>CO2</b>	1	2	2	1	1	0	2	2	1	1	1
<b>CO3</b>	1	2	2	2	2	0	1	1	2	2	1
<b>CO4</b>	2	2	2	2	1	0	2	1	2	2	1
<b>CO5</b>	2	2	2	2	2	0	2	2	2	2	1

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

**APPROVED IN:**  
**BOS :19<sup>th</sup> May 2022**

**ACADEMIC COUNCIL: 1/4/2022**

**SDG No. & Statement:4, 16**

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.