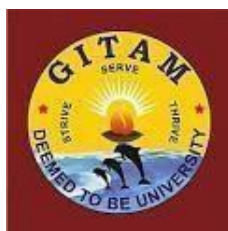


**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT(GITAM)  
(Deemed to be University)  
VISAKHAPATNAM \* HYDERABAD \* BENGALURU**

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



**CURRICULUM AND SYLLABUS**

**OF**

**UMGMT03: B.COM (ACCA)**

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

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

# Academic Regulations

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

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

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

### **VISION**

To become a global leader in higher education.

### **MISSION**

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

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

### **VISION**

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

### **MISSION**

1. To achieve excellence in academic program design and 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.

## UMGMT03: B.COM (ACCA)

(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

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

H – High, M – Medium, L – Low

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

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

- PO 01 Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- PO 02 Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- PO 03 Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- PO 04 Effective Citizenship: Demonstrate empathetic social concern 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.
  
- PSO1 Understand the fundamental Principles and practices of Accounting.
- PSO2 Apply various financial techniques to analyse and interpret financial statements.
- PSO3 Prepare and analyse various Financial Reports using IFR.
- PSO4 Integrate the skills and understandings to study advanced topics in Accounting and Finance

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

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

<b>Club Activity Courses</b>								
<b>Course code</b>	<b>Level</b>	<b>Course title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
DOSL1001	1	Club Activity (Participant)	0	0	0	2	0	2
DOSL1011	1	Club Activity (Member of 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

<b>Community Service courses</b>								
<b>Course code</b>	<b>Level</b>	<b>Course title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
DOSL1041	1	Community Services - Volunteer	0	0	0	0	2	2
DOSL1051	1	Community Services - Mobilizer	0	0	0	0	2	2

<b>Faculty Core (FC)</b>								
<b>Course code</b>	<b>Level</b>	<b>Course title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
IENT1001	1	Business Economics	3	0	0	0	0	3
IENT1011	1	Indian Business Environment	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
ACCN3011	3	Goods & Service Tax	4	0	0	0	0	4
IENT2001	2	Entrepreneurship	2	0	0	0	0	2
LANG1XXX	1	Second Language	3	0	0	0	0	3
VIVA3999	3	Comprehensive Viva	0	0	2	0	0	2

<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>S</b>	<b>J</b>	<b>C</b>
FINA1011	1	Business & Technology	4	0	0	0	0	4
ACCN1051	1	Management Accounting	4	0	0	0	0	4
ACCN1031	1	Financial Accounting	4	0	0	0	0	4
ACCN1101	1	Financial Reporting-I	4	0	0	0	0	4
ACCN1111	1	Financial Reporting -II	4	0	0	0	0	4
HRMG1031	1	Corporate and Business laws	3	0	0	0	0	3
ACCN1121	1	Performance Management	4	0	0	0	0	4
ACCN2061	2	Taxation (UK)	4	0	0	0	0	4
ACCN2071	2	Audit and Assurance	4	0	0	0	0	4
FINA2021	2	Financial Management	4	0	0	0	0	4
FINA2031	2	Strategic Business Reporting 1	4	0	0	0	0	4
FINA2041	2	Strategic Business Reporting 2	4	0	0	0	0	4
FINA2051	2	Strategic Business Leader 1	4	0	0	0	0	4
FINA2061	2	Strategic Business Leader 2	4	0	0	0	0	4
FINA3081	3	Advanced Financial Management 1	4	0	0	0	0	4
FINA3091	3	Advanced Financial Management 2	3	0	0	0	0	3
ACCN3041	3	Advanced Audit & Assurance -1	3	0	0	0	0	3
INTN2999	3	Practice School Report	0	0	2	0	0	2
ACCN3051	3	Advanced Taxation	4	0	0	0	0	4
ACCN3091	3	Advanced Performance Management	4	0	0	0	0	4
ACCN3061	3	Advanced Audit and Assurance -2	4	0	0	0	0	4

<b>Credit Distribution Table</b>		
Description	Number of Credits	% of Credits
University Core (UC)	12	10%
Faculty Core (FC)	21	17.3%
Program Core (PC)	79	65.3%
Open Elective (OE)	9	7.4%
Total	121	100

**Course PO Mapping**

Subjects	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
English	3	3	3	3	1	2	2				
Business Economics	3					1	1				
Indian Business Environment	3					1	1				
Business & Technology	3		1		2	2	1	1			
Management Accounting	2				1		2	3	3	2	2
Financial Accounting	2				1		3	3	3	3	3
Sanskrit/Special English	2										
Corporate and Business Laws	3		1	1	1	1	2				
Performance Management	3		1		2	1	3	3	3	3	3
Income Tax Law and Practice	3		2	1	1		3	1	1	1	1
Financial Reporting-I	3				1		3	3	3	3	3
Financial Reporting-II	3				1		3	3	3	3	3
Audit and Assurance	2	1	1	2	2		2		1		1
Financial Management	2						3	3	2	2	2
Taxation (UK)	2		1	1	2		2	1	1	1	1
Strategic Business Reporting-1	2	3	1	2		3		3	3	3	3
Strategic Business Reporting-II	2	3	1	2		3		3	3	3	3
Strategic Business Leader-1	3	2	2	2		3		3	3	3	3
Strategic Business Leader-2	3	2	2	2		3		3	3	3	3
Entrepreneurship	3	1	2	2	2	2	3				
Retail Bank Management	3	1	2	2	2	2	3				
Advanced Financial Management-1	2							3	3	3	3
Advanced Financial Management-2	2							3	3	3	3
Advanced Performance Management	2	2	2	2	2	1		2	2	2	2
Advanced Taxation	2		1	2	2	1		2	2	2	2
Advanced Audit and Assurance-1	2	2	2	2	2	1		1	1	1	1
Advanced Audit and Assurance-2	2	2	2	2	2	1		1	1	1	1
Summer Project	2	2	2	2	2	2	2	2	2	2	2
Semester End Viva-Voce	2	2						3	3	3	3

# Syllabus

## **University Core**

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

**Course Description:**

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

**Course Educational Objectives:**

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

**10 hours**

**List of Experiments:**

1. Create a typical document consisting of text, tables, pictures, multiple columns, with different page orientations.
2. Create a technical paper / technical report consisting of table of contents, table of figures, table of tables, bibliography, index, etc.
3. Compose and send customized mail / e-mail using mail-merge.
4. Create / modify a power point presentation with text, multimedia using templates with animation.
5. Create spreadsheet with basic calculations with relative reference, absolute reference and mixed reference methods.
6. Simple report preparation using filtering tool / advanced filtering commands / pivot tables in spreadsheet application.
7. Analyze the results of 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 or smartdraw
10. Create a website of his interest.

**Textbooks:**

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

**References**

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

**Course Outcomes:**

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



### Co-Po Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
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.

<b>CLAD1021</b>	<b>VERBAL ABILITY &amp; QUANTITATIVE ABILITY (SOFT SKILLS 3)</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:**

*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 Specific, Specify to General, Idea-Example, Idea-Explanation, Etc.
4. **Grammar Usage:** Rules Governing the Usage of Nouns, Pronouns, Adjectives, Adverbs, Conjunctions, Prepositions and Articles
5. **Numerical Computation and Estimation - II:** Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams, Races and Games of Skill, Simple Interest & Compound Interest
6. **Geometry:** Lines and Angles, Triangles, Quadrilaterals & Polygons, and Circles
7. **Mensuration:** 2-Dimensional Mensuration (Triangles, Quadrilaterals and Circles), 3-Dimensional Mensuration (Cubes, Cuboids, Cylinder, Cone, Sphere)

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

<b>CLAD1031</b>	<b>PRACTICING VERBAL ABILITY &amp; QUANTITATIVE APTITUDE (SOFT SKILLS 4)</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:**

*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
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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 IMS etc.
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, CareerLauncher 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.

DOSL1001	CLUB ACTIVITY – PARTICIPANT	L	T	P	S	J	C
		0	0	0	2	0	2
<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.

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Student Club Activities:**

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

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

DOSL1021	CLUB ACTIVITY – LEADER OF THE CLUB	L	T	P	S	J	C
		0	0	0	2	0	2
<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
<b>CO1</b>	3	3	3	3	2		2				
<b>CO2</b>	3		3		2		2				
<b>CO3</b>		3	2		3	2					
<b>CO4</b>		3	3		2		3				
<b>CO5</b>	3		3		2		3				

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Student Club Activities:**

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

15. Other club activities organized by student clubs

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Community Service Activities:**

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

**List of Activities:**

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

**Text Books:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Community Service Activities:**

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

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. Handbook of the Badminton World Federation (BWF)

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. International Chess Federation (FIDE) Handbook

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. Indian Carrom Federation Handbook - Laws



**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. FIFA Laws of the Game

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. FIVB - Official Volleyball Rules

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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



**References:**

1. Khelo India Official Rulebook of Kho Kho

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

DOSP1071	TABLE TENNIS	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 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	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>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.

<b>DOSP1111</b>	<b>THROWBALL</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 Throwball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Throwing, Receiving
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, control

**References:**

1. World Throwball Federation - Rules of the Game

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

Activity:

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

**UNIT 2                      Ecosystem and biodiversity                      10 hours**

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

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

Activity:

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

**UNIT 3 Environmental Pollution 10 hours**

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

Activity:

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

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

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

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

Activity:

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

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

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

Activity:

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

**Textbook(s):**

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

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

**Additional Reading:**

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

**Reference Book(s):**

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

**Journal(s):**

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

**Website(s):**

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

**Course Outcomes:**

After the completion of the course student will be able to

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

**CO-PO Mapping:**

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

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

**APPROVED IN: BOS**

**BOS: 04-07-22**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

FINA3001	PERSONAL FINANCIAL PLANNING	L	T	P	S	J	C
		0	0	2	0	0	1*
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	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 Subbkrishna, Himalaya Publishing House.
2. Mishra K.C., Doss S, (2009). Basics of Personal Financial Planning 1e. National Insurance Academy, New Delhi: Cengage Learning.
3. Risk Analysis, Insurance and Retirement Planning by Indian Institute of Banking and Finance.

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 01-02-2022**

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

**SDG No. & Statement:**

**SDG Justification:**

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

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

**Online References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

**List of Tasks and Activities:**

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



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

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

**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:**

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

**Course Description:**

*This course 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.

**UNIT 4** **Gandhi and Sustainable Development**

Gandhian Constructive Programs-Eleven Vows-Sarvodaya-Seven Social Sins-Gandhian Economics and Sustainable Development

**UNIT 5** **Gandhi and Contemporary Issues**

Conflict Resolution Techniques of Gandhi-Ecological Challenges and Gandhian solutions-Gandhian Ethics-An Analysis

**References:**

1. Gandhi, M K. (1941). *Constructive Programme*. Ahmadabad: Navjivan Publishing House
2. Gandhi, M. K. (1948). *The Story of My Experiments with Truth*. Ahmadabad: Navjivan Publishing House
3. Gandhi, M K. (1968). *Satyagraha in South Africa*. Ahmadabad: Navjivan Publishing House.
4. Khoshoo, T N (1995). *Mahatma Gandhi: An Apostle of Applied Human Ecology*. New Delhi:TERI
5. Kripalani, J.B. (1970). *Gandhi: His Life and Thought*. New Delhi: Publications Division.
6. Narayan, Rajdeva (2011). *Ecological Perceptions in Gandhism and Marxism*. Muzaffarpur: NISLS
7. Pandey, J. (1998). *Gandhi and 21<sup>st</sup> Century*. New Delhi: Concept.
8. Weber, Thomas (2007). *Gandhi as Disciple and Mentor*. New Delhi: CUP

**Course Outcomes:**

After the successful completion of the course the students will be able to;

1. Understand the life of Gandhi
2. Appreciate the role of Gandhian non-violence and Satyagraha in India's freedom struggle.
3. Critically examine the philosophy of Gandhi on Education, Sarvodaya, and Satyagraha
4. Analyse the contemporary significance of Gandhian constructive programmes and eleven vows
5. Examine the possible solutions for some of the contemporary challenges like environmental issues, moral degradation and ethical dilemmas.

**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**

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

**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:**

1. Understand the fundamental concepts of business economics
2. Apply demand and supply situations, demand forecasting techniques that are helpful in decision making process for business organizations.
3. Identify the optimum solutions in production process with the help of cost and output relationships
4. 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
<b>CO1</b>	2	2	1	1	1	1	3	3	2	3	3
<b>CO2</b>	1	3	3	0	0	1	2	3	3	2	2
<b>CO3</b>	1	3	2	1	0	2	1	2	2	3	2
<b>CO4</b>	2	2	3	1	1	3	1	2	2	2	1
<b>CO5</b>	0	0	3	1	2	2	3	3	2	1	1

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

**APPROVED IN:**

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

**ACADEMIC COUNCIL: 01/04/2022**

**SDG No. & Statement:**

**11 & 12**

SDG No & Statement – 11 & 12

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****9 hours**

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

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

**Economic Planning and Industrial Policy:** 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**

**9 hours**

**Monetary and Fiscal Policy:** 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**

**9 hours**

**Business and Social Environment:** 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**

**9 hours**

**Corporate Governance:** 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	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	3	1	3	2	3	3	3	3	3	3	3
<b>CO2</b>	3	1	2	1	1	1	3	3	3	2	3
<b>CO3</b>	3	1	2	1	1	1	3	3	3	1	3
<b>CO4</b>	3	3	3	3	3	3	2	3	3	3	3
<b>CO5</b>	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: 01/04/2022**

**SDG No. & Statement:**

**11 & 12**

SDG No & Statement – 11 & 12

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.

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

**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
<b>CO1</b>	2	0	0	0	0	0	2	0	1	0	1
<b>CO2</b>	3	0	0	0	0	0	2	0	1	0	1
<b>CO3</b>	3	0	0	0	0	0	2	0	1	0	1
<b>CO4</b>	3	0	0	0	0	0	2	0	1	0	1
<b>CO5</b>	3	0	0	0	0	0	2	0	1	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.

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

**Course Description:**

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	PSO4
<b>CO1</b>	2	0	0	0	0	0	2	0	0	0	1
<b>CO2</b>	2	0	0	0	0	0	2	0	0	0	1
<b>CO3</b>	2	0	0	0	0	0	2	0	0	0	1
<b>CO4</b>	2	0	0	0	0	0	2	0	0	0	1
<b>CO5</b>	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

4: Quality Education

**SDG Justification:**

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



<b>ACCN3011</b>	<b>GOODS AND SERVICE TAX (GST)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**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:**

1. Explain and compute the concepts of Goods and Service Tax
2. Explain the concepts of GST and its practical implications
3. To impart the students the basics of indirect taxation

**List of Activities & Tasks for**

**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:**

Material prepared by Chartered Accountants internet sources Ebooks

**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 student should know all the concepts of Indirect taxation.
- The student should learn on computing sales tax, service tax

**CO-PO Mapping:**

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

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

**APPROVED IN:**

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

**ACADEMIC COUNCIL: 1<sup>st</sup> April, 2022**

**SDG No. & Statement:**

4

4: Quality Education

**SDG Justification:**

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

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

**Course Description:**

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
<b>CO1</b>	1	1	1	2	3	1	2	1	1	2	3
<b>CO2</b>	1	1	1	2	3	1	2	2	2	2	1
<b>CO3</b>	2	1	1	2	3	3	2	2	3	2	2
<b>CO4</b>	1	2	3	3	3	2	3	1	1	1	2
<b>CO5</b>	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<sup>st</sup> April, 022**

**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.

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

### COURSE OBJECTIVES

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

### UNIT -I

#### Poetry

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

### UNIT-II

#### Short Stories

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

### UNIT-III

#### Essays

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

**UNIT-IV:**

**Contemporary Issues**

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

**UNIT-V:**

Coursera Courses:

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

**COURSE OUTCOMES**

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

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

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

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

### COURSE OBJECTIVES

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

### SYLLABUS

#### गद्यविभाग (Prose Detailed Text)

- |                            |                              |
|----------------------------|------------------------------|
| 1. बाजारदर्शन'             | - श्रीजैनेन्द्रकुमार         |
| 2. ईर्ष्या, तूनागईमेरेमनसे | - रामधारीसिंह दिनकर          |
| 3. आपनेमेरीरचनापढ़ी?       | - हज़ारीप्रसादद्विवेदी       |
| 4. भारतीयसाहित्यकीएकता     | - नन्ददुलारेवाजपेयी          |
| 5. अतिथि                   | - रामविलासशर्मा              |
| 6. मेरीरुमालखोगई           | - विद्यानिवासमिश्र           |
| 7. कविऔरकविता              | - आचार्यमहावीरप्रसादद्विवेदी |
| 8. सोनाहिरनी               | - महादेवीवर्मा               |
| 9. कफ़न                    | - मुंशीप्रेमचन्द             |

#### उपवाचकविभाग (Non Detailed Text)

- |                  |                      |
|------------------|----------------------|
| 1. पुरस्कार      | - जयशंकरप्रसाद       |
| 2. हार           | - मन्नूभंडारी        |
| 3. सदाचारकातावीज | - हरिशंकरपरसाई       |
| 4. आदमीकाबच्चा   | - यशपाल              |
| 5. हारकीजीत      | - सुदर्शन            |
| 6. ठाकुरकाकुआं   | - मुंशीप्रेमचन्द     |
| 7. उसनेकहाथा     | - चंद्रधरशर्मागुलेरी |
| 8. रोज           | - अज्ञेय             |
| 9. चीफकीदावत     | - भीष्म साहनी        |

#### व्याकरणविभाग

##### I. निर्देशके अनुसार वाक्योंको बदलकर लिखिए (Rewriting of sentences as directed)

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

##### II. शुद्धकीजिए (correction of sentences)

1. चाहिएप्रयोग
2. लिंगऔरवचनसंबंधी



III. वाक्यप्रयोग (make your own sentences)

IV. कार्यालयहिंदी: प्रशासनिक

शब्दबली / परनाम (karyalay Hindi : Administrative terminology)

1. कार्यालयो केनाम

2. पदनाम

V. संधिविच्छेद

VI. विलोमशब्द

VII. पत्रलेखन

VIII. गंधाशके आधारपरदिग्गयेप्रश्नोकाउत्तरदेनाचाहिए

VIII. निबंध

### COURSE OUTCOMES

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

### TEXTBOOK

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

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

**Course Description:**

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

**COURSE OBJECTIVES**

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

**SYLLABUS**

POETRY:

Lesson No. 1 Saranagathi

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

Lesson No. 2 Ahimsa Paramodharmah

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

Lesson No. 3 Raghoh Audaryam

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

PROSE :

Lesson No. 4 Mitrasampraptih

From Pancatantra – Ist Story (Abridged)

Lesson No. 5 Modern prose Chikroda katha

Andhra Kavya Kathah  
By Sannidhanam Suryanarayana Sastry

Lesson No. 6 Computer Yanthram

By Prof. K.V. Ramakrishnamacharyulu

GRAMMAR

DECLENSIONS:

Nouns ending in Vowels:

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

SANDHI:

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

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

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

SAMASA :

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

CONJUGATIONS

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

IIrd Conjugation – As ( )

IIIrd Conjugation – Yudh,

IV th Conjugation – Ish

VIII Conjugation – Likh, Kri ( )

IXth Conjugation – Kreen ( )

Xth Conjugation – Kath, Bhash, Ram, Vand,

**COURSE OUTCOMES**

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

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

## INTRODUCTION

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

## COURSE OBJECTIVES

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

## Syllabus

పేరాచీనకవిత్యం:

1. నన్నయ - గవంగాశవంతనులకథ  
ఆవంధ్రమహాభారతవం- ఆదిపర్వం- నాల్గవఆశ్వాసం(120-165) "నరనరుడగుశవంతనునకు" వండి  
"దివ్యభూషణాలవంకృత" వరకు
2. తిక్కన - మూషికమార్గాలవృత్తవంతవం  
ఆవంధ్రమహాభారతవం- శృంగతిపర్వం - డవఆశ్వాసం(202 - 242) అడవిలనొకమఱ్ఱి నువండిసౌఖ్యము బవందెన్.
3. అల్లసానిపెద్దన - హవంసీచక్రవాకసవంవాదవం  
మనుచరిత్రము- ఆరవఆశ్వాసం(62-68) "గవంగాతరవంగిణి"  
నువండి"జవంభారిభిదురసవంరవంభవంబు" వరకు
4. తరిగవండవవంగమావంబ - ఎఱుకతశ్రీవవంకటాచలమాహాత్మ్యంఆశ్వాసం(4-51)  
"వకుళనునేనావివాహప్రయత్నవంబు" వండి"అనియిట్లో" వరకు ఆధునికకవిత్యం
5. గరిమెళ్ళసత్యనార్యణ - మాకొద్దెదతెల్లదొరతనము
6. శ్రీశ్రీ - మహాప్రసాధానవం
7. జాషువ - ముసాపరులు
8. పుట్టపరొతనార్యణాచార్యులు - మేఘదూతముకథానికలు
9. పాలగుమ్మపదార్థు - గాలివాన
10. కొలకటూరిజనాక్ - ఆకలి
11. కేతువిశ్వాధరెడిడి - నమ్మకున్ననేల
12. పాట్లపల్లెలర్యు - జైలువయకరణవం
13. సవంధులు - సవర్ణద్వ, గుణ, యణాదేశ, వృద్ధి, త్రిక, గ, స, డ, దవాదేశ, రుగాగమ, ధాగమ, ఆమ్రేడిత, 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**

<b>FINA 1011</b>	<b>BUSINESS &amp; TECHNOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Accounting, Business and Society: The Multi-faceted Role of Accounting						

**Course Description:**

*Accountant in Business, this subject imparts knowledge and understanding of the business and its environment and the influence this has on how organizations are structured and on the role of the accounting and other key business functions in contributing to the efficient, effective and ethical management and development of an organization and its people and systems.*

**Course Educational Objectives:**

- Identify and describe the key environmental influences and constraints on how the business operates in general and how these affect the accounting function in particular
- Identify and explain the functions of accounting systems and internal controls in planning, monitoring, and reviewing performance and in preventing fraud and business failure
- Recognize the principles of authority and leadership and how teams and individuals behave and are managed, disciplined, and motivated in pursuit of wider departmental and organizational aims and objectives
- Understand the Accounting and reporting systems, controls, and compliance.
- Understand Personal effectiveness techniques, consequences of ineffectiveness at work

**UNIT 1                      The Business Organization, its Stakeholders, and the external environment                      10 hours**

The business organization, its stakeholders, and the external environment: The purpose and types of business organization, Stakeholders in business organizations, Political and legal factors affecting business, Macroeconomic factors, Micro economic factors, Social and demographic factors, Technological factors, Environmental factors, Competitive factors

**UNIT 2                      Business organizational structure, No of Hours                      10 hours**

Business organizational structure, functions, and governance: The formal and informal business organization, Business organizational structure and design, Organizational culture in business, Committees in business organizations, Governance and social responsibility in business

**UNIT 3                      Accounting and reporting systems, controls, and compliance                      15 hours**

Accounting and reporting systems, controls and Compliance: The relationship between accounting and other Business functions, Accounting and finance functions within Business organizations, Principles of law and regulation governing. Accounting and auditing, The sources and purpose of internal and external financial information, provided by the business, financial systems, procedures, and related IT Applications, Internal controls, authorization,

security of data and compliance within business Fraud and fraudulent behavior and their Prevention in business, including money Laundering

**UNIT 4                      Leading and managing individuals and teams                      10 hours**

Leading and managing individuals and teams: Leadership, management and supervision, Recruitment and selection of employees, Individual and group behavior in business Organizations, Team formation, development, and Management, Motivating individuals and groups, Learning and training at work, Review, and appraisal of individual performance.

**UNIT 5                      Personal effectiveness and communication No of Hours                      8 hours**

Personal effectiveness and communication: Personal effectiveness techniques, Consequences of ineffectiveness at work, Competence frameworks and personal Development, Sources of conflicts, and techniques for conflict. Resolution and referral, communicating in business, Professional ethics in accounting and business: Fundamental principles of ethical behavior. The role of regulatory and professional bodies in promoting ethical and professional standards in the accountancy profession, Corporate codes of ethics, Ethical conflicts and dilemmas.

**Text Books:**

1. Accountant in Business – BPP Publications, the latest publication.
2. Accountant in Business – Kaplan Publications, the latest publication.

**Additional Reading: MIT Open Courseware**

**References:**

- Harold Koontz & Heinz Weirich (2012), *Management, a Global and Entrepreneurial Perspective*, New Delhi: Tata McGraw -Hill Publishing Company.
2. Delhi: Tata McGraw -Hill Publishing Company.
  3. Dipak Kumar Bhattacharyya (2012), *Principles of Management Text and Cases*, New Delhi: Pearson.
  4. Robbins, Stephen, & Sanghi.S. (2013), *Organizational Behavior*, New Delhi: Pearson Education.

**Course Outcomes:**

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

1. Learn different types and purpose of business organization
2. Understand about formal and informal types of Business Organizations
3. Understand the scope of Accounting & Finance within the Business Organizations
4. Understand about Leadership, Management and Supervision
5. Understand Personal effectiveness techniques, consequences of ineffectiveness at work.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**ACADEMIC COUNCIL: <<date>>**

**SDG No. & Statement: 4,8,9,11,12,13**

**SDG Justification:**

Quality Education: Since the subject is basic for all other ACCA papers, it provides the learners quality education.

Decent Work & Economic Growth: All the topics give importance to the stakeholders' interest which makes them work in an environment which provides decent environment and economic growth.

Sustainable Cities and communities: One of the topic is on responsible towards green environment and local community.

Responsible Consumption and Production : Considering stakeholders' interests include this goal.

Climate Action: This is one of the interests to be considered in the Business environment world.



<b>ACCN 1051</b>	<b>MANAGEMENT ACCOUNTING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Fundamentals of financial and management accounting						

**Course Description**

*Management Accounting helps to analyze and interpret the financial data in order to help management to take decisions, make policies, strategies and control the organization effectively. This course introduces students to the basics of management accounting and its role in decision making.*

**Course Educational Objectives:**

- To develop knowledge and understanding of how to prepare and process basic cost and quantitative information
- To familiarize planning and decision-making in a variety of business contexts using accounting information
- To use the time value of money and apply for decisions making.

<b>UNIT 1</b>	<b>The nature, source and purpose of Management information</b>	<b>10 hours</b>
Accounting for management, Sources of data, Cost classifications, presenting information		
<b>UNIT 2</b>	<b>Cost accounting techniques</b>	<b>10 hours</b>
Accounting for material, labor and overheads, Absorption and marginal costing, Cost accounting methods, Alternative cost accounting principles		
<b>UNIT 3</b>	<b>Budgeting</b>	<b>10 hours</b>
Nature and purpose of budgeting, Statistical techniques, Budget preparation, Flexible budgets, Capital budgeting and discounted cash flow, budgetary controls and reporting, Behavioral aspects of budgeting.		
<b>UNIT 4</b>	<b>Standard costing</b>	<b>15 hours</b>
Standard costing system, Variance calculations and analysis, Reconciliation of budgeted and actual profit		
<b>UNIT 5</b>	<b>Performance measurement</b>	<b>10 hours</b>
Overview, Performance measurements application, Cost reductions and value enhancement, monitoring performance and reporting.		

**Text Books:**

1. Management Accounting - BPP or Kaplan Publications, the latest publication.

**References:**

1. Khan & Jain (2012), *Cost Accounting*. New Delhi: Tata McGraw 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:**

1. to explain the nature, source and purpose of management information
2. Explain and apply cost accounting techniques ,Prepare budgets for planning and control
3. compare actual costs with standard costs and analyze any variances
4. Explain and apply performance measurements and monitor business performance.

**CO- PO Mapping:**

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**ACADEMIC COUNCIL: <<date>>**

**SDG Justification:**

Goal 4: Quality Education

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

<b>ACCN 1031</b>	<b>FINANCIAL ACCOUNTING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Financial Accounting: Foundations						

**Course Description:**

Financial Accounting imparts knowledge and understanding of the underlying principles and concepts relating to financial accounting and technical proficiency in the use of double-entry accounting techniques including the preparation of basic financial statement

**Course Educational Objectives:**

- Define the qualitative characteristics of financial information and the fundamental bases of accounting.
- Demonstrate the use of double- entry and accounting systems, Record transactions and events.
- Preparation of Trail Balance, BRS, Cash flow statements & Consolidated Financial statements
- Interpretation of Financial Statements

**UNIT 1                      The context and purpose of financial reporting                      10 hours**

The scope and purpose of financial statements for external reporting, Users’ and stakeholders’ needs, the main elements of financial reports, the regulatory framework (legislation and regulation, reasons and limitations, relevance of accounting standards), Duties and responsibilities of those charged With governance.

**UNIT 2                      The qualitative characteristics of Financial Information                      10 hours**

The use of double-entry and accounting Systems, Double-entry book-keeping principles including the maintenance of accounting records and Sources of accounting information, Ledger accounts, books of prime entry and Journals

**UNIT 3                      Recording transactions and events                      15 hours**

Sales and purchases, Cash, Inventory tangible non-current assets, depreciation, Intangible non-current assets and amortization, Accruals and prepayments, receivables and payables, Provisions and contingencies. Capital structure and finance costs

**UNIT 4                      Preparing a trial balance                      10 hours**

Trial balance, Correction of errors, Control accounts, and reconciliations, Bank reconciliations, Suspense accounts. Preparing basic financial statements: Statements of financial position, Statements of profit or loss and other Comprehensive income, Disclosure notes, Events after the reporting period, Statements of cash flows, incomplete records, preparing simple consolidated financial Statements: Subsidiaries, Associates.

**UNIT 5**

**Interpretation of financial statements**

**8 hours**

Importance and purpose of analysis of financial statements Ratios, analysis of financial statements

**Text Books:**

1. Financial Accounting - BPP or Kaplan Publications, the latest publication.

**References:**

1. Financial Accounting – BPP Publications, the latest publication.
2. Financial Accounting – Kaplan Publications, the latest publication
3. Mukherjee and Hanif (2013), Financial Accounting, New Delhi: Tata Mc-Graw Hill
4. Maheshwari S.N & Maheshwari S.K (2010), Introduction to Financial Accounting, New Delhi: Vikas Publishing House.
5. Tulsian P.C (2011), Financial Accounting, Volume I and Volume II, New Delhi: Pearson Education

**Course Outcomes:**

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

1. Explain the context and purpose of financial reporting, Define the qualitative characteristics of financial information
2. Demonstrate the use of double-entry and accounting systems , Record transactions and events
3. Prepare a trial balance (including identifying and correcting errors), Prepare basic financial statements for incorporated and unincorporated entities.
4. Prepare simple consolidated financial statements, interpretation of financial statements

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**ACADEMIC COUNCIL: <<date>>**

**SDG Justification:**

**SDG GOAL-9**

Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

<b>ACCN 1101</b>	<b>FINANCIAL REPORTING 1</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	ACCN 1051, FINA 1011 & ACCN 1031 Business & technology, Financial Accounting & Management Accounting						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Money Control						

**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:**

- 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.
- 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.
- 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 PUBLISHED ACCOUNTS 15 hours**

Preparation of financial statements: Preparation of single entity financial statements.

**UNIT 2 THE CONCEPTUAL AND REGULATORY FRAMEWORK FOR FINANCIAL REPORTING 10 hours**

The conceptual and regulatory framework for financial reporting: The need for a conceptual framework and the Characteristics of useful information, recognition and measurement, Specialized, not-for-profit, and public sector entities, regulatory framework, the concepts and principles of groups and consolidated financial statements

**UNIT 3 NON CURRENT ASSETS 10 hours**

Accounting for transactions in financial Statements: Tangible non- current assets, Intangible assets, Impairment of assets, Inventory and biological assets, financial instruments, leasing, Provisions and events after the reporting period, taxation reporting financial performance, revenue, government grants

**UNIT 4 OTHER ACCOUNTING STANDARDS 15 hours**  
IAS, IFRS

**UNIT 5 FINANCIAL INSTRUMENTS 10 hours**  
Short term, Long Term Financial instruments

**Text Books:**

Financial Reporting – BPP or Kaplan Publications, 2019

**References:**

1. IFRS (2013), *International Financial Reporting Standards*, New Delhi: Taxmann Publications P Ltd.
2. IASB (2014), *A Guide through International Financial Reporting Standards*, New Delhi: IASB.
3. Abbas Ali Mirza, Graham J. Holt and Magnus Orrell (2013), *IFRS: Practical implementation guide and workbook*, New Delhi: Wiley India.

**Course Outcomes:**

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

1. Understand how to prepare entity's financial statements in accordance with prescribed structure and content.
2. Understand about National regulators, IFRS foundation, IASB, International organization for securities commission (IOSCO).
3. Understand the meaning of non current asset, recognition of non current assets, difference between capital and revenue expenditure and its accounting treatment as per IAS 16
4. Understand the difference between an accounting policy and accounting estimate.
5. Understand the meaning of financial asset, financial liability and need for an accounting standard on financial instruments.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	2	3	4	5	6	7	1	2	3	4
CO2	3	1	1	0	0	0	1	2	2	0	0
CO3	2	1	0	0	0	0	1	3	2	0	0
CO4	2	1	0	0	0	0	1	2	2	0	0
CO5	2	1	0	0	0	0	1	3	2	0	0

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

**APPROVED IN:**

**BOS : 19th, May, 2022**

**ACADEMIC COUNCIL: <<date>>**

**SDG Justification:**

Goal 4: Quality Education

Statement: 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.



**Course Outcomes:**

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

1. Understand how to prepare entity's financial statements in accordance with prescribed structure and content.
2. Understand about National regulators, IFRS foundation, IASB, International organization for securities commission(IOSCO).
3. Understand the meaning of non current asset, recognition of non current assets, difference between capital and revenue expenditure and its accounting treatment as per IAS 16
4. Understand the difference between an accounting policy and accounting estimate.
5. Understand the meaning of financial asset, financial liability and need for an accounting standard on financial instruments.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	2	3	4	5	6	7	1	2	3	4
CO2	3	1	1	0	0	0	1	2	2	0	0
CO3	2	1	0	0	0	0	1	3	2	0	0
CO4	2	1	0	0	0	0	1	2	2	0	0
CO5	1	2	3	4	5	6	7	1	2	3	4

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**ACADEMIC COUNCIL: <<date>>**

**SDG Justification:**

Goal 4: Quality Education

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



<b>HRMG1031</b>	<b>CORPORATE AND BUSINESS LAWS</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>	FINA 1011 & Business & Technology						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Corporate & Commercial Law II: Business Forms, Financing & Governmental Regulation						

**Course Description:**

*Corporate governance describes the operational policies and procedures established by a business. This area is separate from corporate law, although it must work in conjunction with legal regulations to keep your business in compliance. The course aims to develop knowledge and skills in understanding the general legal framework and of specific legal areas relating to business, recognizing the need to seek further specialist legal advice where necessary.*

**Course Educational Objectives:**

- Recognize and apply the appropriate legal rules relating to the law of obligations
- Distinguish between alternative forms and constitutions of business organizations
- Recognize and compare types of capital and the financing of companies
- Describe and explain how companies are managed, administered, and regulated
- Recognize the legal implications relating to companies in difficulty or crisis

**UNIT 1 Essential elements of legal systems 10 hours**

Essential elements of legal systems - Business - political and legal systems - International trade - International legal regulation and conflict of laws - Alternative dispute resolution mechanisms

**UNIT 2 International business transactions 10 hours**

International business transactions - Introduction to the UN Convention on Contracts for the International Sale of Goods and ICC - Terms - Obligations of the seller and buyer - Provisions common to both.

**UNIT 3 Transportation and payment 10 hours**

Transportation and payment - international business transactions - Transportation documents - Modes - means of Payment.

**UNIT 4 The formation and constitution of business organization 15 hours**

Formation - constitution of business organization - Agency law - Partnerships - Corporations - legal personality - Constitution of a company.

**UNIT 5 Capital and the financing of companies 10 hours**

Capital and the financing of companies - Share capital - Loan capital - Capital maintenance and dividend law - Management - administration and the regulation of companies - Company directors - other company officers - Company meetings and resolutions - Insolvency law - Insolvency and administration - corporate fraudulent and criminal behavior - Fraudulent and unlawful behavior.

**Text Books:**

1. Corporate and Business Law – BPP or Kaplan Publications, the latest publication.

**References:**

1. Gulshan & G.K. Kapoor (2011), Business Law, New Delhi: New Age Publishers.
2. Avatar Singh (2011), Principles of Mercantile Law, Lucknow: Eastern Book Company.
3. N.D. Kapoor (2013), Handbook of Industrial Laws, New Delhi: Sultan Chand & Co.

**Course Outcomes:**

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

1. Understand the meaning of Law and its significance.
2. Define the concept of Sale and Executed sale
3. Understand the Transportation required documentation
4. Understand the Significance of Company Law.
5. Understand the role and significance of Capital sources

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	2	3	4	5	6	7	1	2	3	4
CO2	3	1	1	0	0	0	1	2	2	0	0
CO3	2	1	0	0	0	0	1	3	2	0	0
CO4	2	1	0	0	0	0	1	2	2	0	0
CO5	2	1	0	0	0	0	1	3	2	0	0

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**ACADEMIC COUNCIL: <<date>>**

**SDG Justification:**

Goal 4: Quality Education

Statement: 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.

ACCN 1121	PERFORMANCE MANAGEMENT	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	Management Accounting						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Organizational Design and Management						

**Course Description:**

*The subject Performance Management aims to develop knowledge and skills in the application of management accounting techniques to quantitative and qualitative information for planning, decision-making, performance evaluation, and control.*

**Course Educational Objectives:**

- Identify and evaluate the design features of effective performance management information and monitoring systems
- Apply appropriate strategic performance measurement techniques in evaluating and Improving organizational performance
- Advise clients and senior management on strategic business performance evaluation and on recognizing vulnerability to corporate failure.

**UNIT 1 Specialist cost and management accounting techniques 16 hours**

Activity-based costing, target costing, Life-cycle costing, Throughput A/c, Environmental accounting.

**UNIT 2 Decision-making techniques 12 hours**

Relevant cost analysis, Cost volume analysis, limiting factors, Pricing decisions, Make-or-buy and other short-term decisions, dealing with risk and uncertainty in decision making

**UNIT 3 Budgeting and control 12 hours**

Budgetary system, types of budget, Quantitative analysis in budgeting, standard costing, Material mix and yield variances, Sales mix and quantity variances, planning and operational variances, Performance analysis and Behavioral aspects

**UNIT 4 Performance measurement and control 12 hours**

Performance management information Systems, Sources of management information, Management report.

**UNIT 5 Performance analysis in private sector Organizations 6 hours**

Divisional performance and transfer pricing, Performance analysis in not-for-profit Organizations and the public sector, external considerations and behavioral aspects

**Text Books:**

1. Performance Management – BPP or Kaplan Publications, the latest publication

**References:**

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

**Course Outcomes:**

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

1. Understand the concept of Activity-based costing and can solve problems in ABC Costing.
2. Understand about Relevant cost analysis
3. Understand the Budgetary system & types of Budgets
4. understand Performance Management Information Systems
5. Understand divisional Performance and transfer pricing concept.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<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

**APPROVED IN:**

**BOS : 19th, May, 2022**

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

**ACADEMIC COUNCIL: <<date>>**

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.

ACCN 2061	TAXATION (UK)	L	T	P	S	J	C
		4	0	0	0	0	0
<b>Pre-requisite</b>	ACCN1101 & ACCN 1111, Financial Reporting I and II						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

### Course Description

On successful completion of this exam, candidates should be able to: A Explain the operation and scope of the tax system and the obligations of taxpayers and/or their agents and the implications of non-compliance B Explain and compute the income tax liabilities of individuals and the effect of national insurance contributions (NIC) on employees, employers and the self-employed C Explain and compute the chargeable gains arising on individuals D Explain and compute the inheritance tax liabilities of individuals E Explain and compute the corporation tax liabilities of individual companies and groups of companies F Explain and compute the effects of value added tax on incorporated and unincorporated businesses

### Course Educational Objectives:

- This syllabus and study guide is designed to help with planning study and to provide detailed information on what could be assessed in any examination session.
- The aim of the syllabus is to develop knowledge and skills relating to the tax system as applicable to individuals, single companies, and groups of companies.

### **UNIT 1                                    The UK tax system and its administration 1                                    10 hours**

The overall function and purpose of taxation in a modern economy 2. Principal sources of revenue law and practice 3. The systems for self-assessment and the making of returns 4. The time limits for the submission of information, claims and payment of tax, including payments on account 5. The procedures relating to compliance checks, appeals and disputes 6. Penalties for non-compliance.

### **UNIT 2                                    Income tax and NIC liabilities                                    10 hours**

1. The scope of income tax 2. Income from employment 3. Income from self-employment 4. Property and investment income 5. The comprehensive computation of taxable income and income tax liability 6. National insurance contributions for employed and self-employed persons 7. The use of exemptions and reliefs in deferring and minimizing income tax liabilities.

### **UNIT 3                                    C Chargeable gains for individuals                                    10 hours**

1. The scope of the taxation of capital gains 2. The basic principles of computing gains and losses 3. Gains and losses on the disposal of movable and immovable property 4. Gains and losses on the disposal of shares and securities 5. The computation of capital gains tax 6. The use of exemptions and reliefs in deferring and minimizing tax liabilities arising on the disposal of capital assets.

**UNIT 4**

**Inheritance tax**

**15 hours**

1. The basic principles of computing transfers of value 2. The liabilities arising on chargeable lifetime transfers and on the death of an individual 3. The use of exemptions in deferring and minimizing inheritance tax liabilities 4. Payment of inheritance tax.

**UNIT 5**

**Corporation tax liabilities**

**10 hours**

1. The scope of corporation tax 2. Taxable total profits 3. Chargeable gains for companies 4. The comprehensive computation of corporation tax liability Taxation - United Kingdom (The effect of a group corporate structure for corporation tax purposes The use of exemptions and reliefs in deferring and minimizing corporation tax liabilities F Value added tax (VAT) 1. The VAT registration requirements 2. The computation of VAT liabilities 3. The effect of special schemes.

**Text Books:**

1. Taxation (UK) - BPP or Kaplan Publications, the latest publication.

**Course Outcomes:**

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

1. Provides the core knowledge of the underlying principles and major technical areas of taxation as they affect the activities of individuals and businesses.
2. Introduced to the rationale behind – and the functions of – the tax system.
3. The syllabus then considers the separate taxes that an accountant would need to have a detailed knowledge of, such as income tax from self-employment, employment and investments, the corporation tax liability of individual companies and groups of companies, the national insurance contribution liabilities of both employed and self-employed persons, the value added tax liability of businesses, the chargeable gains arising on disposals of investments by both individuals and companies, and the inheritance tax liabilities arising on chargeable lifetime transfers and on death.
4. Having covered the core areas of the basic taxes, candidates should be able to compute tax liabilities, explain the basis of their calculations, apply tax planning techniques for individuals and companies and identify the compliance issues for each major tax through a variety of business and personal scenarios.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	1	2	3	4	5	1	2	3	4	5	1
<b>CO2</b>	2	3	2	0	3	2	3	2	0	3	2
<b>CO3</b>	0	3	3	3	0	0	3	3	3	0	0
<b>CO4</b>	3	3	3	2	2	3	3	3	2	2	3
<b>CO5</b>	3	3	2	2	2	3	3	2	2	2	3

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**ACADEMIC COUNCIL: <<date>>**

**SDG Justification:**

**SDG GOAL-4: Quality Education**

Auditing itself makes the study of all Accounting papers and reports presenting in a right manner with transparency, fair and without fraud.



**Text Books:**

1. Audit & Assurance - BPP or Kaplan Publications, the latest publication.

**Course Outcomes:**

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

1. Explain the concept of audit and assurance and the functions of audit, corporate governance, including ethics and professional conduct.
2. Demonstrate how the auditor obtain and accepts audit engagements
3. Describe and evaluate internal controls, techniques and audit tests, including IT systems
4. The reflection of Audit work in different types of audit report, written representations and the final review and report

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	2	3	4	5	1	2	3	4	5	1
CO2	2	3	2	0	3	2	3	2	0	3	2
CO3	0	3	3	3	0	0	3	3	3	0	0
CO4	3	3	3	2	2	3	3	3	2	2	3
CO5	3	3	2	2	2	3	3	2	2	2	3

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**ACADEMIC COUNCIL: <<date>>**

**SDG Justification:**

SDG GOAL-4: Quality Education

Auditing itself makes the study of all Accounting papers and reports presenting in a right manner with transparency, fair and without fraud.



FINA 2001	ESSENTIALS OF FINANCIAL MANAGEMENT	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	ACCN1031 Financial Accounting						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Finance for Managers						

**Course Description:**

The course aims to develop the knowledge and skills expected of a finance manager, in relation to investment, financing, and dividend policy decisions.

**Course Educational Objectives:**

- Discuss the role and purpose of the financial management function
- Assess and discuss the impact of the economic environment on financial management
- Discuss and apply working capital management techniques
- Carry out effective investment appraisal, Identify and evaluate alternative sources of business finance
- Explain and apply risk management techniques in business.

**UNIT 1 Financial management function 10 hours**

The nature and purpose of financial management, financial objectives and relationship with corporate strategy, Stakeholders and impact on corporate objectives, Financial and other objectives in not-for-profit Organizations

**UNIT 2 Financial management environment 10 hours**

The economic environment for business, the nature and role of financial markets and institutions, the treasury function

**UNIT 3 Working capital management 10 hours**

The nature, elements and importance of working capital, management of inventories, accounts receivable, accounts payable and cash, determining working capital needs and funding Strategies.

**UNIT 4 Investment appraisal: 15 hours**

Investment appraisal techniques, allowing for inflation and taxation investment appraisal, adjusting for risk and uncertainty in investment appraisal, Specific investment decisions (lease or buy; asset replacement, capital rationing).

**UNIT 5 Business finance: 10 hours**

Sources of, and raising short-term finance, Sources of, and raising long-term finance, raising short and long term finance through Islamic financing, Internal sources of finance and dividend policy, gearing and capital structure considerations, finance for Small and Medium-size Entities (SMEs) Cost of capital: Sources of finance and their relative costs, estimating the cost of equity, estimating the cost of debt and other capital instruments

**Text Books:**

1. Financial Management – BPP or Kaplan Publications, the latest publication.

**References:**

1. I.M. Pandey (2010), *Financial Management*, New Delhi: Vikas Publications.
2. R.K. Sharma & Shashi K. Gupta (2014), *Financial Management*. Ludhiana: Kalyani Publications.
3. M.Y. Khan & P.K. Jain.(2013),*Financial Management*. New Delhi: Tata McGraw Hill.

**Course Outcomes:**

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

1. The student should discuss the role and purpose of the financial management function and its impact on economic environment.
2. Apply Working capital management & investment appraisal techniques effectively.
3. Evaluate alternative sources of business finance
4. Learn principles of Business and Asset Valuations.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	1	2	3	4	5	1	2	3	4	5	1
<b>CO2</b>	2	3	2	0	3	2	3	2	0	3	2
<b>CO3</b>	0	3	3	3	0	0	3	3	3	0	0
<b>CO4</b>	3	3	3	2	2	3	3	3	2	2	3
<b>CO5</b>	3	3	2	2	2	3	3	2	2	2	3

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

**APPROVED IN:**

**BOS : 19th, May, 2022**

**SDG Justification:**

**ACADEMIC COUNCIL: <<date>>**

GOAL 4: Quality Education

GOAL 8: Decent Work and Economic Growth.

Quality Education: Students will be learning about the recent updates of Finance with special reference to Financial Management Concepts to apply for their Strategic Level and operational level decision making.

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

FINA 2031	STRATEGIC BUSINESS REPORTING-I	L	T	P	S	J	C
		4	0	0	0	0	0
<b>Pre-requisite</b>	FINA 2021, ACCN1071, ACCN 1111, ACCN 2071 Financial Management, Financial Reporting– 1 & 2, Audit & Assurance						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description** The course aims to impart introduce knowledge and understanding of the business and its environment and the influence this has on how organizations are structured and on the role of the accounting and other key business functions in contributing to the efficient, effective and ethical management and development of an organization and its people and systems.

**Course Educational Objectives:**

1. Identify and describe the key environmental influences and constraints on how the business operates in general and how these affect the accounting function in particular
2. Identify and explain the functions of accounting systems and internal controls in planning, monitoring and reviewing performance and in preventing fraud and business failure
3. Recognize the principles of authority and leadership and how teams and individuals behave and are managed, disciplined and motivated in pursuit of wider departmental and organizational aims and objectives
4. Recruit and develop effective employees, using appropriate methods and procedures, while developing constructive relationships through effective communication and interpersonal skills

**UNIT 1                    The professional and ethical duty of the accountant:                    10 hours**

Professional behavior and compliance with accounting standards, ethical requirements of corporate reporting and the consequences of unethical behavior, Social responsibility

**UNIT 2                    The legal and financial reporting framework:                    10 hours**

The applications, strengths and weaknesses of an accounting framework, Critical evaluation of principles and practices, the legal requirements relating to the preparation of single entity financial reporting. Statements

**UNIT 3                    The financial performance of entities:                    10 hours**

Performance reporting, on-current assets, financial instruments, leases, Segment reporting, employee benefits, taxation, Provisions, contingencies and events after the reporting date, related parties, Share-based payment, reporting requirements of small and medium size identities (SMEs) including key differences between the requirements of the IFRS for SMEs and UK GAAP

**UNIT 4                    Financial statements of groups of entities:                    15 hours**

Group accounting including cash flow statements, continuing and discontinued interests, Changes in group structures, foreign transactions and entities

**UNIT 5 Specialized entities and specialized transactions: 10 hours**

Financial reporting in specialized, not-for-profit and public sector entities ,entity schemes of arrangement and reconstructions , Implications of changes in accounting regulation on financial reporting, the effect of changes in accounting standards on accounting systems, Proposed changes to accounting standards ,the appraisal of financial performance and position of entities, the creation of suitable accounting policies, analysis and interpretation of financial information and measurement of performance, Current developments. Environmental and social reporting, Convergence between national and international reporting standards, Current reporting issues.

**Text Books:**

1. Strategic Business Reporting – BPP or Kaplan Publications, the latest publication.

**References:**

1. Radha Krishnan Pillai (2014), *Corporate Chanakya*, New Delhi: Jaico publishing house.
2. David F. Hawkins (2014), *Corporate financial reporting: the issues, objectives and some new proposals*, Netherlands: Commerce Clearing House.

**Course Outcomes:**

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

1. This course is to impart introduce knowledge and understanding of the business and its environment and the influence this.
2. This course makes the students understand how organizations are structured and on the role of the accounting and other key business functions in contributing to the efficient, effective and ethical management and development of an organization and its people and systems.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	1	2	3	4	5	1	2	3	4	5	1
<b>CO2</b>	2	3	2	0	3	2	3	2	0	3	2
<b>CO3</b>	0	3	3	3	0	0	3	3	3	0	0
<b>CO4</b>	3	3	3	2	2	3	3	3	2	2	3
<b>CO5</b>	3	3	2	2	2	3	3	2	2	2	3

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**SDG Justification:**

**ACADEMIC COUNCIL: <<date>>**

GOAL 4: Quality Education

GOAL 8: Decent Work and Economic Growth.

Quality Education: Students will be learning about the recent updates of Finance with special reference to Reporting Concepts to apply for their Strategic Level and operational level decision making.

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

FINA 2041	STRATEGIC BUSINESS REPORTING-2	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	FINA 2021, ACCN1071, ACCN 1111, ACCN 2071 Financial Management, Financial Reporting– 1 & 2, Audit & Assurance						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

The course aims to impart introduce knowledge and understanding of the business and its environment and the influence this has on how organisations are structured and on the role of the accounting and otherkey business functions in contributing to the efficient, effective and ethical management and development of an organization and its people and systems.

**Course Educational Objectives:**

- Identify and describe the key environmental influences and constraintson how the business operates in general and how these affect the accounting function in particular
- Identify and explain the functions of accounting systems and internal controls in planning, monitoring and reviewing performance and in preventing fraud and business failure
- Recognize the principles of authority and leadership and how teams and individuals behave and are managed, disciplined and motivated in pursuit of wider departmental and organizational aims and objectives
- Recruit and develop effective employees, using appropriate methods and procedures, while developing constructive relationships through effective communication and interpersonal skills

**UNIT 1 Financial statements of groups of entities: 12 hours**  
Group accounting including cash flow statements, continuing and discontinued interests.

**UNIT 2 Changesin group structures, foreign transactions and 12 hours**  
**entities**

Specialized entities and specialized transactions: Financial reportingin specialized, not-for-profit and public sector entities ,entity schemes of arrangement and reconstructions , Implications of changes in accountingregulation on financial reporting, the effect of changes in accounting standardson accounting systems.

**UNIT 3 Proposed changes to accounting standards 12 hours**  
The appraisal of financial performance and position of entities, the creation of suitable accounting policies.

**UNIT 4 Analysis and interpretation of financial information and 12 hours**  
**measurement of performance**  
Current developments. Environmental and social reporting.

**UNIT 5      Convergence between national and international reporting standards      12 hours**

Current reporting issues.

**Text Books:**

1. Strategic Business Reporting study text –Kaplan Publications –the latest publication
2. Strategic Business Reporting study text – BPP Publications –the latest publication.

**References:**

1. Radha Krishnan Pillai (2014), *Corporate Chanakya*, New Delhi: Jaico publishing house.
2. David F. Hawkins (2014), *Corporate financial reporting: the issues, objectives and some new proposals*, Netherlands: Commerce Clearing House.

**Course Outcomes:**

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

1. The student should learn the position of Accounting in the organization.
2. Recognize the principles of Team work to achieve departmental aims & objectives.
3. Learn appropriate methods and procedures to recruit and develop effective employees.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**ACADEMIC COUNCIL: <<date>>**

**SDG No. & Statement:**

17

Goal 17: Partnerships to achieve the Goal.

**SDG Justification:**

This course enables students to benefit from technology options available for maintaining sustainable business environment, contributing to the nation's economic development.

This course enhances the students with different professional skills that allows them to achieve the goal of an organisation with strategic thinking.

FINA 2051	STRATEGIC BUSINESS LEADER -1	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	FINA 2021, ACCN1071, ACCN 1111, ACCN 2071 Financial Management, Financial Reporting– 1 & 2, Audit & Assurance						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

The course aims to develop excellent leadership and ethical skills to set the ‘tone from the top’ and promote a positive culture within the organization adopting a whole organization perspective in managing performance and valuecreation.

**Course Educational Objectives:**

- To enable to understand leadership - Qualities of leadership - Leadership and organizational culture - Professionalism, ethical codes and the public interest
- To acquaint with basic principles of corporate governance such as Governance – Agency - Stakeholder analysis and organizational social responsibility- Governance scope and approaches -Reporting to stakeholders – The board of directors - Public sector governance
- To familiar with the concept of Strategy - Environmental issues – Competitive forces - The internal resources, capabilities and competences of an organization - Strategic choices.
- To assess the risk includes- Identification, assessment and measurement of risk - Managing, monitoring and mitigating risk.
- To deal with the Case Studies on Governance –strategy and Risk

**UNIT 1 Leadership - Qualities of leadership 12 hours**  
Leadership and organizational culture - Professionalism, ethical codes and the public interest

**UNIT 2 Governance 12 hours**  
Agency - Stakeholder analysis and organizational social responsibility- Governance scope and approaches -Reporting to stakeholders - The board of directors - Public sector governance

**UNIT 3 Strategy 12 hours**  
Concepts of strategy - Environmental issues - Competitive forces - The internal resources, capabilities and competences of an organization - Strategic choices.

**UNIT 4 Risk 12 hours**  
Identification, assessment and measurement of risk - Managing, monitoring and mitigating risk.

**UNIT 5 Case Studies on Governance, Strategy & Risk 12 hours**  
Select Case Studies on Governance –strategy and Risk

**Text Books:**

1. Strategic Business Leader study text –Kaplan Publications –the latest publication.
2. Strategic Business Leader study text – BPP Publications –the latest publication.

**References:**

1. GITAM Journal of Management, GITAM (Deemed to be University)
2. The Chartered Accountant, New Delhi.
3. The Management Accountant, Kolkata,
4. Journal of Management Accounting and Research, Jaipur.

**Course Outcomes:**

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

1. Identify and understand the leadership and its skills, organizational culture, professionalism and code of ethics
2. Apply basic principles of corporate governance such as Governance – Agency - Stakeholder analysis and organizational social responsibility- Governance scope and approaches -Reporting to stakeholders – The board of directors - Public sector governance
3. Formulate Strategy by making necessary environmental analysis – Competitive forces - The internal resources, capabilities and competences of an organization - Strategic choices.
4. Identify, assess and measure the risk of various business activates- and take actions to manage, monitor and mitigate risk.
5. Apply the skills in dealing with Case Studies on Governance, strategy and Risk

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	2	2	2	3	1	2	2	1	1	1	0
<b>CO2</b>	1	2	3	1	1	1	2	2	1	1	1
<b>CO3</b>	1	2	2	2	2	1	1	1	2	2	1
<b>CO4</b>	2	2	2	2	1	1	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 : 19th,May,2022**

**SDG No. & Statement:**

**ACADEMIC COUNCIL: <<date>>**

Goal 8: Decent Growth & Economic Growth.,  
Goal 9: Industry, Innovation and Infrastructure

**SDG Justification:**

This course enables students to benefit from employment and enterprising opportunities, contributing to the nation's economic development.

This course enhances the students with Innovations skills and leadership qualities that promotes lifelong learning opportunities as the students pass through the different phases in their careers and personal life





**UNIT 4 Innovation, performance excellence and change management. 12 hours**

Enabling success: Organizing - Enabling success: disruptive technologies - Enabling success: talent management - Enabling success: performance excellence- Managing strategic change - Innovation and change management - Leading and managing projects.

**UNIT 5 Select Case Studies on Organizational control & audit and on Finance in planning and decision-making. 12 hours**

Case Studies on Organisational control, audit and financial decisions.

**Text Books:**

1. Strategic Business Leader study text –Kaplan Publications –the latest publication
2. Strategic Business Leader study text – BPP Publications –the latest publication.

**References:**

1. GITAM Journal of Management, GITAM (Deemed to be University)
2. The Chartered Accountant, New Delhi.
3. The Management Accountant, Kolkata,
4. Journal of Management Accounting and Research, Jaipur.
5. Indian Journal of Commerce, IGNOU, New Delhi.

**Course Outcomes:**

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

1. Select and apply appropriate information technologies and data analytics, to analyze factors affecting the organization’s value chain to identify strategic opportunities and implement strategic options within a framework of robust IT security controls.
2. Evaluate management reporting and internal control and audit systems to ensure compliance and the achievement of organization’s objectives and the safeguarding of organizational assets.
3. Apply high level financial techniques from the Applied Skills exams in the planning, implementation and evaluation of strategic options and actions.
4. Think innovatively, applying best in class strategies and disruptive technologies in the management of change; initiating, leading and organizing projects, while effectively managing talent and other business resources.
5. Apply a range of Professional Skills in addressing requirements of case analysis within the Strategic Business Leader examination and in preparation for, or to support, current work experience.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**ACADEMIC COUNCIL: <<date>>**

**SDG No. & Statement:**

11 & 17

Goal 11: Sustainable Cities and Communities.,

Goal 17: Partnerships to achieve the Goal.

**SDG Justification:**

This course enables students to benefit from technology options available for maintaining sustainable business environment, contributing to the nation's economic development.

This course enhances the students with different professional skills that allows them to achieve the goal of an organisation with strategic thinking.

FINA 3081	ADVANCED FINANCIAL MANAGEMENT-1	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	FINA 2051, FINA 2061 & ACCN 1121 Strategic Business Leader – 1 & 2, SBR, Financial Management,						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**UNIT 1 Introduction 12 hours**

Role and responsibility towards stakeholders: The role and responsibility of senior financial Executive/advisor, financial strategy formulation, Conflicting stakeholder interests.

**UNIT 2 MNCs-Economic Environment and Financing Strategies 12 hours**

Economic environment for multinational organizations. Management of international trade and finance Strategic business and financial planning for multinational organizations

**UNIT 3 Investment Decision 12 hours**

Advanced investment appraisal: Discounted cash flow techniques, Application of option pricing theory in investment decisions, Impact of financing on investment decisions and adjusted present values.

**UNIT 4 Mergers and Acquisitions 12 hours**

Acquisitions and mergers: Acquisitions and mergers versus other growth Strategies, Valuation for acquisitions and mergers, Regulatory framework and processes.

- Solve for valuations of mergers and acquisitions
- Discuss strategies, regulations and processes of mergers Prepare Cash Budgets

**UNIT 5 Corporate reconstruction and re-organization 12 hours**

- Explain types of reconstruction and reorganizations
- Solve using risk management techniques

**Textbooks:**

T1 - Advanced Financial Management – BPP or Kaplan Publications

**References:**

1. I.M. Pandey (2010), Financial Management, New Delhi: Vikus Publications.
2. R.K. Sharma & Shashi K. Gupta. (2014), Financial Management, Ludhiana: Kalyani Publications.
3. M.Y. Khan & P.K. Jain. (2013), Financial Management, New Delhi: Tata McGraw Hill.

**Course Outcomes:**

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

1. The student should learn the role & responsibility of the senior financial executive in meeting conflicting needs of stakeholders.
2. Evaluate and advise on alternative corporate re-organization strategies
3. Identify and assess the potential impact of emerging issues in finance and financial management

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**SDG No. & Statement:**

**ACADEMIC COUNCIL: <<date>>**

8,9

Goal 8: Decent Growth & Economic Growth.,

Goal 9: Industry, Innovation and Infrastructure.

**SDG Justification:**

This course enables students to benefit from employment and enterprising opportunities, contributing to the nation's economic development.

This course enhances the students with Innovations skills and leadership qualities that promotes lifelong learning opportunities as the students pass through the different phases in their careers and personal life.

FINA 3091	ADVANCED FINANCIAL MANAGEMENT-II	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	FINA 2051, FINA 2061 & ACCN 1121 Financial Management, SBL-1 & 2, SBR						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

The course aims to apply relevant knowledge, skills and exercise professional judgment as expected of a senior financial executive or advisor, in taking or recommending decisions relating to the financial management of an organization.

**Course Educational Objectives:**

- Evaluate the impact of macroeconomics and recognize the role of international financial institutions in the financial management of multinationals
- Evaluate potential investment decisions and assessing their financial and strategic consequences, both domestically and internationally
- Assess and plan acquisitions and mergers as an alternative growth strategy
- Evaluate and advise on alternative corporate re-organization strategies.

**Unit I Ethical issues in financial management: 12 hours**  
Environmental issues and integrated reporting.

**UNIT 2 Valuation: 12 hours**  
the use of free cash flows. International investment and financing Decisions.

**UNIT 3 Corporate reconstruction and re-organization: 12 hours**  
Financial reconstruction, business re-organization, Treasury and advanced risk management techniques: The role of the treasury function in multinationals, the use of financial derivatives to hedge against forex risk the use of financial derivatives to hedge against interest rate risk, dividend policy in multinationals.

**UNIT 4 Transfer pricing: 12 hours**  
emerging issues in finance and financial management: Developments in world financial markets, developments in international trade and finance, developments in Islamic financing.

**UNIT 5 TitlCorporate reconstruction and re-organization. 12 hours**  
Financing acquisitions and mergers

**Text Books:**

T1 - Advanced Financial Management – BPP or Kaplan Publications

**References:**

1. I.M. Pandey (2010), Financial Management, New Delhi: Vikus Publications.
2. R.K. Sharma & Shashi K. Gupta. (2014), Financial Management, Ludhiana: Kalyani Publications.
3. M.Y. Khan & P.K. Jain. (2013), Financial Management, New Delhi: Tata McGraw Hill.

**Course Outcomes:**

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

1. The student should learn the role & responsibility of the senior financial executive in meeting conflicting needs of stakeholders.
2. Evaluate and advise on alternative corporate re-organization strategies
3. Identify and assess the potential impact of emerging issues in finance and financial management.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 19th, May, 2022**

**ACADEMIC COUNCIL: <<date>>**

**SDG No. & Statement:**

8 & 9

Goal 8: Decent Growth & Economic Growth.,

Goal 9: Industry, Innovation and Infrastructure.

**SDG Justification:**

This course enables students to benefit from employment and enterprising opportunities, contributing to the nation's economic development.

This course enhances the students with Innovations skills and leadership qualities that promotes lifelong learning opportunities as the students pass through the different phases in their careers and personal life.

ACCN 3041	Advanced Audit & Assurance-I	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	Strategic Business Leader – 1 & 2, Performance Management, Audit & Assurance						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

The course aims to train students to analyze, evaluate and conclude on the assurance engagement and other audit and assurance issues in the context of best practice and current developments.

**Course Educational Objectives:**

- Demonstrate the ability to work effectively on an assurance or other service engagement within a professional and ethical framework
- Assess and recommend appropriate quality control policies and procedures in practice management and recognize the auditor’s position in relation to the acceptance and retention of professional appointments
- Identify and formulate the work required to meet the objectives of audit and non-audit assignments and apply the International Standards on Auditing (UK and Ireland)
- Evaluate findings and the results of work performed and draft suitable reports on assignments

**UNIT 1 Regulatory Environment 9 hours**

International regulatory frameworks for audit and assurance services, Money laundering, Laws and regulations.

**UNIT 2 Planning, materiality and assessing the risk 9 hours**

Planning, materiality and assessing the risk of misstatement, evidence, evaluation and review, group audits

**UNIT 3 Reporting 9hours**

Auditors’ reports, reports to those changes with governance and management

**UNIT 4 Audit of historical financial information: 9 hours**

The audit of historic all financial information including.

**UNIT 5 Other Reports: 9 hours**

Other reports, Current Issues and Developments, Professional and ethical, transnational audits.



**Text Books:**

1. T1 - Advanced Audit & Assurance – BPP or Kaplan Publications

**References:**

1. Arunachala (2015), *Students guide to auditing and assurance*, New Delhi: Taxmann Publications.
2. Pankaj Garg (2014), *Auditing and assurance*, New Delhi: Taxmann Publications.
3. MP Vijay Kumar and LokeshVasudevan (2014), *Audit and assurance standards in India*, New Delhi: Snow White.

**Course Outcomes:**

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

1. The student should learn to use strategic planning and control models to plan and monitor organizational performance
2. Advise clients and senior management on strategic business performance evaluation and on recognizing vulnerability to corporate failure
3. Evaluating and improving organizational performance
4. Strategic performance issues in complex business structures
5. Identify and assess the impact of current developments in management accounting and performance management on measuring

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**ACADEMIC COUNCIL: <<date>>**

**SDG No. & Statement:**

Goal 9: Industry, Innovation and Infrastructure.

**SDG Justification:**

This course enhances the students with Innovations skills and leadership qualities that promotes lifelong learning opportunities as the students pass through the different phases in their careers and personal life.

ACCN 3051	ADVANCED TAXATION	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	FINA 2051, FINA 2061 & ACCN 1121, Strategic Business Leader – 1 & 2, Taxation (UK), ITL, GST, Performance Management's						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

The course aims to enable students to apply relevant knowledge, skills and exercise professional judgment in providing relevant information and advice to individuals and business on the impact of the major taxes on financial decisions and situations.

**Course Educational Objectives:**

1. Evaluate and explain the importance of taxation to personal and corporate financial management
2. Identify and evaluate the impact of relevant taxes on various situations and courses of action, including the interaction of taxes
3. Communicate with clients, the Revenue Commissioners and other professionals in a appropriate manner

**UNIT 1**

**15 hours**

**Knowledge and understanding of the UK tax system:**

Knowledge and understanding of the UK tax system: through the study of more advanced topics within the taxes studied previously and the study of stamp taxes Income and income tax liabilities in situations involving further overseas aspects and in relation to trusts, and the application of additional exemptions and reliefs.

**UNIT 2**

**Corporation tax liabilities in situations involving overseas and further group aspects and in relation to special types of company:**

**15 hours**

The application of additional exemptions and reliefs, Chargeable gains and capital gains tax liabilities in situations involving further overseas aspects and in relation to closely related persons and trusts, and the application of additional exemptions and reliefs

**UNIT 3**

**Inheritance tax in situations involving further aspects:**

**15 hours**

Inheritance tax in situations involving further aspects: of the scope of the tax and the calculation of the liabilities arising, the principles of valuation and the reliefs available, transfers of property to and from trusts, Overseas aspects and further aspects of administration, Stamp taxes, National Insurance, value added tax and tax administration.



**APPROVED IN:**

**BOS : 19th,May,2022**

**ACADEMIC COUNCIL: 01/04/2022**

**SDG No. & Statement:**

Goal 9

Goal 9: Industry, Innovation and Infrastructure.

**SDG Justification:**

This course enhances the students with Innovations skills and leadership qualities that promotes lifelong learning opportunities as the students pass through the different phases in their careers and personal life.

ACCN 3091	Advanced Performance Management	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	FINA 2051, FINA 2061 & ACCN 1121 Strategic Business Leader – 1 & 2, Performance Management.						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

The course aims to apply relevant knowledge, skills and exercise professional judgment in selecting and applying strategic management accounting techniques in different business contexts and to contribute to the evaluation of the performance of an organization and its strategic development.

**Course Educational Objectives:**

- Assess and identify relevant macroeconomic, fiscal and market factors and key external influences on organizational performance
- Identify and evaluate the design features of effective performance management information and monitoring systems
- Apply appropriate strategic performance measurement techniques in evaluating and improving organizational performance

**UNIT 1 Strategic planning and control 12 hours**

Introduction to strategic management, Accounting Performance management and control of the organization. Divisional performance and transfer pricing issues, Strategic performance measures in not-for profit organizations.

**UNIT 2 Changes in business structure and management accounting 12 hours**

Effect of Information Technology (IT) on strategic management accounting, other environmental and ethical issues. Non-financial performance indicators, the role of quality in management information and performance measurement systems, Performance measurement and strategic human resource management issues.

**UNIT 3 External influences on organizational performance 12 hours**

Changing business environment, Impact of external factors on strategy and Performance. Performance measurement and the reward systems, other behavioural aspects of performance Measurement.

**UNIT 4 Performance measurement systems and design 12 hours**

Performance management information systems, Sources of management information, Recording and processing methods, Management reports. Performance evaluation and corporate failure: Alternative views of performance measurement and management,

Strategic performance issues in complex business structures, Predicting and preventing corporate failure.

**UNIT 5 Strategic performance measurement 12 hours**

Performance hierarchy, Strategic performance measures and financial performance measures in private sector. Current developments and emerging issues -performance management: Current developments in management accounting techniques current issues and trends in performance management.

**Text Books:**

1. Advanced Performance Management – BPP or Kaplan Publications

**References:**

- 1.T.V. Rao (2012), Appraising and Developing Managerial Performance, New Delhi: Excel Books.
- 2.T.V. Rao (2013), 360-degree feedback and assessment and development Centers, Volume I, II and III, New Delhi: Excel Books.
3. Dixit Varsha (2014), Performance Management, 1st edition, New Delhi: Vrinda Publications Ltd.

**Course Outcomes:**

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

1. The student should learn to use strategic planning and control models to plan and monitor organizational performance
2. Advise clients and senior management on strategic business performance evaluation and on recognizing vulnerability to corporate failure
3. Evaluating and improving organizational performance
- 4.Strategic performance issues in complex business structures
5. Identify and assess the impact of current developments in management accounting and performance management on measuring

**Co-po Mapping**

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

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**ACADEMIC COUNCIL: 01/04/2022**

**SDG No. & Statement:**

8 & 9

Goal 8: Decent Growth & Economic Growth.,

Goal 9: Industry, Innovation and Infrastructure.

**SDG Justification:**

This course enables students to benefit from employment and enterprising opportunities, contributing to the nation's economic development.

This course enhances the students with Innovations skills and leadership qualities that promotes lifelong learning opportunities as the students pass through the different phases in their careers and personal life.

ACCN 3061	Advanced Audit & Assurance-II	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	FINA 2051, FINA 2061 & ACCN 1121 Strategic Business Leader – 1 & 2, Performance Management, Audit & Assurance						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

The course aims to train students to analyze, evaluate and conclude on the assurance engagement and other audit and assurance issues in the context of best practice and current developments.

**Course Educational Objectives:**

- Demonstrate the ability to work effectively on an assurance or other service engagement within a professional and ethical framework
- Assess and recommend appropriate quality control policies and procedures in practice management and recognize the auditor’s position in relation to the acceptance and retention of professional appointments
- Identify and formulate the work required to meet the objectives of audit and non-audit assignments and apply the International Standards on Auditing (UK and Ireland)
- Evaluate findings and the results of work performed and draft suitable reports on assignments

**UNIT 1 Professional and Ethical Considerations: 9 hours**

Code of Ethics and Conduct, Fraud and error, Professional liability.

**UNIT 2 Practice Management: 9 hours**

Quality control, Advertising, publicity, obtaining professional work and fees, tendering, Professional appointments.

**UNIT 3 Other assignments: 9 hours**

Audit-related and assurance services, Prospective financial information.

**UNIT 4 9 hours**

forensic audits, internal audit, Outsourcing, Auditing aspects of insolvency (and similar procedures)



**UNIT 5**

**9 hours**

the audit of social , environmental and Integrated reporting, Other current issues.

**Text Books:**

1. Advanced Audit & Assurance – BPP or Kaplan Publications

**References:**

1. Arunachala (2015), *Students guide to auditing and assurance*, New Delhi: Taxmann Publications.
2. Pankaj Garg (2014), *Auditing and assurance*, New Delhi: Taxmann Publications.
3. MP Vijay Kumar and LokeshVasudevan (2014), *Audit and assurance standards in India*, New Delhi: Snow White.

**Course Outcomes:**

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

- The student should learn to recognize the legal and regulatory environment and its impact on audit and assurance practice
- Evaluate findings and the results of work performed and draft suitable reports on assignments
- Understand the current issues and developments relating to the provision of audit- related and assurance services

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 19th,May,2022**

**ACADEMIC COUNCIL: 01/04/2022**

**SDG No. & Statement:**

Goal 8: Decent Growth & Economic Growth.,

Goal 9: Industry, Innovation and Infrastructure.

**SDG Justification:**

This course enables students to benefit from employment and enterprising opportunities, contributing to the nation's economic development.

This course enhances the students with Innovations skills and leadership qualities that promotes lifelong learning opportunities as the students pass through the different phases in their careers and personal life.

