

**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**

**UMGMT01: Bachelor of Business Administration (BBA)**

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

***(Updated up to Sept 2022)***

# Academic Regulations

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

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

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

### **VISION**

To become a global leader in higher education.

### **MISSION**

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

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

### **VISION**

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

### **MISSION**

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

## UMGMT01: Bachelor of Business Administration (BBA)

(w.e.f. academic year 2022-23 admitted batch)

### PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

- PEO 1** The three-year BBA program aims at developing a student's intellectual ability, executive personality and management skills through an appropriate blending of business and general education.
- PEO 2** The program assists the student in understanding and developing the unique leadership qualities required for successfully managing business functions in an organizational unit or an enterprise.
- PEO 3** The program also seeks to prepare students for higher education in business at home and abroad.
- PEO 4** The program enables the students to perform various functional management responsibilities like marketing, hrm and finance.

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

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

H – High, M – Medium, L – Low

## **UMGMT01: Bachelor of Business Administration (BBA)**

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

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

- PO1 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.
- PO2 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.
- PO3 Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- PO4 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.
- PO5 Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- PO6 Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.
- PO7 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 theories and practices of management.
- PSO2 Identify and acquire managerial skills to analyze business problems.
- PSO3 Interpret and apply managerial concepts with leadership skills to lead teams to achieve the objectives.
- PSO4 Evaluate the dynamic business environment and apply value-based entrepreneurial skills to overcome the challenges.

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

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



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

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

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

FACULTY CORE								
Course code	Level	Course title	L	T	P	S	J	C
ACCN 1001	1	Introduction to Financial Accounting	4	0	0	0	0	4
IENT1001	1	Business Economics	3	0	0	0	0	3
IENT1011	1	Indian Business Environment	3	0	0	0	0	3
HRMG1001	1	Principles and Practice of Management	3	0	0	0	0	3
OPTS 1001	1	Business Mathematics	3	0	0	0	0	3
ACCN 1071	1	Cost and Management Accounting	4	0	0	0	0	4
FINA 1031	1	Principles and Practice of Banking	3	0	0	0	0	3
HRMG1021	1	Human Resource Management	3	0	0	0	0	3
MKTG1001	1	Marketing Management	3	0	0	0	0	3
OPTS 1101	1	Fundamental Business Statistics	3	0	0	0	0	3
BUAN 2001	2	Excel	2	0	0	0	0	2
IENT2001	2	Entrepreneurship	2	0	0	0	0	2
BUAN2011	2	Emerging Technologies	2	0	0	0	0	2
FINA 2001	2	Essentials of Financial management	3	0	0	0	0	3
HRMG2011	2	Business Law	3	0	0	0	0	3

Programme Core								
Course code	Level	Course Title	L	T	P	J	S	C
HRMG2001	2	Organizational Behavior	3	0	0	0	0	3
OPTS2001	2	Production and Operations Management	3	0	0	0	0	3
IENT2011	2	Strategic Management	4	0	0	0	0	4
HRMG3001	3	Self-Awareness and Personality Development	3	0	0	0	0	3
IENT3999	3	Industrial Project Report & Viva Voce	0	0	2	0	0	2
IENT3031	3	Business Simulation	2	0	0	0	0	2
VIVA3999	3	Comprehensive Viva-Voce	0	0	2	0	0	2

Programme Elective								
Course code	Level	Course Title	L	T	P	J	S	C
FINA3171	3	Security Analysis and Portfolio Management	3	0	0	0	0	3
FINA 3011	3	Financial Markets and Services	3	0	0	0	0	3
IENT3001	3	Social Entrepreneurship	2	0	0	0	0	2
IENT3011	3	Family Business Management	3	0	0	0	0	3
HRMG3011	3	Human Resource Developmen	3	0	0	0	0	3
HRMG3021	3	Management of People Performance	3	0	0	0	0	3
MKTG3011	3	Sales and Distribution Management	3	0	0	0	0	3
MKTG3001	3	Consumer Behavior	3	0	0	0	0	3
ACCN 3001	3	Income tax law and practice	3	0	0	0	0	3
FINA 3021	3	Risk and Insurance Management	3	0	0	0	0	3
IENT 3031	3	Contemporary Business Models	3	0	0	0	0	3
IENT3051	3	Design Thinking and Frugal Innovation	3	0	0	0	0	3
HRMG3031	3	Industrial Relations	3	0	0	0	0	3
HRMG3041	3	Employment Laws	3	0	0	0	0	3
MKTG3021	3	Customer Relationship Management	3	0	0	0	0	3
MKTG3031	3	Advertising and Brand Management	3	0	0	0	0	3
# Opt any five courses from Programme Elective basket								
# Opt eligible PC/PE courses from other programmes as an open elective course and earn 24 credits								

Credit Distribution Table		
Description	Number of Credits	% of Credits
University Core (UC)	12	10%
Faculty Core (FC)	47	39%
Program Core (PC)	19	16%
Open Electives (OE)	24	20%
Program Electives (PE)	18	15%
Total	120	100

**Course PO Mapping**

Course Name	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
Introduction to Financial Accounting	M	H	M	L	M	M	M	L	L	L	L
Business Economics	H	L	L	M	L	M	L	H	L	L	L
Indian Business Environment	M	L	M	L	L	L	H	H	H	H	H
Principles and Practice of Management	M	L	L	L	L	L	M	H	H	L	L
Business Mathematics	M	M	L	M	L	L	M	H	H	M	M
Cost and Management Accounting	H	M	L	L	M	L	H	M	H	H	H
Principles and Practice of Banking	M	L	L	L	L	L	L	L	L	L	L
Human Resource Management	M	L	M	M	M	L	M	H	L	L	L
Marketing Management	M	M	L	L	L	L	L	H	H	H	H
Fundamental Business Statistics	H	L	M	L	L	L	H	L	L	L	L
Excel	H	L	L	L	L	L	H	H	H	H	H
Entrepreneurship	L	L	M	L	L	M	M	H	L	L	H
Emerging Technologies	M	M	L	M	L	L	M	H	H	M	M
Essentials of Financial management	M	M	L	L	L	L	L	M	M	H	L
Business Law	L	L	L	L	M	L	M	L	L	L	L
Organizational Behavior	L	L	L	M	L	L	M	M	M	M	M
Production and Operations Management	M	L	L	L	M	L	M	L	L	L	L
Strategic Management											
Self-Awareness and Personality Development	H	L	M	L	L	L	M	L	M	L	L
Industrial Project Report & Viva Voce	L	L	L	L	L	H	L	H	L	L	L
Business Simulation	M	M	M	M	L	H	L	M	H	H	L
Comprehensive Viva-Voce	L	L	L	L	M	L	L	M	L	L	L
Security Analysis and Portfolio Management	H	M	M	M	L	H	L	H	M	H	L
Financial Markets and Services	M	L	L	M	L	L	L	L	L	L	L
Social Entrepreneurship	L	M	M	M	L	M	L	H	L	L	L
Family Business Management	M	L	L	M	L	L	L	M	L	M	L
Human Resource Development	H	M	M	L	L	H	L	M	L	L	L
Management of People Performance	M	L	L	L	L	H	L	H	H	H	H
Sales and Distribution Management	M	L	L	L	L	L	H	H	M	M	L
Consumer Behavior	M	H	L	M	L	H	L	H	H	M	L
Income tax law and practice	M	M	L	M	L	L	L	H	H	H	H
Risk and Insurance Management	M	L	M	M	M	L	M	H	L	L	L
Contemporary Business Models	M	H	M	L	M	M	M	M	L	M	L
Design Thinking and Frugal Innovation	M	M	L	L	M	L	L	H	H	H	H
Industrial Relations	H	H	H	H	H	M	L	L	M	L	L
Employment Laws	L	L	L	L	M	L	M	L	L	L	L
Customer Relationship Management	L	H	M	M	L	L	H	L	M	L	L
Advertising and Brand Management	H	L	L	L	L	L	H	H	H	H	H

## **Syallbus**

## **University Core**

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

**Course Description:**

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

**Course Educational Objectives:**

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

**10 hours**

**List of Experiments:**

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

**Textbooks:**

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

**References**

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

**Course Outcomes:**

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



**Co-Po Mapping**

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

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

**APPROVED IN:**

**BOS :06-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

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

#### References:

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

#### Course Outcomes:

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

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

**References:**

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

**Course Outcomes:**

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

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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



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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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



**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

<b>CLAD2021</b>	<b>PREPARATION FOR CAT/ MAT – 1 (SOFT SKILLS 5C)</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 UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests and includes fully solved mock tests as well.*

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

CLAD2051	PREPARATION FOR CAT/ MAT – 2 (SOFT SKILLS 6C)	L	T	P	S	J	C
		0	0	2	0	0	1
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 at a higher level of difficulty and includes fully solved mock tests as well.*

**Course Educational Objectives:**

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

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

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

**References:**

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

**Course Outcomes:**

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



**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :17-09-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Student Club Activities:**

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

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Student Club Activities:**

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

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Student Club Activities:**

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



**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Student Club Activities:**

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

15. Other club activities organized by student clubs

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Community Service Activities:**

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

**List of Activities:**

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

**Text Books:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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



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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Community Service Activities:**

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

**List of Activities:**

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

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. Handbook of the Badminton World Federation (BWF)

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. International Chess Federation (FIDE) Handbook

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. Indian Carrom Federation Handbook - Laws



**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. FIFA Laws of the Game

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. FIVB - Official Volleyball Rules

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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



**References:**

1. Khelo India Official Rulebook of Kho Kho

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. FIBA Basketball Official Rules

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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



**References:**

1. Handbook of the International Tennis Federation (ITF)

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**List of Activities:**

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

**Instructional Plan:**

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

**References:**

1. World Throwball Federation - Rules of the Game

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-07-2021**

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

**SDG No. & Statement:4**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

Activity:

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

**UNIT 2                      Ecosystem and biodiversity                      10 hours**

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

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

Activity:

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

**UNIT 3 Environmental Pollution 10 hours**

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

Activity:

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

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

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

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

Activity:

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

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

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

Activity:

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

**Textbook(s):**

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

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

**Additional Reading:**

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

**Reference Book(s):**

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

**Journal(s):**

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

**Website(s):**

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

**Course Outcomes:**

After the completion of the course student will be able to

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

**CO-PO Mapping:**

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

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

**APPROVED IN: BOS**

**BOS: 04-07-22**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

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

**Course Description:**

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

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

**Course Educational Objectives:**

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

**UNIT 1 Basics of Financial Planning**

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



## **UNIT 2**

### **Risk and Insurance Management**

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

## **UNIT 3**

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

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

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

## **UNIT 4 Retirement Planning**

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

## **UNIT 5 Tax Planning**

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

### **Textbooks:**

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

### **References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS : 01-02-2022**

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

**SDG No. & Statement:**

**SDG Justification:**

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

**References:**

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

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

**Online References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

**List of Tasks and Activities:**

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



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

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

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

**Online Resources:**

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

**Course Outcomes:**

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

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

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

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

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

**Reference Books:**

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

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

**Online Resources:**

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

**Course Outcomes:**

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



**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

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

**SDG Justification:**

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

<b>MFST1001</b>	<b>HEALTH &amp; WELLBEING</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>	<b>None</b>						
<b>Co-requisite</b>	<b>None</b>						
<b>Preferable exposure</b>	<b>None</b>						

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1**

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

**UNIT 2**

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

**UNIT 3**

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

**UNIT 4**

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

**Course Outcomes:**

By the end of the course, student will

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

**SDG Justification:**

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

**Course Description:**

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

**Course Educational Objectives:**

The objectives of the course are;

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

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

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

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

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

**UNIT 3 Gandhi and Indian National Movement**

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

**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:**

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

**Course Description:**

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

**Course Educational Objectives:**

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

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

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

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

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

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

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

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





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

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

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

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

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

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

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

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

### **Recommended Readings:**

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

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

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

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

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

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

**SDG Justification:**

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

**Course Description:**

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

**Course Educational Objectives:**

Students have the opportunity to:

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

**UNIT 1**

**PERSONAL DISCOVERY**

**4 hours**

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

**UNIT 2**

**IDEATION**

**10 hours**

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

**UNIT 3**

**SOLUTION DISCOVERY**

**8 hours**

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

**UNIT 4**

**BUSINESS MODEL DISCOVERY**

**4 hours**

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

**UNIT 5**

**DISCOVERY INTEGRATION**

**4 hours**

Define Company Impact, Create Value, Tell Your Story

**Textbooks:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :30-04-2021**

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

**SDG No. & Statement:**

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

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

**SDG Justification:**

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

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

**FACULTY CORE**

<b>ACCN 1001</b>	<b>INTRODUCTION TO FINANCIAL ACCOUNTING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Accounting is aptly called the language of business. It is a language because it is the method of communicating business information. The basic function of any language is to serve as a means of communication. Accounting duly serves this function.*

**Course Educational Objectives:**

1. To familiarize the students with accounting and business terminology and make them understand the nature and purpose of generally accepted accounting principles (GAAP).
2. To make the students understand the concept of subsidiary books with special emphasis on cash book.
3. To familiarize the students with the concept of trial balance and trial balance errors.
4. To equip the students with the art of preparing the basic financial statements.
5. To make the students prepare and understand the need for preparing Bank Reconciliation statement

**UNIT 1                      Nature and Scope of Financial Accounting and System                      15 hours**

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

**UNIT 2    Subsidiary Books    13 hours**

Types of Subsidiary Books - Cash Book – Types of cash book – Preparation of Triple Column Cash Book. (NP)

**UNIT 3    Trial Balance    10 hours**

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

**UNIT 4** **Preparation of Final Accounts** **13 hours**  
 Trading Account – Profit and Loss Account - Balance Sheet – Treatment of Adjustments- (NP)

**UNIT 5** **Bank Reconciliation Statement (BRS)** **10 hours**  
 Introduction and Significance of BRS - Pass Book – Cash Book – Causes for difference between cash book and pass book-Preparation of Bank Reconciliation Statement. (NP)

**TextBooks:**

1. S.P. Jain and K.L. Narang, (2012), Advanced Accountancy, Kalyani Publishers, New Delhi
2. Mukharjee and Hanif (2013), Financial Accounting, New Delhi: Tata Mc-Graw Hill

**References:**

1. Maheswari S.N& MaheswariS.K (2010), Introduction to Financial Accounting, New Delhi: Vikas Publishing House.
2. R.L. Gupta and V. K Gupta, (2012), Advanced Accountancy, Sultan Chand and Sons Publishers, New Delhi

**Course Outcomes:**

1. Understand the Accounting Concepts &conventions and comprehend double entry system.
2. Understand the concept of Subsidiary books and prepare cash book.
3. To comprehend the concept of trial balance and trial balance errors.
4. To understand and prepare the final accounts.
5. To reconcile the differences between passbook and cash book and prepare Bank Reconciliation statement.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO2	PSO3	PSO4
CO1	1	0	0	0	0	0	0	0	1	0	0
CO2	1	0	0	0	0	0	0	0	1	0	0
CO3	1	0	0	0	0	0	0	0	1	0	0
CO4	1	0	0	0	0	0	0	0	1	0	0
CO5	1	0	0	0	0	0	0	0	1	0	0

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

**APPROVED IN:**

**BOS :28TH APRIL, 2021**

**ACADEMIC COUNCIL: 1ST APRIL, 2022**

**SDG No. & Statement:**

**SDG Justification:**



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

**Course Description:**

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

**Course Educational Objectives:**

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****8 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****8 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** **8 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** **8 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** **8 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

**TextBooks:**

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	PS01	PS02	PSO3	PSO4
CO1	2	2	1	1	1	1	3	3	2	3	3
CO2	1	3	3	0	0	1	2	3	3	2	2
CO3	1	3	2	1	0	2	1	2	2	3	2
CO4	2	2	3	1	1	3	1	2	2	2	1
CO5	0	0	3	1	2	2	3	3	2	1	1

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

**APPROVED IN:**

**BOS :28TH APRIL, 202119<sup>th</sup>,May,2022**

**ACADEMIC COUNCIL: 1ST APRIL, 2022**

**SDG No. & Statement:**

SDG No & Statement – 12 & Responsible Consumption and Production

**SDG Justification:**

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

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

### Course Description:

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

### Course Educational Objectives:

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

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

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

**UNIT 2** **Economic Planning and Industrial Policy** **8 hours**

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

**UNIT 3** **Monetary and Fiscal Policy** **8 hours**

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

**UNIT 4** **Business and Social Environment** **8 hours**

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

**UNIT 5** **Corporate Governance** **8 hours**

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

**TextBooks:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO2	PSO3	PSO4
CO1	3	1	3	2	3	3	3	3	3	3	3
CO2	3	1	2	1	1	1	3	3	3	2	3
CO3	3	1	2	1	1	1	3	3	3	1	3
CO4	3	3	3	3	3	3	2	3	3	3	3
CO5	3	1	3	3	3	3	2	3	3	3	3

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

**APPROVED IN:**

**BOS :28TH APRIL, 202119<sup>th</sup>,May,2022**

**ACADEMIC COUNCIL: 1ST APRIL, 2022**

**SDG No. & Statement:**

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

**SDG Justification:**

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



**UNIT 3** **Organizing** **10 hours**  
Structure, Nature, Types of Organizations, Principles of Organizing; Departmentalization; Delegation; Decentralization of Authority; Span of Control - Line and Staff Functions; Staffing: Concept, Significance and Functions.

**UNIT 4** **Leading** **9 hours**  
Introduction, Characteristics of a Leader, Functions of a Leader; Leadership and Management; Principles of Leadership, Styles of Leaders.

**UNIT 5** **Controlling** **9 hours**  
Introduction, Concept of Controlling, Purpose of Controlling; Types of Control; Steps in Controlling; Techniques in Controlling.

**TextBooks:**

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

**References:**

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

**Course Outcomes:**

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



**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :28TH APRIL, 2021**

**ACADEMIC COUNCIL: 1ST APRIL, 2022**

**SDG No. & Statement:**

**SDG Justification:**

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

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

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1**

**Basic mathematics**

**13 hours**

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

**UNIT 2**

**Matrix Algebra**

**10 hours**

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

**UNIT 3** **Elementary Calculus** **10 hours**

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

**UNIT 4** **Application of Calculus** **12 hours**

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

**UNIT 5** **Mathematics of Finance** **10 hours**

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

**TextBooks:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PS02	PS03	PS04
CO1	3	1	0	0	0	0	2	0	2	2	2
CO2	2	1	0	0	0	0	2	0	2	2	2
CO3	2	1	0	0	0	0	2	1	2	2	2
CO4	2	1	1	0	0	0	2	1	2	2	2
CO5	2	1	1	0	0	0	2	1	2	2	2

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

**APPROVED IN:**  
**BOS :28TH APRIL, 2021**

**ACADEMIC COUNCIL: 1ST APRIL, 2022**

**SDG No. & Statement:**

**SDG Justification:**

<b>ACCN 1071</b>	<b>COST AND MANAGEMENT ACCOUNTING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		4	0	0	0	0	4
<b>Pre-requisite</b>	financial accounting and analysis						
<b>Co-requisite</b>	Coursera						
<b>Preferable exposure</b>							

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1** **Cost and Management Accounting** **8 hours**

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

**UNIT 2** **Elements of Different Costs:** **8 hours**

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

**UNIT 3** **Preparation of Cost Sheet** **8 hours**

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

**UNIT 4** **Managerial Applications of Cost-Volume-Profit and Break Even Analysis** **8 hours**

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

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

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

**TextBooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO2	PSO3	PSO4
CO1	1	0	0	0	0	0	0	1	0		
CO2	1	2	0	1	0	0	0	1	1		
CO3	2	2	3	2	1	0	0	2	1		
CO4	3	2	2	1	1	0	0	2	1		
CO5	3	2	2	1	1	0	0	2	1		

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

**APPROVED IN:**

**BOS :28TH APRIL, 2021**

**ACADEMIC COUNCIL: 1ST APRIL, 2022**

**SDG No. & Statement:**

**SDG Justification:**

FINA 1031	PRINCIPLES AND PRACTICE OF BANKING	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

### Course Description:

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

### Course Educational Objectives:

- To understand the Indian financial system, role of commercial Banks, RBI in India and the regulations of Indian Banks.
- To comprehend the banking Principles
- To give the student adequate exposure to banking practice.
- To acquaint and apply innovations in the banking sector.
- To give an overall exposure to banking Principles and Practice.

### UNIT 1

### Banking System and Structure

**9 hours**

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



**UNIT 2** **Risk management and Basel Accords** **9 hours**

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

**UNIT 3** **Functional Banks** **9 hours**

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

**UNIT 4** **Customer Protection** **9 hours**

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

**UNIT 5** **Banking Technology** **6 hours**

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

**TextBooks:**

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

**References:**

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

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :28TH APRIL, 2021**

**ACADEMIC COUNCIL: 1ST APRIL, 2022**

**SDG No. & Statement:**

GOAL 4: Quality Education

GOAL 16: Peace and Justice Strong Institutions

**SDG Justification:**

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

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

HRMG1021	Human Resource Management	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1****7 hours**

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

**UNIT 2****10 hours**

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

**UNIT 3****9 hours**

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

**UNIT 4****Compensation and Integration****10 hours**

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

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

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

**TextBooks:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS01	PSO2	PSO3	PSO4
CO1	1	1	1	2	1	0	2	3	1	0	0
CO2	1	2	1	3	1	1	1	2	1	1	0
CO3	2	1	2	2	1	0	1	0	1	1	0
CO4	2	1	2	1	1	1	3	2	0	1	0
CO5	1	1	1	2	1	0	2	3	1	0	0

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

**APPROVED IN:**

**BOS :28TH APRIL, 2021**

**ACADEMIC COUNCIL: 1ST APRIL, 2022**

**SDG No. & Statement:**

**SDG Justification:**

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

**Course Description:**

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

**Course Educational Objectives:**

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

**UNIT 1**

**9 hours**

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

**UNIT 2**

**9 hours**

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

**UNIT 3**

**9 hours**

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

**UNIT 4**

**Pricing and Channels of Distribution**

**9 hours**

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

**UNIT 5**

**9 hours**

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

**TextBooks:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :28TH APRIL, 2021**

**ACADEMIC COUNCIL: 1ST APRIL, 2022**

**SDG No. & Statement:**

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

**SDG Justification:**

<b>OPTS 1101</b>	<b>FUNDAMENTAL BUSINESS STATISTICS</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:**

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

**Course Educational Objectives:**

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

**UNIT 1****Introduction to Statistics****8 hours**

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

**UNIT 2****Measures of Central Tendency****10 hours**

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



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

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

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

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

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

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

**TextBooks:**

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

**References:**

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

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :28TH APRIL, 2021**

**ACADEMIC COUNCIL: 1ST APRIL, 2022**

**SDG No. & Statement:**

**SDG Justification:**



**UNIT 4**

**What – If Analysis**

**6 hours**

Using Data Tables, Using Scenario Manager, Using Goal Seek

**UNIT 5**

**Working with Solver**

**6 hours**

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

**TextBooks:**

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

**References:**

1. Paul Mcfedris, Excel Functions and Formulas, Wiley

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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>IENT2001</b>	<b>ENTREPRENEURSHIP</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		<b>0</b>	<b>2</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
CO1	1	1	1	2	3	1	2	1	1	2	3
CO2	1	1	1	2	3	1	2	2	2	2	1
CO3	2	1	1	2	3	3	2	2	3	2	2
CO4	1	2	3	3	3	2	3	1	1	1	2
CO5	1	2	3	3	2	3	1	3	2	2	2

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

<b>APPROVED IN:</b>		
<b>BOS :19<sup>th</sup>,May,2022</b>	<b>ACADEMIC COUNCIL: 1ST APRIL, 2022&lt;&lt;date&gt;&gt;</b>	
<b>SDG No. &amp; Statement:</b>	08	Decent Work and Economic Growth
<b>SDG Justification:</b>		
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>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>Co-requisite</b>							
<b>Preferable exposure</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.

**TextBooks:**

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

**References:**

3. Thomas Erl, Ricardo Puttini, Zaigham Mahmood, Cloud Computing: Concepts, Technology & Architecture, Prentice Hall, 2013
4. Adrian McEwen, Hakim Cassimally, Designing the Internet of Things, Wiley, 2013.
5. Saikat Dutt, Subramaniyam Chandramouli, Amit Kumar Das, Machine Learning, Pearson Education

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

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

**ACADEMIC COUNCIL: 1ST APRIL, 2021<sup>st</sup> April,  
2022**

**SDG No. & Statement:**

4: Quality Education

**SDG Justification:**

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



**UNIT 3** **Financing Decisions** **8 hours**

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

**UNIT 4** **Working Capital Management** **8 hours**

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

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

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

**Text Books:**

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

**References:**

1. I.M. Pandey (2010),Financial Management,NewDelhi:Vikas Publications.
2. M.Y. Khan & P.K. Jain. (2013), Financial Management.New Delhi: Tata McGraw Hill

**Course Outcomes:**

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

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

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :28TH APRIL, 2021**

**ACADEMIC COUNCIL: 1ST APRIL, 2022**

**SDG No. & Statement:**

GOAL 4: Quality Education

**SDG Justification:**

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



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

**UNIT 5**

**Company Law**

**7 hours**

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

**Textbooks:**

1. Avatar Singh, "Business Laws", Eastern Book Company, Lucknow, 2014
2. Maheswari & Maheswari, "Business Laws", Himalaya Publishing Company, New Delhi, 2013
3. Akhileshwar Pathak, "Legal Aspects of Business", Pearson, New Delhi, 2014

**Course Outcomes:**

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

**CO-PO Mapping:**

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

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



**APPROVED IN:**

**BOS :**

**ACADEMIC COUNCIL: 1ST APRIL, 2022**

**SDG No. & Statement:**

**Peace and Justice Strong Institutions**

**SDG Justification:**

**Peace and Justice Strong Institutions**

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

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

### COURSE OBJECTIVES

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

### UNIT -I

#### Poetry

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

### UNIT-II

#### Short Stories

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

### UNIT-III

#### Essays

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

**UNIT-IV:**

**Contemporary Issues**

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

**UNIT-V:**

Coursera Courses:

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

**COURSE OUTCOMES**

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

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

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

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

### COURSE OBJECTIVES

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

### SYLLABUS

#### गद्यविभाग (Prose Detailed Text)

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

#### उपवाचकविभाग (Non Detailed Text)

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

#### व्याकरणविभाग

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

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

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

1. चाहिए प्रयोग
2. लिंग और वचन संबंधी

III. वाक्यप्रयोग (make your own sentences)

IV. कार्यालयहिंदी: प्रशासनिक

शब्दबली / परनाम (karyalay Hindi : Administrative terminology)

1. कार्यालयो केनाम

2. पदनाम

V. संधिविच्छेद

VI. विलोमशब्द

VII. पत्रलेखन

VIII. गंधाशके आधारपरदिगयेप्रश्नोकाउत्तरदेनाचाहिए

VIII. निबंध

### COURSE OUTCOMES

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

### TEXTBOOK

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

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

**Course Description:**

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

**COURSE OBJECTIVES**

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

**SYLLABUS**

POETRY:

Lesson No. 1 Saranagathi

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

Lesson No. 2 Ahimsa Paramodharmah

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

Lesson No. 3 Raghoh Audaryam

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

PROSE :

Lesson No. 4 Mitrasampraptih

From Pancatantra – Ist Story (Abridged)

Lesson No. 5 Modern prose Chikroda katha

Andhra Kavya Kathah  
By Sannidhanam Suryanarayana Sastry

Lesson No. 6 Computer Yanthram

By Prof. K.V. Ramakrishnamacharyulu

GRAMMAR

DECLENSIONS:

Nouns ending in Vowels:

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

SANDHI:

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

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

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

SAMASA :

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

CONJUGATIONS

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

IIrd Conjugation – As ( )

IIIrd Conjugation – Yudh,

IV th Conjugation – Ish

VIII Conjugation – Likh, Kri ( )

IXth Conjugation – Kreen ( )

Xth Conjugation – Kath, Bhash, Ram, Vand,

**COURSE OUTCOMES**

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

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

## INTRODUCTION

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

## COURSE OBJECTIVES

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

## Syllabus

పాఠ్యాంశ వివరణ:

1. నన్నయ - గవంగాశవంతనులకథ  
ఆవంధ్రమహాభారతవం- ఆదిపర్వం- నాల్గవ అశ్వాసం(120-165) "నరనరుడగుశవంతనునకు" వండి  
"దివ్యభూషణాలవంకృత" వరకు
2. తిక్కన - మూషికమార్గాలవృత్తవంతవం  
ఆవంధ్రమహాభారతవం- శృంగతిపర్వం - డవ అశ్వాసం(202 - 242) అడవిలనొకమఱ్ఱి నువండిసౌఖ్యము బవందెన్.
3. అల్లసాని పెద్దన - హవంసీచక్రవాకసవంవాదవం  
మనుచరిత్రము- ఆరవ అశ్వాసం(62-68) "గవంగాతరవంగిణి"  
నువండి"జవంభారిభిదురసవంరవంభవంబు" వరకు
4. తరిగవండవవంగమావంబ - ఎఱుకతల్లీవవంకటాచలమాహాత్మ్యం అశ్వాసం(4-51)  
"వకుళనునేనావివాహప్రయత్నవంబు" వండి"అనియిట్లో" వరకు ఆధునికకవిత్వం
5. గరిమెళ్ళసత్యనార్యణ - మాకొద్దెదతెల్లదొరతనము
6. శ్రీశ్రీ - మహాప్రసాధానవం
7. జాషువ - ముసాపరులు
8. పుట్టపరీతనార్యణాచార్యులు - మేఘదూతముకథానికలు
9. పాలగుమ్మపదార్థు - గాలివాన
10. కొలకటూరిజనాక్ - ఆకలి
11. కేతువిశ్వాధరెడిడి - నమ్మకున్ననేల
12. పాట్లపల్లెలరూర్ష - జైలువయకరణవం
13. సవంధులు - సవర్ణద్వ, గుణ, యణాదేశ, వృద్ధి, త్రిక, గ, స, డ, దవాదేశ, రుగాగమ, ధాగమ, ఆమరేడిత, ఆత్మవంధిమొదలైనవి.
14. సమాసాలు - తత్పురుష, కర్మధారయ, ద్వంద్, 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**

HRMG2001	ORGANIZATIONAL BEHAVIOR	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*Practicing managers have long understood the importance of interpersonal skills to managerial effectiveness. Till about three decades ago, most business schools focused on the functional aspects of management – specifically finance, accounting and quantitative techniques. Though Organizational Behavior was a core course right from the inception of the BBA program, the focus was essentially on gaining a psychologically understanding of human behavior, and not on acquiring usable skills. In the last two decades, academia has come to realize the importance that an understanding of human behavior to managerial effectiveness. The course focuses majorly on conceptual knowledge, with emphasis on analytical and presentational skills*

**Course Educational Objectives:**

- The objective of the course is to give to the students a foundation in understanding human behaviour at work.
- This is done in a three stage process. Stage one deals with individual behavior, stage two with group behaviour and stage three gives an overview of the organizational and performance related factors

**UNIT 1**

**7 hours**

Introduction Nature and Importance of Organizational Behavior - Management Functions, Roles and Skills – People Skills.

**UNIT 2**

**10 hours**

Foundations of Individual Behavior - The Perception process – Factors, Person Perception - Learning – Theories of Learning, Principles of Learning - Motivation – Primary and General Motives, Theories of Motivation – Maslow, Herzberg, Equity Theory, GoalSetting Theory – Expectancy Theory

**UNIT 3**

**10 hours**

Foundations of Group Behavior - Nature of Groups – Structure, Types, Stages of Group Development - Group Decision-Making – Groups vs. Individual, Groupthink, Group shift, Group Decision-Making Techniques.

**UNIT 4**

**10 hours**

Managing Group Behavior - Leadership – Nature and Importance, Theories-Trait theories, Behavioral Theories, Contingency Theories - Understanding Work Teams – Nature of Teams, Types of Teams, Effectiveness of Teams, Team Building - Conflict – Intrapersonal and Interpersonal Conflict

**UNIT 5**

**8 hours**

Foundations of Organizational Behavior - Organizational Structure – Work Specialization, Departmentalization - Span of Management, - Organizational Culture: Nature – Creating and Maintaining a Culture.

**Textbooks:**

1. Robbins S., Judge T.A., Vohra N (2013), *Organizational Behavior*, New Delhi: Pearson Education.

**References:**

1. Moorehead and Griffin (2013), *Organizational Behavior*, New Delhi: AITBS.
2. Archana Tyagi (2011), *Organizational Behaviour*, New Delhi: Excel Books.
3. Gangadhara Rao, V.S.P. Rao & Narayana (2001), *Organizational Behaviour*, New Delhi: Konark Publishers. (Latest edition)
4. Newstrom & Keith Davis (2012), *Organizational Behaviour*, New Delhi: Tata Mc-Graw Hill Publishing Co.Ltd.

**Course Outcomes:**

1. To acquaint the students with the characteristics of human behavior in corporations and other organizations.
2. To explain various leadership, group dynamics, and employee incentive philosophies.
3. To describe organizational strategy, analyze organizational design and structure, and assess organizational culture.
4. To demonstrate changing and learning about teamwork and collaboration.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-05-2022<< date >>**

**ACADEMIC COUNCIL: 1st April, 2022**

**SDG No. & Statement:**

8 Decent Work and Economic Growth

**SDG Justification:**

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

<b>OPTS2001</b>	<b>Production and Operations Management</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:**

*The concept of production is the process through which goods and services are created. We can include both manufacturing and service organizations within the purview of production management. Thus, the essential futures of the production function are to bring together people, machines and materials to provide goods or services thereby satisfying the wants of the people. The scope of the production enables us to look at the problem of production management in a much wider perspective. This paper indicates the general applications of the techniques of management, machines and materials*

**Course Educational Objectives:**

- To enable to the students to understand the basic principles of Production Management
- To help them apply techniques of Production Management

**UNIT 1**

**7 hours**

Production and Operations Management - Production and Operation Functions - Manufacturing Systems –Differences Between Manufacturing and Service Operations - Functions of Production and Operations Manager.

**UNIT 2**

**Production Planning and Control**

**10 hours**

Steps in PPC - Techniques of Production Planning and Control

**UNIT 3**

**Plant Location and Layout Planning**

**8 hours**

Location of Service Facilities -Location Decision -Types of Layout – Factors Affecting Plant Location.

**UNIT 4**

**Productivity**

**10 hours**

Factors Affecting Productivity -Job Design -Process Flow Charts -Methods Study -Work Measurement.

**UNIT 5**

**Materials Management**

**10 hours**

Costs Associated with Inventory - Economic Order Quantity - ABC Analysis – Just in-time Production. Quality Management: Acceptance Sampling -Control Charts –Quality Circle.

**Text Books:**

1. Aswathappa & Bhat (2013), *Production and Operations Management*, New Delhi: Himalaya Publishing House.

**References:**

1. Everett E. Adam, Jr. and Ronalds J. E. Ebert (2012), *Production and Operations Management: Concepts, Models and Behavior*, New Delhi: Prentice Hall of India.
2. S.N. Chary (2011), *Production and Operations Management*, New Delhi: Tata McGraw Hill Publishing Co. Ltd.

**Course Outcomes:**

**After completing the course. The students able to**

1. Understand Basics of Production and Operations Management
2. Understand the phases and techniques of production Planning and Control
3. Enhance their skills in applying appropriate location and layout designs.
4. Enhance their skills in improving the productivity
5. Understands and applies inventory and quality procedures.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-05-2022<< date >>**

**ACADEMIC COUNCIL: 1st April, 2022**

**SDG No. & Statement:**

**SDG Justification:**

IENT2011	STRATEGIC MANAGEMENT	L	T	P	S	J	C
		4	0	0	0	0	4
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Any change that a business plans to implement has a strategy. The key to any successful strategy is the thoroughness of its formulation and implementation. Managers as leaders need to make strategic decisions on sound judgement. It is imperative that every management student should be exposed to basic methodology of strategic management and the steps taken for rolling out an effective strategy.*

**Course Educational Objectives:**

This course intends the student to

- a) Demonstrate the ability to think critically in relation to a particular problem/situation through real-world scenarios.
- b) Analyse the main structural features of an industry and develop strategies that position the firm most favourably in relation to the competition.
- c) Realize the nature and dynamics of the strategy formulation and implementation processes as they occur in complex organizations.
- d) Explain how the evaluation and control of the strategies are crucial in accomplishing the intended results.

**UNIT 1**

**Basic concepts of Strategic Management**

**7 hours**

Strategy – Evolution of Strategic Management – Meaning and Scope of Strategic Management – Need and Benefits of Strategic Management – Characteristics of Strategic Decisions – Strategic Management Process – Prescriptive and Emergent Approaches to Strategy Making – Challenges for Strategic Management – Growing Relevance of Strategic Management in India.

**UNIT 2**

**Strategic Direction & Strategic Analysis**

**11 hours**

Mission, Vision and Objectives – Environmental Analysis: Social and Cultural, Techno-logical, Economic, Political Environment – Industry Analysis: Market Environment, Customer, Demographic Factors, Geographic Factors, Competitor Analysis – Porter’s Five Forces Model, Organization Analysis: Resources, Capabilities, Core Competencies and SWOT analysis.

**UNIT 3**

**Strategy formulation & Choice**

**8 hours**

TOWS Matrix – BCG Matrix – Corporate Level Strategies: Stability, Growth, and Retrenchment Strategies – Business Strategies: Cost Leadership, Differentiation and Focus Strategies – Functional Strategies.

**UNIT 4**

**Strategy Implementation**

**4 hours**

Steps in Strategy Implementation – Role of Leadership in Implementation – 7S Framework for Successful Strategy Implementation.

**UNIT 5**

**Strategy Evaluation and Control**

**6 hours**

Strategy Evaluation and Control Process – Essential Features of an Effective Evaluation and Control System – Types of Strategic Control.

**Text Books:**

1. Francis Cherunilam. "Strategic Management", Himalaya Publishing House Pvt. Ltd., Mumbai, 2016.
2. P. Subba Rao. "Business Policy and Strategic Management", Himalaya Publishing House Pvt. Ltd., Mumbai, 2016.

**References:**

Thomas L. Wheelan, J. David Hunger, Alan N. Hoffman and Charles E. Bamford "Concepts in Strategic Management and Business Policy", Pearson Education Limited, New Delhi, 2018.

**Course Outcomes:**

1. Present the concepts of strategic management, its evolution, approaches, and challenges
2. Describe the tasks of strategic direction and diagnose the general environment, industry trends, and internal competitive strengths and weaknesses of an organization
3. Develop strategies at various levels using a variety of tools.
4. Explain the various issues involved in the successful implementation of the selected strategy
5. Discuss the process of evaluating and controlling the chosen strategies for achieving the desired results



**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-05-2022**

**ACADEMIC COUNCIL: 1st April, 2022**

**SDG No. & Statement:**

9 & 17

GOAL 9: Industry, Innovation, and Infrastructure

GOAL 17: Partnerships to achieve the goal

**SDG Justification:**

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

Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

<b>HRMG3001</b>	<b>SELF AWARENESS AND PERSONALITY DEVELOPMENT</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:**

*Self-awareness and personality development is going to build upon the students' basic understanding of intelligence, learning and personality. The course would help in relating their learning to its importance in the present industry context in a dynamic and complex environment where stress is on "HUMAN CAPITAL" The main aim of this course is to equip the students with the required theoretical knowledge to gain insight in personality development and self-awareness which would result in better motivation of self and group (team), implementing the same to bring about a cohesive development in their decision-making process*

**Course Educational Objectives:**

- 1) To enable the student to gain an insight into the self and the process of Personality Development
- 2) To enable the student to explain the factors that determine personality.
- 3) To gain insights to and manage self effectively
- 4) To understand the nature of interpersonal relationships
- 5) To be able to distinguish between intelligence and emotional intelligence and understand the significance of emotional intelligence to personality

**UNIT 1**

**hours**

Personality, Nature and Importance, Individuality, Character, Determinants of Personality, Hereditary Potentials, Environmental Influences, Situational Factors

**UNIT 2**

**hours**

Self Esteem, Know Yourself, Develop Self Esteem, Face and Accept Reality, Accept Yourself, Self-Improvement, Plan to improve yourself, Visualize your best self, Long term goals, Short term objectives, Action Plans,

Developing Positive Attitudes, Development of Attitudes, Learning Attitudes, improve your attitudes, Coping with other people's negative attitudes

**UNIT 3**

**hours**

Self-Motivation, Sources of Motivation, Willingness to work, Unpleasant tasks, Responsibility, Dependability, Self-Management, Efficient work habits, Time Management, Resource Management, Stress Management, Thinking Skills, Thinking Defined, Higher-order thinking abilities, Critical thinking, Creative thinking, Decision Making, Problem Solving

**UNIT 4**

**hours**

Transactional Analysis, Nature and Importance, Ego States, Life Positions, Transactions, Johari Window, Nature and Importance, Johari Window as a Model of Interpersonal Interactions

**UNIT 5**

**hours**

Emotional Intelligence: Nature and Importance, IQ versus EQ, Components of Emotional Intelligence, Self-regulation, Self-Awareness, Motivation, Empathy, Social Skills.

**Textbooks:**

1. Wallace and Masters (2012), *Personal Development for Life and Work* 10<sup>th</sup> Edition, New Delhi: Cengage Learning

**References:**

1. Robbins, Stephen & Timothy A Judge, & Niharika Vohra “*Organizational Behavior*, 16e, New Delhi, Pearson
2. Clegg, Brian (2012), *Personal Development*, New Delhi: Kogan Page Ltd.,
3. McGrath E H. (2011) *Basic Managerial Skills for All* 6<sup>th</sup> Edition India, Prentice Hall

**Course Outcomes:**

1. The student will be able to understand his/her personality and the process of self-development.
2. The student will be able to gain insight to the other’s personality, and interpersonal interactions
3. The student will be able to manage self effectively
4. The student will be able to understand the nature of interpersonal relationships
5. Be able to distinguish emotional intelligence (EQ) from intelligence (IQ)

**CO-PO Mapping:**

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

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

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

**ACADEMIC COUNCIL: 1st April, 2022**

**SDG No. & Statement: 8**

Decent Work and Economic Growth

**SDG Justification:**

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

**Program Electives**

<b>FINA3171</b>	<b>SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		3	0	0	0	0	3
<b>Pre-requisite</b>	Financial Accounting and Financial Management						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	CC1: Portfolio and Risk Management-University of Geneva CC2: Investment and Portfolio Management- Rice University						

**Course Description:**

*Since the financial deregulations in 1991, the Indian economy has grown significantly, and businesses have learned and trapped other sources of capital than just bank loans. These days, organizations have a separate wing that deals with treasuries and money to help hedge their risk exposure, be it from foreign exchange or interest rate fluctuations. Understanding the essential tools required to perform valuations of stocks, and assessing risk using fundamental and technical analysis, can assist one in managing a firm's financials more efficiently.*

**Course Educational Objectives:**

- To understand the basic concepts of Security Analysis, by calculating returns and risk
- To understand the basic concepts of Fundamental Analysis and Technical Analysis
- To understand the basic concepts of Portfolio Analysis and the concepts of Mutual Fund Portfolio management

**UNIT 1 Introduction 8 hours**

Introduction to security Analysis and Portfolio Management: Features of Investment – Investment vs. Speculation vs. Gambling – Risk definition and measurement; Stock Return and Valuation. Bonds – Valuation, Risks associated with bond investments, calculation of YTM. (NP)

**UNIT 2 Fundamental Analysis 8 hours**

Fundamental Analysis: Introduction to Economic analysis, components of Economic Analysis, Introduction to Industry analysis, components of Industry analysis, Introduction of Company analysis and components of company analysis.

**UNIT 3 Technical Analysis 8 hours**

Technical Analysis: Dow Theory, Support and Resistance Levels, Graphs and Charts; Technical Analysis vs. Fundamental Analysis; Indicators and Oscillators; Efficient Market Theory.

**UNIT 4 Portfolio Construction and Selection 8 hours**

Portfolio Construction and selection: Markowitz model and efficient frontier, Sharpe Index model, Construction of Optimal portfolio, Capital asset pricing theory and arbitrage pricing theory. (NP)

**UNIT 5 Performance Evaluation of Portfolios 8 hours**

Performance Evaluation of Portfolios: Need for Evaluation – Evaluation using Sharpe, Treynor and Jensen Index. (NP).

**Text Book:**

1. Security Analysis and Portfolio Management – Punithavathy Pandian, Vikas Publishing House, 201

**References:**

1. Ranganatham, M., and Madhumathi, R., "Investment Analysis & Portfolio Management", Pearson, New Delhi, 2012
2. Fisher & Jordon, "Security Analysis and Portfolio Management", Tata Mc-Graw Hill, New Delhi, 2008
3. Edwin J Elton, Martin J Gruber, Stephen J Brown & William N Goetzmann, "Modern Portfolio Theory and Investment Analysis", Wiley, New Delhi, 2014
4. V.K Bhalla, "Investment Management", S.Chand& Company Pvt,Ltd.,New Delhi, 2014

**Course Outcomes (CO):**

On successful completion of this course, students will be able to:

- Understanding of terminologies and concepts of Security Analysis and Portfolio Management
- Apply Fundamental analysis to estimate/calculate the company reports
- Analyse information using Technical analysis and Fundamental Analysis
- Make use of models and theories used for the Portfolio construction and selection
- Evaluate the performance of Portfolios

**CO-PO Mapping**

	Programme Objectives							PSO		
	1	2	3	4	5	6	7	1	2	3
CO1	2					1		1		
CO2	2	2		1			1	1		
CO3	2	3		1	1		1	1	1	
CO4	3	3		1		2		1	1	1
CO5	3		3	2				2	2	

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

**APPROVED IN:**

**BOS: 19-05- 2021**

**ACADEMIC COUNCIL: 1-April 2022**

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

GOAL 4: Quality Education

GOAL 8: Decent Work and Economic Growth

**SDG Justification:**

Goal 4: This course provides the opportunity for inclusiveness and offers qualitative education for lifelong learning and sustainability.

Goal 8: This course supports the students will all the necessary skill sets to earn and contribute to the well-being of the nation. It provides ample opportunity to earn and sustain in a growing economy





**UNIT 5**

**5hours**

Mutual Funds – Concept and Objectives, Functions and Portfolio Classification, Organization and Management, Guidelines for Mutual Funds, Working of Public and Private Mutual Funds in India. Debt Securitization – Concept and Application – De-mat Services-need and Operations-role of NSDL and CSDL. NAV calculation – Sharpe, Jensen, Treynor models

**Text Books:**

1. Bhole Mahakud, Financial Institutions and Market, TMH, New Delhi
2. V.A.Avadhani, Marketing of Financial Services, Himalayas Publishers, Mumbai

**References:**

1. DK Murthy and Venugopal, Indian Financial System, IK Int Pub House
2. Anthony Saunders and MM Cornett, Fin Markets & Institutions, MH, New Delhi
3. PUNI Thavash Pandian, Financial Markets and Services, Vikas, New Delhi
4. Vasanth Desai, Financial Markets & Financial Services, Himalaya, Mumbai
5. Meir Khan – Financial Institutions and Markets, Oxford Press Madura, Financial Markets & Institutions, Cengage, New Delhi

**Course Outcomes:**

1. Analyze & Apply knowledge of Financial Systems and markets
2. Analyze and Apply Various Financial and Merchant Banking Services and their Growth.
3. Analyse Leasing types and Evaluate leasing vs. buying
4. Analyse Credit Rating systems and evaluate Factoring services
5. Understand Mutual funds and types and evaluate NAV calculation models.

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

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

**APPROVED IN:**

**BOS: 19-05-2021**

**ACADEMIC COUNCIL: 1-April 2022**

**SDG No. & Statement:**

SDG:8- Decent Work and Economic Growth  
SDG:9- Industry, Innovation, and Infrastructure

**SDG Justification:**

Knowledge of financial markets and services related to 8 & 9 SDGs, as the subject focuses on contributing to economic growth, industrial investments, Innovations, and infrastructure development.

IENT3001	SOCIAL ENTREPRENEURSHIP	L	T	P	S	J	C
		2	0	0	0	0	2
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Social Entrepreneurship is gaining momentum in the academic space and all the stakeholders realizing the importance of this subject and extending their support to teach this subject to the students of multiple disciplines. The knowledge of higher education and research should be implemented at the grass root levels of the society in order to bring changes to the downtrodden people. Innovation, Scalability, Sustainability are the pillars of social entrepreneurship. This subject will throw more challenges in terms of testing the innovation quotient of the students. The rudimentary task of this course is to enable the students of management to know the concepts of social entrepreneurship, frugal innovations, financial constraints, eco-friendly development etc*

**Course Educational Objectives:**

- To learn about the fundamentals of Social Entrepreneurship and to develop Innovative solutions to address existing societal problems and transforming the society.
- To deepen the theoretical and experiential understanding of concepts, strategies and tools of social entrepreneurship and social enterprises
- To apply the concepts of social entrepreneurship to make changes in the society.
- To create projects pertaining to Social Entrepreneurship that can make positive impact to the downtrodden population.
- To engage with network of national social entrepreneurs and co-create social innovations and learn best practices.

**UNIT 1**

**Social Entrepreneurship**

**8 hours**

Definition and description of Social Entrepreneur and Enterprise, characteristics, differences between Commercial Enterprise, Non-Governmental Organization (NGO) and Social Enterprise, Socio-Economic Context of Social Entrepreneurship, Social Change, Importance and role of social entrepreneur in societies, Social Entrepreneurship towards correcting Market Failures, Social Entrepreneurship in developed, developing countries and in India.

**UNIT 2**

**Opportunities for Social Entrepreneurs**

**8 hours**

Opportunity identification, Elements of social entrepreneurial personality, motives of altruism, collaboration partners, social opportunity recognition, Social Capital, Drivers and Challenges of Social Entrepreneurship, Empowerment of beneficiaries, Social Innovation and Sustainable Development Goals and concern for People, Planet and Profits.

**UNIT 3**                                 **Sustainable Social Business Models**                                 8 hours

The Timmons Model of the Entrepreneurship Process, The People, Context, Deal, and Opportunity (PCDO) frame work, The Social Value Proposition (SVP) Frame work, Public Private Partnership way of Social Enterprise, Price Differentiation and Cross Subsidization of Social Enterprises.

**UNIT 4**                                 **Formation and Scalability of Social Enterprises**                                 8 hours

Social Business Planning, and Developing the Social business/firm, positioning the enterprise, Structure and Strategy for business growth, Forms of social enterprises, Funding of Social Enterprises, Marketing and Risk Assessment of Social Enterprises, Corporate Social Responsibility and Social Enterprises.

**UNIT 5**                                 **Performance Measurement and Social Impact**                                 8 hours

Measuring Outputs and Outcomes of Social Enterprise, Social Return on Investment, Impact Measurement, Approaches to Measuring Social Impact- Issues in Measuring the Performance of Social Enterprises, Sustainable livelihood for society and its long-term impact, Environmental costs and its economic value, Challenges of Social Entrepreneurs, Ethics and Governance issues in Social Entrepreneurship

**Text Books:**

1. Praskier, R. & Nowak, A. (2012), Social Entrepreneurship: Theory and Practice, Cambridge University Press.
2. Robert A. Philips Margret Bonefiel Ritesh Sharma, Social entrepreneurship, the next big business opportunity Global Vision Publishing House, New Delhi.

**References:**

1. Rama Krishna Reddy Kummitha, "Social Entrepreneurship: Working towards Greater Inclusiveness"
2. Bornstein and Davis, "Social Entrepreneurship (What Everyone Needs To Know)" "Getting Beyond Better:

**Course Outcomes:**

1. Differentiate Social Enterprise from Business Enterprise
2. Identify the drivers and challenges of social entrepreneurship
3. Recognize opportunities to build social business models
4. Analyse the Formation and Scalability of Social Enterprises
5. Build a model for Performance Measurement and evaluate Social Impact

**CO-PO Mapping:**

PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
1	1	1	2	3	1	2	1	1	2	0
1	1	1	2	3	1	2	1	1	2	0
1	1	1	2	3	3	2	1	2	2	1
1	2	3	3	3	2	3	2	3	3	1
1	2	3	3	3	2	3	1	3	2	2

**APPROVED IN:**

**BOS : 19th May, 2022**

**ACADEMIC COUNCIL: May 2022**

**SDG No. & Statement:**

SDG 8 – Decent work & Economic Growth

SDG 11 – Sustainable cities and communities

**SDG Justification:**

The pedagogy aims to Promote decent work and Economic growth that promote Sustainable and social entrepreneurship. The course ensures a decent work and development in income generation among its learners

The course aims to articulate learners with a mindset to align themselves in the route of Sustainable Entrepreneurship and inclusive development. In doing so, the learner will be exposed to Innovative thinking and problem solving.

IENT3011	FAMILY BUSINESS MANAGEMENT	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*Family businesses play a crucial role in the economy of most countries. Worldwide, family – managed businesses are playing key role in employment generation, contribution to GDP etc. In India family business have played and will continue to play crucial role. Managing family business is a challenging task because family considerations add additional levels of complexity to the task of management.*

**Course Educational Objectives:**

- To understand the Importance and Challenges of family business.
- To know the importance of succession in family business.
- To know the requirements needed to improve the capability of family business.

**UNIT 1 Family Business 9 hours**

Family Business Description, Importance and Characteristics of Family Business, Uniqueness of Family Business, Evolution of Family business, uniqueness of family business, Difference between Non Family Business and Family Business, Theories of Family Business, The 3-Circle model of Family Business, Life cycle of family business, Hindu Undivided Family type of Business, Ownership, business and family dimension Advantages and Challenges of family business in general and in India.

**UNIT 2 Family Business Dynamics Family Business Dynamics 9 hours**

The Family Systems theory, Role of Genograms in family system- Family and ownership of business dichotomy- Responsibilities and rights of a shareholder of a family business, Age and Gender dynamics among family members and its effect on the business, Conflicts in the family, Stages of Conflict, Resolving the conflicts and Family Constitution

**UNIT 3 Succession Planning and Imperatives for the Family Business 9 hours**

Succession and Continuity, Importance of Succession Planning, steps in Succession Planning and transfer of power, Succession Planning Models, Family leaders- roles and responsibilities,

Succession planning and continuity Business Continuity mindset, CEO exit styles, next generation leader characteristics and Continuing entrepreneurship.

**UNIT 4** **Best Practices for Family Business** 9 hours

Creating the strategy, Planning the Estate-Financial considerations and valuation of the family business- Managing the family business professionally, Mentoring and Coaching need for effective functioning of the Family Business.

**UNIT 5** **Family Business and Governance** 9 hours

Advisory board and Board of directors, Responsibilities, Family meetings and Family Councils– Role and benefits, Family offices, Board and Family Council, Effective Coordination, Professional Management, effective outside boards, Challenges to family governance, Change adoption and innovation, Future of family business, Continuing the spirit of family business.

**Text Books:**

1. Ernesto J.Poza, Mary S. Daugherty, Family Business, Cengage Learning, 3rd Edition, 2015
2. Gersick, K.E., Davis, J.A., Hampton, M.M., &Lansberg, I. (1997). Generation to Generation: Life Cycles of the Family Business. Harvard Business School Press.

**References:**

1. Rajeev Roy, Entrepreneurship, Second Edition, Oxford Higher Education.
2. Bork, Jaffe, Lane, Dashew, Heisler (1996). Working with family businesses: A guide for professionals. Jossey Bass Publishers.
3. Collier, C.W. (2002). Wealth in families.Harvard University.
4. Dyer, Jr. W.G. (1986). Cultural change in family firms:Anticipating and managing business and family transitions.Jossey-Bass Publishers.
5. Fleming, Q.J. (2000). Keeping the family baggage out of the family business. New York: Simon & Shuster.
6. Hilburt-Davis J. and Dyer Jr. W.G. (2002). Consulting to family business: Contracting, assessment, and implementation (organizational development). Pfeiffer Publishing.
7. Lansberg, I. (1999). Succeeding generations: Realizing the dream of families in business.Harvard Business School Press
8. McCann, G. (2007). When your parents sign the paychecks.JIST publishing.
9. Miller, D. & Le-Breton Miller, I. (2005). Managing for the long run: Lessons in Competitive Advantage from Great Family Businesses. Harvard Business School Press.
10. Pitts, Gordon (2000). In the Blood: Battles to succeed in Canada’s family businesses.Doubleday Canada.
11. Sonnenfeld, J. (1988). The hero’s farewell: What happens when CEOs retire.Oxford University Press.
12. Vancil, R.F. (1987). Passing the baton: Managing the process of CEO succession .Harvard .Business School Press.
13. Ward, J.L. (1987). Keeping the family business healthy: How to plan for continuing growth, profitability, and family leadership.San Francisco: Jossey-Bass.
14. Ward, J.L. (1991). Creating effective boards for private enterprises: Meeting the challenges of continuity and competition, San Francisco: Jossey-Bass.
15. Thomas Zellweger, “Managing the family business”, Edward Elgar Publishing Ltd, April, 2017

16. Frank Hoy, Pramodita Sharma, Entrepreneurial Family Firms, Prentice Hall, 4th Edition, 2010
17. Josh Baron, Rob Lachenauer, "Harvard Business Review Family Business Handbook", Harvard Business Review Press, Jan, 2021
18. Kavil Ramachandran, The 10 Commandments for Family Business, N. Delhi: Sage Publishing
19. John Ward J., Perpetuating the Family Business: 50 Lessons Learned from Long Lasting, Successful Families in Business, N York: Palgrave Macmillan
20. Gopalkrishnan, C (2016). The Entrepreneur's Choice. Cases on Family Business in India. Abingdon: Routledge.
21. FFI Practitioner Weekly Magazine available online at <https://ffipractitioner.org/>

**Course Outcomes:**

1. Explain about the importance of family business and challenges faced by family businesses
2. Interpret family business strategy and identify similar type of family businesses.
3. Analyze succession planning
4. Analyse strategies to manage the family business
5. Explain and recommend the ways to expand the family business in a professional manner

**CO-PO Mapping:**

PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
3	3	3	3	2	2	3	2	3	3	3
3	3	3	2	3	1	3	1	3	3	3
3	3	3	2	2	2	2	2	3	3	2
3	3	2	3	2	2	2	2	3	3	3
3	3	3	2	2	2	3	3	3	3	3

**APPROVED IN:**

**BOS : 19 -May 2021**

**ACADEMIC COUNCIL: 01-04 2022**

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

SDG-9 : building resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

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

The course aims to articulate learners with a mindset to align themselves in the route to Sustainable and inclusive industrialization. In doing so, the learner will be exposed to Innovative thinking and problem solving.

HRMG3011	HUMAN RESOURCE DEVELOPMENT	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

The corporate world is in the process of transformation driven by human resources and globalization. Organizations have started considering their employees as an inevitable asset – “The Human Capital”. Human Resource Development is now considered as one of the prime thrust areas for organization to sustain in competitive environment. Since human resource can only ensure sustainable competitive advantage, organizations ultimately achieve excellence through development of their people. HRD functions are more strategically structured as a way to compete in the market by ensuring that HRD efforts are linked with their business strategies. This course helps to acquire knowledge regarding how HRD acts as a competitive advantage in this knowledge and competitive world.

**Course Educational Objectives:**

- To make the student understand the concept of Human Resource Development
- To make the student know of application of Human Resource Development practices in Industrial Organizations.

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

HRD: (Macro Perspectives): Concept, Origin and Need for HRD Approaches to HRD.

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

HRD: Micro Perspective (Organization Context) Definition, Objectives and Significance. HRD Interventions.

**UNIT 3** **9 hours**

Human Resource Development Profession: HRD as a profession; Duties and responsibilities of HRD Manager; Principles of Learning Training: Concept and Importance - Process of Training.

**UNIT 4** **9 hours**

Planning for HRD: HRD climate, assessing HRD needs, preparing HRD plan, assessing culture of the organization.

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

Evaluation of Training Effectiveness: Evaluation of Training and Development Programmes; Types of Evaluation: Pre-training Evaluation, Mid-training Evaluation and Post-Training Evaluation. HRD Climate; Concept, Importance and Elements of HRD Climate.

**Textbooks:**

1. Rao, T.V and Pareek, Udai (2009), *Designing and Managing Human Resource Systems*, New Delhi:Oxford and IBH Pub. Ltd. (latest edition)



**References:**

1. Rao, T.V (2009), *Readings in HRD*, New Delhi: Oxford and IBH Pub. Ltd.
2. Rao, T.V (2006), *HRD in the New Economic Environment*, New Delhi: Tata McGraw Hill Pub. Comp. Ltd.
3. Rao, T.V (1996), *HRD, Experiences, Interventions and Strategies*, New Delhi: Sage Publications.
4. Singh, P.N (1994), *Training for Development*, Mumbai: Grid Publications

\*Note: Latest Editions.

**Journals:**

1. Indian Journal of Training and Development
2. HRD Times
3. International Journal of Advanced Studies in Human Development
4. **The International Journal of Human Resource Management**
5. **People Matters**
6. **GITAM Journal of Management**
7. Vikalpa (IIMA) Online magazine

**Course Outcomes:**

1. After completion of this course students will be able to describe the role of HRD in building competencies of employees through HRD interventions.
2. They will be able to analyze the role of HRD climate and culture to maintain performance of employees and retain talent in dynamic organizations.

<b>CO-PO Mapping:</b>										
	Programmed Outcomes (Pos)							PSOs		
	1	2	3	4	5	6	7	1	2	3
CO1	1	0	0	3	1	1	1	0	3	0
CO2	1	0	0	3	1	1	1	0	3	0

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

**APPROVED IN:**

**BOS : 19 -May 2021**

**ACADEMIC COUNCIL: 01-04 2022**

**SDG No. & Statement: 8**

Decent Work and Economic Growth

**SDG Justification:**

HRD course aims in creating awareness on possibilities of development as an employee which in turn helps them to plan for their career building and advancement.

HRMG3021	MANAGEMENT OF PEOPLE PERFORMANCE	L	T	P	S	J	C
		3	3	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*Of all the human resource management functions, performance management has a special place since it is a strong determinant of organizational excellence. Organizations of contemporary era have realized that human resource needs to be continuously excited and provided with opportunities for gratification of motivational needs in order to sustain business growth. Performance management as a concept and practice has substantive potential to fulfil business demands of an organization by integrating its growth with motivational needs of human resource.*

**Course Educational Objectives:**

- To understand the basic concepts of ‘Performance Management’ as a tool to measure performance of employees in the workplace
- To identify the fundamental concepts of Performance management in Case analysis
- To acquire knowledge in measuring performance and managing in organizations

**UNIT 1**

**9 hours**

Performance Management: Concept and objectives, prerequisites, dimensions of Performance Management, factors affecting Performance Management.

**UNIT 2**

**9 hours**

Performance Management Systems (PMS) - introduction, objectives, characteristics, Goal Setting Theory, Expectancy Theory.

**UNIT 3**

**9 hours**

Performance Management Process, prerequisites, performance planning, goal setting levels; corporate and individual.

**UNIT 4**

**9 hours**

Performance Managing: Objectives, importance, process, need for performance standard, performance measurement/assessment, review.

**UNIT 5**

**9 hours**

Performance Management and Performance Appraisal, 360 degree appraisal, Need for employee development, methods of development.

**Text Books:**

1. Kohil A. S., & Deb, T., "Performance Management", OXFORD University Press, New Delhi, 2008.
2. Herman Aguinis, "Performance Management", Pearson, New Delhi, 2008.

**References:**

1. Michael Armstrong and Angela Baron, "Performance Management", Jaico Publishing House, Mumbai, 2009.
2. Rao, T. V., "Performance Management and Appraisal Systems", Response books, New Delhi, 2007.

**Course Outcomes:**

1. Understand about the concept of performance management and its dimensions.
2. Explain about the performance management system
3. Analyze the process of Performance Planning.
4. Illustrate about the process of performance managing.
5. Explain the different appraisal methods.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	2	0	1	0	1	2	1	2	0	0	2
CO2	1	2	2	1	0	2	1	1	2	1	1
CO3	0	1	2	2	2	2	1	0	1	1	2
CO4	2	1	0	1	1	2	3	2	1	1	0
CO5	1	1	0	2	1	2	3	1	1	2	1
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation											

**APPROVED IN:**

**BOS :19-05-22**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:**

**8 Decent Work and Economic Growth**

**SDG Justification:**

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

MKTG3011	SALES AND DISTRIBUTION MANAGEMENT	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	Basics of Marketing Management						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Sales Management focuses on sales techniques and the management of the sales force. The success of any sales and marketing department lies in the effectiveness of the Sales Force. The goal of the Sales Management course is to examine the elements of an effective sales force as a key component of the organization's total marketing effort. A successful Sales Manager needs to understand the fundamentals of the sales process, the relationship between sales and marketing, sales force structure, and issues in recruiting, selecting, training, motivating, compensating, and retaining salespeople.*

**Course Educational Objectives:**

- \* To understand the planning and staffing needs in professional sales
- \* To learn how to manage and motivate a professional sales team as a Sales manager
- \* To analyse the key success factors for sales executive performance

**UNIT 1 Introduction to Sales Management** 9 hours  
 Evolution of Sales Management, importance of Sales Management, types of Selling, difference between Selling and Marketing.  
 Modern Day Sales Activities, Selling Skills, Selling Strategies, Selling Process.

**UNIT 2 Sales Planning and Budgeting** 9 hours  
 Sales planning process, sales forecasting methods, sales budgeting process, methods used for deciding sales budget, types of quotas and quota setting procedure, reasons for establishing or revising sales territories, routing and scheduling sales persons, market cost analysis.

**UNIT 3 Sales Force Management** 9 hours  
 Recruitment and selection of the sales force, training the sales force, sales force motivation, sales force compensation, sales force control and evaluation

**UNIT 4 Introduction to Distribution Management** 9 hours  
 Definition, need for Distribution Channels, designing the Marketing Channels, Motivating and Evaluating Channel Members, Capturing the Customer requirements

**UNIT 5**

**Managing Distribution Channels**

9 hours

**Managing Distribution Channels** - Managing Channel Information Systems, reasons for Channel Conflicts, Managing Conflict, Managing, Ethical issues in Sales and Distribution Management

**Text Books:**

1. Krishna K Havaldar, Vasnt M Cavale(2011) Sales and Distribution Management, 2nd edition, Tata Mcgraw Hill

**References:**

1. Tapan K. Panda & Sunil Sahadev (2011), Sales and Distribution Management 2nd edition Oxford Press.
2. S.L. Gupta, M.K.Rampal (2009) Cases in Sales and Distribution Management, Himalaya Publication house.

**Course Outcomes:**

1. Students would be able to understand the planning and staffing needs in professional sales.
2. Students would learn how to manage and motivate a professional sales team, as a sales manager.
3. Students would be able to analyze the key success factors for sales executive performance.
4. Students would learn how to manage and motivate distribution channel members.
5. Students can manage distribution channels and manage conflicts.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-05-2021**

**ACADEMIC COUNCIL: 1-April 2022**

**SDG No. & Statement:**

Goal 4:.

**SDG Justification:**

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

MKTG3001	CONSUMER BEHAVIOR	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	Basics of Marketing Management						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The Course would emphasis on the Psychological and sociological elements and their impact on consumer decision making. The course will enable students to take a holistic view of the buyer and help equip them with knowledge of various dimensions of consumer behavior and buyer behavior and align the knowledge with appropriate Marketing strategies.*

**Course Educational Objectives:**

- To gain the theoretical and conceptual concepts of buyer behaviour.
- To apply them to real life marketing situations and practices.
- To study the buyer behaviour and design suitable strategy.
- To apply behaviour theories to the concept of buyer and buying patterns
- To understand customer communications and customer purchase decision process.
- 

**UNIT 1 Introduction to Consumer Behaviour 9 hours**

Introduction to Consumer Behaviour: Inter disciplinary approach, consumer behaviour and marketing strategy, determinants of consumer behaviour, impact of consumer behaviour on segmentation, targeting and positioning.

**UNIT 2 Consumer Motivation 9 hours**

Consumer Motivation-motivation as a psychological force, the dynamics of motivation, types and systems of needs, the measurement of motives, ethics and consumer motivation, Personality and consumer behavior-Personality meaning, theories of personality, personality and understanding consumer diversity, Brand personality, Self and self-Image.

**UNIT 3 Consumer perception 9 hours**

Consumer perception-Elements of Perception, Dynamics of perception, consumer imagery, Perceived risk.

**UNIT 4 Consumer Learning 9 hours**

Consumer Learning –The elements of learning, Behavioural Learning theories, Cognitive learning theories, Measures of consumer learning, Consumer attitude formation and change-meaning of attitude structural models of attitude.

**UNIT 5**

**9 hours**

Communication and consumer behavior-components of communication, the communication process, designing persuasive communications, Consumer decision making and beyond- Decision meaning, Levels of consumer decision making, a model of consumer decision making, beyond the decision making –Consuming and processing

**Text Books:**

1. Schiffman Kanuk (2013), **Consumer Behaviour**, Pearson Publications, New Delhi
2. Peter, J.P. and Olson, J.C., Schiffman, L.G. and Kanuk L.L, **Consumer Behavior and Marketing Strategy**, Prentice Hall, India.

**References:**

1. Howkins etal (2014) **Consumer Behaviour**, McGraw hill publications
2. Loudon, D.L. and Bitta, A. J. D, **Consumer Behavior, Concepts and Applications**, Tata McGraw Hill.

**Course Outcomes:**

1. Students will be able to examine various behavior Dimensions of consumers and take Marketing Decisions.
2. Students will observe factors that influence consumer behavior.
3. Students will be able to examine customer perception and personality.
4. Students will be able to assess customer attitude and customer learning.
5. Students will be able to design marketing mix strategies based on the study of consumer behaviour.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-05-2021**

**ACADEMIC COUNCIL: 1-April 2022**

**SDG No. & Statement:**

8

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

**SDG Justification:**



<b>ACCN 3001</b>	<b>INCOME TAX LAW AND PRACTICE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		3	0	0	0	0	3
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

### Course Description

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

### Course Educational Objectives:

1. Explain and compute the total income of individuals under five heads of income
2. Calculation of Income tax using various deductions and exemptions
3. Filing of returns, payment of taxes and understanding of due dates for payments and filing.

### **UNIT 1 Introduction 8 hours**

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

### **UNIT 2 Income From House Properties 10 hours**

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

### **UNIT 3 Capital Gains 12 hours**

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

**UNIT 4**

**Basics of Set-Off and Carry Forward**

**8 hours**

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

**UNIT 5**

**Advance tax**

**8 hours**

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

**Text Books:**

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

**References:**

1. Dr. Vinod K. Singhania, Dr. KapilSinghania (2015), Direct Taxes Law and Practice, New Delhi: Taxmann's Publications.
2. CA Vinod Gupta (2015), Direct Tax Modules, New Delhi: VG Learning Destination

**Course Outcomes:**

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

- Students will be able to file income tax returns.
- Students will enhance their learning in all sources of income in the assessment year.
- Students will enhance their learning in all deductions in the assessment year.
- Students will enhance their knowledge in capital gains and capital assets.
- Students will enhance their learning in advance tax in the assessment year.

**CO-PO Mapping:**

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

**APPROVED IN:**

**BOS :19-05-22**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:4**

**GOAL 4: Quality Education**

**SDG Justification:**

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

<b>FINA 3021</b>	<b>Risk and Insurance Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		3	0	0	0	0	3
<b>Pre-requisite</b>	<b>FINA2001/FINA2021</b> Essentials of Financial Management/Financial Management						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	Risk Management in Personal Finance Digital Competition in Financial Services						

**Course Description:**

*This course offers a comprehensive overview and a broad perspective of risk, risk management Insurance. While emphasizing traditional risk management and insurance, this course introduces types of risk management and stresses that professionals may use the same general frame manage all types of risk.*

**UNIT 1 Risk in Our Society 8 hours**

Meaning of Risk- Objective of Risk- Chance of Loss- Peril and Hazard- Basic Categories of Risk- Types of Pure Risk- Burden of Risk on Society- Methods of Handling Risk.

**UNIT 2 Risk management 8 hours**

Objectives of risk management – Risk management process – Identifying and evaluating potential losses – Selecting appropriate technique for treating loss exposure – Risk financing – Implementing and administering risk management program – Personal risk management – Loss forecasting.

**UNIT 3 Introduction to Insurance 8 hours**

Basic Characteristics of insurance – Requirements of an Insurable Risk-Principles of the contract of insurance– Types of insurance — Insurance and hedging – Insurance company operations- rate making- underwriting- production- claim Settlement- Investment- Reinsurance.

**UNIT 4 Life Insurance Business 8 hours**

Fundamental principles of life insurance – Basic features of life insurance contracts - Life insurance products- Traditional and unit-linked policies – Individual and group policies - With and without profit policies- Types of life insurance policies – Term insurance – Whole life insurance and its variants – Endowment insurance and its variants – Annuities

**UNIT 5 General Insurance Business 8 hours**

Fundamental principles of general insurance – Fire insurance – Marine insurance – Motor insurance – Personal accident insurance – Liability insurance –Miscellaneous insurance – Claims settlement

**Text Books:**

1. George Rejda, Principles of Risk Management and Insurance, Pearson Education.

**References:**

1. M. Y. Khan, Indian Financial System, Tata McGraw-Hill.
5. Bharti Pathak, Indian Financial System, Pearson Education.
2. C. Arthur, William Jr., Michael Smith, Peter Young, Risk Management and Insurance, McGraw-Hill
3. Trieschmann, Gustavson, Hoyt, Risk Management and Insurance, Southwestern College Publishing.
4. Gupta, P. K, Insurance and Risk Management, Himalaya Publishing House
5. Nalini Prava Tripathy & Prabir Pal, Insurance Theory and Practice, , Prentice – Hall of India, Pvt Ltd, New Delhi

**Course Outcome:**

By the end of this course, students would be able to:

1. Understand the concept of risk and risk management.
2. Identify and categorize the various types of risks.
3. Design a risk management program.
4. Explain the various risk control measures available.

Suggest ways to finance risk.

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

**APPROVED IN:**

**BOS :19-05-22**

**ACADEMIC COUNCIL: 01-04-22**

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

**SDG Justification:**

<b>IEN 3031</b>	<b>CONTEMPORARY BUSINESS MODELS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
		3	0	0	0	0	3
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

Business conditions have changed significantly since the advent of new technologies and businesses started demanding from both CEOs and managers entrepreneurial abilities which are in line with the latest and contemporary business models in the era of globalization and disruption. Successful innovative products are no longer a guarantee of success in the market. Integrated innovation that moves to the level of permanent monitoring of the adequacy of the business model changing circumstances and design of its improved version is a determining factor in the success of the regional and international competition. Disruptive Innovations improve products or services in ways that the market neither demands, nor expects, but which become rapidly recognized as the optimum consumer choice. This course aims to provide various perspectives on contemporary business practices and models which are useful for millennial entrepreneurs to meet the requirements of millennial consumers. This course includes a description of various concepts and practices like management consultancies, freemium economics, Co-creation and disruptive innovation and its implications on business development.

**Course Educational Objectives:**

- To enable students to learn how to operate business primarily through the analysis of existing organizational problems and the development of plans for improvement.
- To provide knowledge about conceptual economic pillars of freemium and a complete understanding of the unique approaches needed to acquire users and convert them from free to paying customers.
- To make students realize the need for Co-creation and why it is a management initiative.
- To understand how to bring customer intelligence into the innovation process.
- To know the importance of disruptive technologies and its importance in business development.

**UNIT 1****Introduction to Business Models:****9 hours**

Environment Assessment – Elasticity Test, Strategic Segmentation, Success Factors, Competitive Systems; Strategic Positioning –Value Chain and Value Network, Capabilities, Benchmarking, Generic Models of Competitive Strategy, Strategic Options; Choosing Growth Strategy – Feasibility Test, Granularity Test, Profitability Model, Growth Test; Business Model Re-design.

**UNIT 2** **Freemium Economics** **8 hours**

Freemium Business Model – Analytics and Freemium Product Development – Freemium Metrics  
Lifetime Customer Value – Freemium Monetization – Virality and Growth.

**UNIT 3** **Introduction to Co-Creation** **8 hours**

Collaboration vs. Co-creation – Co-creation Cycle – Strategic Relationship Building Process- Co-  
Creation Framework – Structure, Process, Organizational Alignment – Co-creation as Competitive  
Advantage.

**UNIT 4** **The Middleman Economy** **7 hours**

The Bridge – The Certifier – The Enforcer – The Risk Bearer – The Concierge – The Insulator

**UNIT 5** **Disruptive Innovation: Introduction** **13 hours**

Key concepts, Disruption Lifecycle; Disruptive Design – Product Features, Segmentation,  
Positioning, Pricing, Messaging – Disruption and Innovation – Disruptive Paths to Innovation –  
Open Disruption, Structural Disruption, Asset-Based Disruption, Reverse Disruption,  
Sustainability-driven Disruption, Revival-based Disruption, Data-driven Disruption, Usage-based  
Disruption, Price-led Disruption, Added-service Disruption, Partnership-led Disruption, Brand-led  
Disruption, Insight-driven Disruption, Business Model Disruption, Anticipation-driven Disruption –  
Disruption Strategy

**Text Books:**

1. Strategic Consulting: Tools and methods for successful strategy missions, Philippe Chereau and Pierre-Xavier Meschi, Palgrave MacMillan, 2018
2. Freemium Economics Leveraging Analytics and User Segmentation to Drive Revenue, Eric Benjamin Seufert, Elsevier

**References:**

1. The Co-Creation Edge Harnessing Big Data to Transform Sales and Procurement for Business Innovation, Francis Gouillart and Bernard Quancard, Palgrave MacMillan, 2016
2. Collaboration and Co-creation: New Platforms for Marketing and Innovation, Gaurav Bhalla, Springer, 2011
3. The Middleman Economy: How Brokers, Agents, Dealers, and Everyday Matchmakers Create Value and Profit, Marina Krakovsky, Palgrave MacMillan, 2015
4. Disruption by Design: How to Create Products that Disrupt and then Dominate Markets, Paul Paetz, Apress Publications, 2014.
5. The Ways to New: 15 Paths to Disruptive Innovation, Jean-Marie Dru, John Wiley and Sons, 2015
6. Creative Destruction and the Sharing Economy: Uber as Disruptive Innovation, Henrique Schneider, Edward Elgar Publishing, 2017

7. Frugal Innovation in Healthcare How Targeting Low-Income Markets Leads to Disruptive Innovation, Aditi Ramdorai and Cornelius Herstatt, Springer, 2015.

**Course Outcomes:**

1. Students will learn about management consultancies and enable them to gain external and objective advice and access to the consultants' specialized expertise
2. Knowledge about Freemium Economics will provide student an overview on a practical, instructive approach to successfully implementing freemium into business by building analytics into product design from the earliest stages of development.
3. Students will learn the process where brands and consumers work together to create better ideas, products and services. In building the brand why do customers have a seat at the in the decision-making.
4. Students will learn why every CEO and or manager must consider which disruptive innovations might influence their value chain and plan to respond to them or figure out whether they should use it in their business.

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

**APPROVED IN:**

**BOS :19th May, 2022**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:**

GOAL 9: Industry, Innovation, and Infrastructure.

**SDG Justification:**

This sustainable development goal encompasses three important aspects-Innovation, Industry and Infrastructure. This goal is very relevant to the Contemporary Business Models course at the graduate level. Innovative and disruptive business models spur industrialization and in turn, industrialization drives economic growth, creates job opportunities, and thereby reduces income poverty. Radical Innovation advances the technological capabilities of industrial sectors and prompts the development of new skills. Inclusive and sustainable industrial development is the primary source of income generation, allows for rapid and sustained increases in living standards for all people, and provides the technological solutions needed for environmentally sound industrialization.





**UNIT 4**

**9 hours**

Innovation under Constraint, The Question of Frugal Innovation, The Conceptual Framework, Conceptualising Innovation and Innovation under Constraints, need for Frugal Innovation, Scope of Frugal innovation, Principles of Frugal Innovation, Intersection of Technology and Social Innovation, Intersection of Institutional and Social Innovation, Intersection of Technology and Institutional Innovation, The Technology–Social–Institutional Nexus, Test of Models Using Secondary Cases

**UNIT 5**

**9 hours**

Emerging Concepts in Innovation, Historical Precursor to Frugal Innovation, opportunity identification to use frugal technology, Profitability through Competency, Frugal Innovation and Circular Economy, Sustainable Frugal Business Models, Implications and Challenges of Frugal Innovation, Institutional and Regulatory framework of Frugal Innovation

**Text Books:**

1. Tim Brown, Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation,
2. Hasso Plattner, Christoph Meinel, Larry Leifer, Understanding Design Thinking, Springer,

**References:**

1. Liedtka, J. (2018). Why Design Thinking Works. Harvard Business Review, 96(5), 72–79.
2. Carlgren, L., Rauth, I., & Elmquist, M. (2016). Framing Design Thinking: The Concept in Idea and Enactment. Creativity and Innovation Management, 25(1), 38-57.
3. Design Thinking for Entrepreneurship in Frugal Contexts (2019). Design Journal, 22(1), 295-307.
4. Navi Rajdou and Jaideep Prabhu, Frugal Innovation: How to do better with less

**Course Outcomes:**

1. Explain about the importance of design thinking and its application
2. Apply the design thinking process to innovative problem solving
3. Classify different types of innovation and recognize the importance of innovation and design for different types of markets.
4. Analyze the importance of frugal innovation for societal transformation and steer development from an entrepreneurial perspective and various aspects related with frugal innovation in India
5. Explain the circular economy, concept of frugality for sustainable development and regulatory frameworks in frugal innovations

**CO-PO Mapping:**

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

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

**APPROVED IN:**

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

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement: 4 & 9**

**SDG Justification:**

SDG 4: Ensures inclusive and equitable quality education and promote lifelong learning opportunities for all. The pedagogy aims to Promote learning that promote Sustainable and global citizenship behaviour. The course ensures elimination of any kind of disparity among its learners.

SDG 9: Ensures building resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. The course aims to articulate learners with a mind-set to align themselves in the route to Sustainable and inclusive industrialization. In doing so, the learner will be exposed to Innovative thinking and problem solving.

HRMG3031	INDUSTRIAL RELATIONS	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	None						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*The major causes for industrial relationship conflicts are terms of employment (Wages, Dearness Allowance, Bonus and fringe benefits), working conditions (Working Hours, Health, Welfare), non employment (Lay off, Lock out, Retrenchment and Dismissal), personal issues (Discipline, and Promotion), and recognition of Trade Unions. The means adopted by the parties to achieve their objectives vary from simple negotiation to economic warfare which may sometimes adversely affect the community interest. When the community interest is affected, the State cannot remain a silent and helpless spectator and therefore intervenes in different ways to resolve the conflict within the frame work of law.*

**Course Educational Objectives:**

- To understand the basic concepts like industrial relations, trade union, employer’s organizations, industrial dispute, code of discipline and harmonious relations.
- Understand why industries are dynamic and how the relations between the key actors influence the working of an industry.
- To understand the key actors and their role in IR
- To understand the causes for grievance and managing grievance.

**UNIT 1**

9 hours

Industrial Relations Concept and Scope: Importance, key actors in IR, approaches to IR, factors affecting IR, prerequisites for successful IR.

**UNIT 2**

9 hours

Trade Union Concept: Functions of Trade Unions in India, problems of Trade Unions and their role in IR, employers organizations - functions and their role in IR, code of discipline and its objectives, unfair labour practices.

**UNIT 3**

9 hours

Grievance concept: Causes, managing grievances and grievance redress procedure, Industrial conflicts/disputes, causes and consequences, Concepts of Layoff, Retrenchment, Strike and Lock out.

**UNIT 4**

9 hours

Industrial Disputes Settlement Machinery: Mediation, Consideration, Arbitration and Adjudication. Managing Discipline, Process of Domestic Enquiry.

**UNIT 5**

9 hours

Collective bargaining(CB): Concept, pre-requisites of CB, CB at different levels, workers participation in Management and its objectives, levels and forms of participation, joint management committees and their functions, Tripartism - ILC and SLC

**Text Books:**

1. Venkata Ratnam C. S.(2011), *Industrial Relations*, New Delhi: Oxford University Press.
- 2 Memoria & Memoria, “Dynamics of Industrial Relations”, Himalaya Publishing House, New Delhi.

**References:**

1. P. Subba Rao, “Essentials of Industrial Relations and Human Resource Management”, Himalaya Publishing House, New Delhi
2. Singh, B. D., “Industrial Relations - Emerging Paradigms”, EXCEL BOOKS, New Delhi

**Course Outcomes:**

1. Recognize the dynamics of industrial relations in organizations
2. Examine the causes of poor industrial relations in organizations
3. Describe the different mechanisms for maintaining good industrial relations
4. Apply the various principles and procedures for maintaining discipline in organizations
5. Gain insight into the dynamic of employee engagement relations in different job situations.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-05-22**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:16**

Peace and Justice Strong Institutions

**SDG Justification:**

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

HRMG3041	EMPLOYMENT LAWS	L	T	P	S	J	C
		3	0	0	0	0	3
Pre-requisite	None						
Co-requisite	None						
Preferable exposure	None						

**Course Description:**

*To promote Industrial Harmony and better Employment relations between Employer and Employees, the government always updates the rules and regulations for various organizations from time to time as it helps every community grow together. Accordingly, it is essential to know about modernized governmental policies and rules. Therefore, if any business wants to work without hurdles, an entrepreneur, Human Resource Department should be up to date with employment laws. The first thing to know about employment law is which laws apply to a particular business. Not all laws apply to all employers. Therefore, HR managers need to understand applicable employment laws to protect the rights of their employees. In the process, HR managers can help their companies avoid lawsuits, fines, and legal expenses. It is not uncommon for Human Resource management trainees to ignore the importance of learning about employment laws during their training. As a result, they enter the corporate world without having a thorough understanding of the various employment laws and the role of legal professionals in establishing and running harmonious relations and ventures.*

**Course Educational Objectives:**

1. To provide an understanding of the concepts of employment Laws
2. To impart knowledge to analyse the various employment Laws in India.
3. To evaluate the function of employment laws in Industrial Organizations.
4. To analyse the Cases and the Judgments of Supreme Court and High court
5. To apply the various sections of the Acts to solve case discussions.

**UNIT 1**

**7 hours**

Labour Legislation: Principles of Labour Legislation, role of ILO and Indian Constitution.

**UNIT 2**

**10 hours**

The Factories Act, 1948.

**UNIT 3**

**9 hours**

The Industrial Disputes Act, 1947, The Industrial Employment (Standing Orders) Act, 1946.

**UNIT 4**

10 hours

The Payment of Bonus Act, 1965, The Minimum Wages Act, 1948

**UNIT 5**

9 hours

The Employees State Insurance Act, 1948, The Employees Compensation Act, 1923, The Payment of Gratuity Act, 1976

**Text Books:**

1. Singh B.D (2014), *Labour Laws for Managers*, New Delhi: Excel Books.
2. Padhi, P.K., "Labor and Industrial Laws", Prentice Hall of India, New Delhi, 2018

**References:**

1. Singh B.D., "Labor Laws for Managers", Excel Books, New Delhi, 2014Malik P.L., "Industrial and Labor Laws", Eastern Book Company, 2013Mishra S.N., "Labor and Industrial Laws", Central Law Publication, 2012

**Course Outcomes:**

1. Understand the evolution of Cases and Sections.
2. Understand the Judgments of High courts and the Supreme Court.
3. Understand the role and Mechanism of Regulatory Bodies.
4. Understand the Applicability of the Act in Industrial Organizations.
5. Understand and Apply the Legal Case Studies.

**CO-PO Mapping:**

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

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

**APPROVED IN:**

**BOS :19-05-22**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:**

**8 Decent Work and Economic Growth**

**SDG Justification:**

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

MKTG3021	CUSTOMER RELATIONSHIP MANAGEMENT	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	Basics of Marketing Management						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:** *Customer Relationship Management is all the tools, technologies and procedures to manage, improve, or facilitate sales, support and related interactions with customers, prospects, and business partners throughout the enterprise. At its core, a CRM tool creates a simple user interface for a collection of data that helps businesses recognize and communicate with customers in a scalable way. The goal of the system is to track, record, store in database, and then determine the information in a way that increases customer relations. At its core, a CRM tool creates a simple user interface for a collection of data that helps businesses recognize and communicate with customers in a scalable way.*

### Course Educational Objectives:

- Know the basic concepts of Customer Relationship Management and study customer loyalty.
- Examine the process of CRM in varied sectors
- Learn the analytical tools and techniques useful to maintain CRM
- Recognize the significance of marketing and communication channels in CRM
- Study the facets of implementation of CRM

#### **UNIT 1 Introduction to CRM 8 hours**

Need for CRM, benefits of CRM, CRM model, Customer life time value, Customer Retention, Determinants of retention.

Customer Loyalty: attitudinal VS Behavioural loyalty, types of loyalty, loyalty ladder, loyalty classification on profitability and duration, types of loyalty programmes, Process of designing loyalty programme.

#### **UNIT 2 CRM Process 8 hours**

Process of CRM, CRM process in retailing, CRM in services marketing: Quality dimensions and service gaps. CRM in Business organizations (B2B), Features & advantages of e-CRM; CRM Cycle

#### **UNIT 3 Data and its importance in CRM 8 hours**

Data and its importance in CRM: Customer database, Passive marketing database and Active marketing database

Data Warehouse: Features of Data Warehouse, ETL process, Multidimensional Analysis.

Data Mining: Concept of Data Mining, Techniques. Applications in CRM: Customer Segmentation, Customer Churn Prediction, Market Basket Analysis

#### **UNIT 4 CRM & Marketing channels 8 hours**

Distribution Channels: Functions of distribution channels, Factors affecting CRM through distribution channels, Major challenges in facing CRM through distribution channels.

Communication channels: Importance of communication channels, Emerging trends of Communication channels in CRM



**UNIT 5**

**Implementation of CRM**

hours

Elements of CRM System, CRM implementation – Barriers and Challenges

**Case Let (Not Exceeding 200 Words)**

**Text Books:**

- 1 V. Kumar, and Werner.J.Reinartz, Customer Relationship Management - A Data based Approach, Wiley India Edition.2014
- 2 Mallika Srivastava, Customer Relationship Management, Vikas Publications, New Delhi, 2015.

**References:**

- 1 Alex Berson, Stephen Smith, Kurt Thearling., Building Data Mining Applications for CRM. Tata McGraw Hill, New Delhi, 2014.
- 2 Mohammed, H.Peeru and A.Sagadevan, Customer Relationship Management, Vikas Publishing House, New Delhi, 2013.
- 3 Paul Greenberge, CRM-Essential Customer Strategies for the 21stCentury. Tata McGraw Hill, New Delhi, 2013.

**Course Outcomes:**

1. Describe the concepts of Customer Relationship Management Classify loyalty in terms of customers, profits, duration, programs
2. Examine the process of CRM in different industries
3. Apply the tools and techniques of CRM in Customer Segmentation, Customer Churn Prediction, Market Basket Analysis
4. Determine the influence of distribution and communication channels on CRM.
5. Explain the issues in implementation of CRM

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	2	1	0	2	3	1	0	0
CO2	1	2	1	3	1	1	1	2	1	1	0
CO3	1	1	1	2	1	0	2	3	1	0	0
CO4	1	2	1	3	1	1	1	2	1	1	0
CO5	2	1	2	2	1	0	1	0	1	1	0
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation											

**APPROVED IN:**

**BOS :19-05-22**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:**

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

**SDG Justification:**

MKTG3031	ADVERTISING AND BRAND MANAGEMENT	L	T	P	S	J	C
		3	0	0	0	0	3
<b>Pre-requisite</b>	Basics of Marketing Management						
<b>Co-requisite</b>	None						
<b>Preferable exposure</b>	None						

**Course Description:**

*Advertising is the dissemination of information concerning an idea, product or service that induces the need in customer, leading to the sale of the product. Advertising is used for communicating business information to the present and prospective customers. Advertising Management is the process of employing various media to sell a product or service. This process begins quite early from marketing research and encompasses the media campaigns that helps to sell the product. In the modern age of large-scale production, producers cannot think of pushing sale of their products without advertising. Brand plays a very important role in influencing the minds of the customer. Brand not only creates a distinction from the other competitor brands but also adds value to customer by possessing it. Branding and maintaining brand equity play significant role in marketing of products.*

**UNIT 1 Introduction to Advertising 9 hours**

Advertising: Concept, types and objectives of advertising, social, ethical and economic aspects of advertising  
 Advertising budgets: Factors influencing budgeting decisions, methods of budgeting  
 Advertising Agencies: types, services of Ad Agencies  
 Trends in Advertising: Social media, Mobile, Banner & Video, Search and Display Advertising

**UNIT 2 Advertising Creativity 9 hours**

Creativity: Importance of creativity, creativity process  
 Creativity Implementation and Evaluation: Advertising appeals, Execution styles  
 Creative Strategy Development: Ad campaigns, Creative brief, major selling ideas  
 Creative tactics: In print and electronic media.

**UNIT 3 Media Planning and Strategy 9 hours**

**Media Planning and Strategy**  
 Market analysis: Analysis of market, Company's marketing strategy, Creative strategy  
 Establishing Media objectives  
 Developing and Implementing Media strategies: The Media Mix, Target Market Coverage, Geographic Coverage, Scheduling, creative aspects, Reach and Frequency, flexibility, budget considerations  
 Evaluation of Media: Merits and demerits of Broadcast, Print and Support Media.

**UNIT 4 Introduction to Branding 9 hours**

**Introduction to Branding**  
 Definition, Benefits of branding, Inputs for branding, Model (David Aker's) to develop brand strategy, Brand management process. Brand Positioning: Definition and importance of positioning. Positioning Strategy: Target market, defining competition, Establishing Points of difference and Points of parity, Updating positioning overtime. Brand Equity: Meaning, Relevance of brand equity to business, Brand elements to build brand equity.

**UNIT 5 Brand Management 9 hours**

**Brand Management**

Designing marketing programme to build brand equity: Developing Product, Price, Distribution channel and IMC strategy. Product and Brand Extensions: Advantages of Extensions, Disadvantages of Brand Extensions

**Case Let (Not Exceeding 200 Words)**

**Text Books:**

1. **Advertising and Promotion:** An Integrated Marketing Communications Perspective, 11th Edition by George **Belch** and Michael **Belch**
2. **Strategic Brand Management**, 4th Edition. **Kevin Lane Keller**. ©2013 |Pearson |.

**References:**

1. Kenneth Clow and Donald Black, "Integrated Advertisements, Promotion and Marketing Communication", 6th Ed., Prentice Hall of India, New Delhi, 2013
2. Philip Kotler, Kevin Lane Keller, Abraham Koshy and Mithileshwar Jha, "Marketing Management", Pearson 14th Edition New Delhi, 2013

**Course Outcomes:**

1. Describe the concepts and trends in Advertising, examine the methods of budgeting and specify the services of Ad agencies.
2. Understand and present various styles of execution styles and advertising appeals to target customers and provide major selling ideas
3. Analyze and select right media vehicle to achieve advertising objectives.
4. Learn basics of branding, brand Positioning and brand equity.
5. Familiarize with marketing programmes to build brand equity and Product and brand extension strategies to develop brand equity.

**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	2	1	0	2	3	1	0	0
CO2	1	2	1	3	1	1	1	2	1	1	0
CO3	2	1	2	2	1	0	1	0	1	1	0
CO4	1	2	1	3	1	1	1	2	1	1	0
CO5	2	1	2	2	1	0	1	0	1	1	0
Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation											

**APPROVED IN:**

**BOS :19-05-22**

**ACADEMIC COUNCIL: 01-04-22**

**SDG No. & Statement:4**

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

**SDG Justification:**