

GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)

(Deemed to be University)

VISAKHAPATNAM * HYDERABAD * BENGALURU

Accredited by NAAC with A⁺⁺ Grade

GITAM School of Business



CURRICULUM AND SYLLABUS

3 Year Undergraduate Programme UMGMT12: Bachelor of Commerce

w.e.f. 2023-24 admitted batch
(Updated on 31st July 2023)

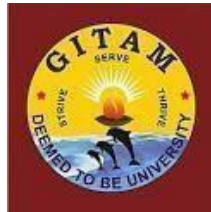
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UMGMT12: Bachelor of Commerce**

**w.e.f. 2023-24 Admitted Batch
(Updated on 31st July 2023)**

R21UG: Academic Regulations

Version 1.3

Applicable for the Undergraduate Programmes:

B.Tech.(All branches except CSBS), B.Com. and BCA

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



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.

Quality Policy

To achieve global standards and excellence in teaching, research, and consultancy by creating an environment in which the faculty and students share a passion for creating, sharing and applying knowledge to continuously improve the quality of education.

GITAM School of Business

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.
4. Build professional competencies needed to succeed in business, management and administration.

UMGMT12: Bachelor of Commerce (w.e.f.2023-24 Admitted Batch)

Programme Educational Objectives (PEOs)

- PEO 1:** Able to understand the critical aspects of Accounting, Finance, and Business Management.
- PEO 2:** Prepare and analyze Various Financial Reports using IFRS and the guidelines.
- PEO 3:** Utilize tools such as Microsoft advanced Excel, taxation principles at national and global levels, strategic business leadership cases, and solve business and finance-related problems through case studies.
- PEO 4:** Apply various Accounting and financial techniques to analyze and interpret financial statements.
- PEO 5:** Understand the required mathematical, analytical, and statistical tools for financial and accounting analysis.
- PEO 6:** The program enriches the students with quality knowledge and skills in research.

PEO Articulation

| | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PEO6 |
|-----------|------|------|------|------|------|------|
| M1 | 1 | 1 | 1 | 1 | 1 | 1 |
| M2 | 1 | 2 | 2 | 2 | 2 | 3 |
| M3 | 2 | 2 | 2 | 2 | 2 | 3 |
| M4 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - High Correlation, 2 - Medium Correlation, 1 - Low Correlation

UMGMT12: Bachelor of Commerce

Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

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

- PO1:** Complex problem-solving:
- To solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
- PO2:** Critical thinking:
- Apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence.
 - Identify relevant assumptions or implications and formulate coherent arguments.
 - Identify logical flaws and holes in the arguments of others.
 - Analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
- PO3:** Creativity:
- Create, perform, or think in different and diverse ways about the same objects or scenarios.
 - Deal with problems and situations that do not have simple solutions.
 - Innovate and perform tasks in a better manner.
 - View a problem or a situation from multiple perspectives.
 - Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts.
 - Adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.
- PO4:** Communication Skills:
- Listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups / audiences.
 - Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
 - Confidently share views and express herself / himself.
 - Construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.
- PO5:** Analytical reasoning/thinking:
- Evaluate the reliability and relevance of evidence.
 - Identify logical flaws in the arguments of others.
 - Analyze and synthesize data from a variety of sources-draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.
- PO6:** Research-related skills:
- A keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions.
 - The ability to problematize, synthesize, and articulate issues and design research proposals.
 - The ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships.
 - The capacity to develop appropriate methodology and tools for data collection.
 - The appropriate use of statistical and other analytical tools and techniques.

- The ability to plan, execute and report the results of an experiment or investigation, the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.
- PO7:** Coordinating/collaborating with others:
- Work effectively and respectfully with diverse teams.
 - Facilitate cooperative or coordinated effort on the part of a group.
 - Act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- PO8:** Leadership readiness/qualities:
- Mapping out the tasks of a team or an organization and setting direction.
 - Formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision.
 - Using management skills to guide people to the right destination.
- PO9:** Learning how to learn skills:
- Acquire new knowledge and skills, including 'learning how to learn skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge / skill development / re-skilling.
 - Work independently; identify appropriate resources required for further learning.
 - Acquire organizational skills and time management to set self-defined goals and targets with timelines.
 - Inculcate a healthy attitude to be a lifelong learner.
- PO10:** Digital and technological skills:
- Use ICT in a variety of learning and work situations.
 - Access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.
- PO11:** Multicultural competence and inclusive spirit:
- The acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity.
 - Capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups.
 - Capability to lead a diverse team to accomplish common group tasks and goals.
 - Gender sensitivity and adopting a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities.
- PO12:** Value inculcation:
- Embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, non-violence, scientific temper, citizenship values.
 - Practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.
 - Formulate a position/argument about an ethical issue from multiple perspectives.
 - Identify ethical issues related to work, and follow ethical practices, including avoiding unethical behavior such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights.
 - Recognize environmental and sustainability issues and participate in actions to promote sustainable development.
 - Adopt an objective, unbiased, and truthful actions in all aspects of work.
 - Instill integrity and identify ethical issues related to work, and follow ethical practices.

- PO13:** Autonomy, responsibility, and accountability:
- Apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification.
 - Work independently, identify appropriate resources required for a project, and manage a project through to completion.
 - Exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces.
- PO14:** Environmental awareness and action:
- Ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for.
 - Mitigating the effects of environmental degradation, climate change, and pollution.
 - Effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
- PO15:** Community engagement and service:
- To participate in community-engaged services/ activities for promoting the wellbeing of society.
- PO16:** Empathy:
- To identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.
- PSO1:** Understand the fundamental Principles and practices of Accounting.
- PSO2:** Apply various financial techniques to analyse and interpret financial statements.
- PSO3:** Prepare and analyse various Financial Reports using IFR.
- PSO 4:** Integrate the skills and understandings to study advanced topics in Accounting and Finance.

Curriculum Structure

(Flexible Credit System)

Minimum Credit Requirements to Award Degree Under Each Category

| S.No. | Course Category and Category Code | | 3 Year Undergraduate | |
|--------------|-----------------------------------|----|----------------------|------------|
| | | | Credits | (%) |
| 1 | University Core | UC | 12 | 10 |
| 2 | Faculty Core | FC | 35 | 30 |
| 3 | Programme Core | PC | 64 | 53 |
| 4 | Open Elective | OE | 9 | 7 |
| Total | | | 120 | 100 |

University Core (UC)

The minimum number of Credits to be earned is 12.

| Course code | Level | Course Title | L | T | P | S | J | C |
|-------------|-------|--|---|---|---|---|---|---|
| CSEN1001 | 1 | IT Productivity Tools*^ | 0 | 0 | 2 | 0 | 0 | 0 |
| 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 | 0 |
| DOSL10XX | 1 | Club Activity*# | 0 | 0 | 0 | 2 | 0 | 0 |
| DOSL10XX | 1 | Community Service*# | 0 | 0 | 0 | 2 | 0 | 0 |
| ENVS1001 | 1 | Environmental Studies*^ | 3 | 0 | 0 | 0 | 0 | 0 |
| FINA3001 | 3 | Personal Financial Planning*# | 0 | 0 | 2 | 0 | 0 | 0 |
| LANG1012 | 1 | Communication Skills in English – Intermediate | 0 | 0 | 4 | 0 | 0 | 2 |
| LANG1022 | 1 | Communication Skills in English – Advanced | 0 | 0 | 4 | 0 | 0 | 2 |
| MFST1001 | 1 | Health and Wellbeing*# | 0 | 0 | 2 | 0 | 0 | 0 |
| POLS1001 | 1 | Indian Constitution and History* | 2 | 0 | 0 | 0 | 0 | 0 |
| PHPY1001 | 1 | Gandhi for the 21st Century* | 2 | 0 | 0 | 0 | 0 | 0 |
| VEDC1001 | 1 | Venture Development | 0 | 0 | 0 | 2 | 0 | 2 |

* Pass/Fail courses

Any TWO courses to be chosen 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 | 0 |
| DOSP1011 | 1 | Chess | 0 | 0 | 0 | 2 | 0 | 0 |
| DOSP1021 | 1 | Carrom | 0 | 0 | 0 | 2 | 0 | 0 |
| DOSP1031 | 1 | Football | 0 | 0 | 0 | 2 | 0 | 0 |
| DOSP1041 | 1 | Volleyball | 0 | 0 | 0 | 2 | 0 | 0 |
| DOSP1051 | 1 | Kabaddi | 0 | 0 | 0 | 2 | 0 | 0 |
| DOSP1061 | 1 | Kho Kho | 0 | 0 | 0 | 2 | 0 | 0 |
| DOSP1071 | 1 | Table Tennis | 0 | 0 | 0 | 2 | 0 | 0 |
| DOSP1081 | 1 | Handball | 0 | 0 | 0 | 2 | 0 | 0 |
| DOSP1091 | 1 | Basketball | 0 | 0 | 0 | 2 | 0 | 0 |
| DOSP1101 | 1 | Tennis | 0 | 0 | 0 | 2 | 0 | 0 |
| DOSP1111 | 1 | Throwball | 0 | 0 | 0 | 2 | 0 | 0 |
| Club Activity Courses | | | | | | | | |
| Course code | Level | Course Title | L | T | P | S | J | C |
| DOSL1002 | 1 | Club Activity (Participant) | 2 | 0 | 0 | 0 | 0 | 0 |
| DOSL1012 | 1 | Club Activity (Member of the Club) | 2 | 0 | 0 | 0 | 0 | 0 |
| DOSL1022 | 1 | Club Activity (Leader of the Club) | 2 | 0 | 0 | 0 | 0 | 0 |
| DOSL1032 | 1 | Club Activity (Competitor) | 2 | 0 | 0 | 0 | 0 | 0 |
| Community Service courses | | | | | | | | |
| Course code | Level | Course Title | L | T | P | S | J | C |
| DOSL1042 | 1 | Community Services – Volunteer | 2 | 0 | 0 | 0 | 0 | 0 |
| DOSL1052 | 1 | Community Services – Mobilizer | 2 | 0 | 0 | 0 | 0 | 0 |

Faculty Core (FC)

The minimum number of Credits to be earned is 35.

| Course Code | Level | Course Title | L | T | P | S | J | C |
|----------------------|-------|---|---|---|---|---|-----------|---|
| HRMG1002 | 1 | Principles and Practice of Management | 3 | 0 | 0 | 0 | 0 | 3 |
| IENT1012 | 1 | Indian Business Environment | 3 | 0 | 0 | 0 | 0 | 3 |
| IENT1031 | 1 | Managerial Economics | 3 | 0 | 0 | 0 | 0 | 3 |
| OPTS1032 | 1 | Business Statistics | 3 | 0 | 0 | 0 | 0 | 3 |
| HRMG2031 | 2 | Human Resource Management | 3 | 0 | 0 | 0 | 0 | 3 |
| ACCN2111 | 2 | Tally | 0 | 0 | 4 | 0 | 0 | 2 |
| MKTG2011 | 2 | Marketing Management | 3 | 0 | 0 | 0 | 0 | 3 |
| IENT2002 | 2 | Entrepreneurship | 3 | 0 | 0 | 0 | 0 | 3 |
| FINA3181 | 3 | Goods and Service Tax (GST) | 4 | 0 | 0 | 0 | 0 | 4 |
| IENT3082 | 3 | Business Strategy | 3 | 0 | 0 | 0 | 0 | 3 |
| VIVA3999 | 3 | Comprehensive Viva-Voce | 0 | 0 | 0 | 0 | 2 | 2 |
| INTN2777 | 2 | Internship | 0 | 0 | 0 | 0 | 3 | 3 |
| Total Credits | | | | | | | 35 | |

Programme Core (PC)

The minimum number of Credits to be earned is 64.

| ACCA | | | | | | | | |
|--|--------------|---|-----------|----------|----------|----------|----------|----------|
| Course Code | Level | Course Title | L | T | P | S | J | C |
| FINA1061 | 1 | Financial Accounting | 4 | 0 | 0 | 0 | 0 | 4 |
| HRMG2041 | 2 | Corporate and Business Laws | 4 | 0 | 0 | 0 | 0 | 4 |
| BUAN2071 | 2 | Business and Technology | 3 | 0 | 0 | 0 | 0 | 3 |
| FINA2121 | 1 | Management Accounting | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA2131 | 2 | Financial Reporting | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA2141 | 2 | Performance Management | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA2022 | 2 | Financial Management | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA2151 | 2 | Audit and Assurance | 3 | 0 | 0 | 0 | 0 | 3 |
| FINA3191 | 3 | Advanced Performance Management | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA3201 | 3 | Strategic Business Reporting | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA3211 | 3 | Strategic Business Leader -1 | 3 | 0 | 0 | 0 | 0 | 3 |
| FINA3221 | 3 | Strategic Business Leader -2 | 3 | 0 | 0 | 0 | 0 | 3 |
| FINA3231 | 3 | Advanced Taxation | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA3241 | 3 | Advanced Audit and Assurance | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA3082 | 3 | Advanced Financial Management-1 | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA3092 | 3 | Advanced Financial Management-2 | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA3251 | 3 | Taxation UK | 4 | 0 | 0 | 0 | 0 | 4 |
| Total Credits | | | 64 | | | | | |
| Accounting, Auditing & Taxation (AAT) | | | | | | | | |
| Course Code | Level | Course Title | L | T | P | S | J | C |
| FINA1071 | 1 | Financial Accounting-I | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA1032 | 1 | Principles and Practice of Banking | 3 | 0 | 0 | 0 | 0 | 3 |
| HRMG2012 | 2 | Business Laws | 3 | 0 | 0 | 0 | 0 | 3 |
| OPTS1002 | 1 | Business Mathematics | 3 | 0 | 0 | 0 | 0 | 3 |
| FINA2161 | 2 | Financial Accounting-II | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA2171 | 2 | Indian Income Tax Law and Practice-I | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA2181 | 2 | Cost and Management Accounting | 4 | 0 | 0 | 0 | 0 | 4 |
| HRMG2022 | 2 | Company Law | 4 | 0 | 0 | 0 | 0 | 4 |
| BUAN3051 | 3 | Business Analytics | 3 | 0 | 0 | 0 | 0 | 3 |
| FINA2002 | 2 | Essentials of Financial Management | 3 | 0 | 0 | 0 | 0 | 3 |
| FINA3271 | 3 | Auditing-I | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA3281 | 3 | Advanced Accounting-I | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA2082 | 2 | Insurance Management | 3 | 0 | 0 | 0 | 0 | 3 |
| MKTG2021 | 2 | e-commerce | 3 | 0 | 0 | 0 | 0 | 3 |
| FINA3102 | 3 | Stock Market Operations | 3 | 0 | 0 | 0 | 0 | 3 |
| FINA3291 | 3 | Advanced Accounting-II | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA3301 | 3 | Auditing-II | 4 | 0 | 0 | 0 | 0 | 4 |
| FINA3311 | 3 | Indian Income Tax Law and Practice-II | 4 | 0 | 0 | 0 | 0 | 4 |
| Total Credits | | | 64 | | | | | |

Open Electives

The minimum number of Credits to be earned is 09.

Eligible Programme core & Programme Elective courses to be chosen from other Programmes and earn 09 credits under Open Elective category.

University Core

| CSEN1001 | IT Productivity Tools | L | T | P | S | J | C |
|----------------------------|---|---|---|---|---|---|----|
| | | 0 | 0 | 2 | 0 | 0 | 1* |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | 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 enable the learner, the skill in preparing technical documents of professional quality using docs, sheets and forms.
- To involve the student in designing and creating of websites and acquaint the student with the skill of processing audio, images, documents etc.
- To create awareness in analyzing data using pivot tables, query manager etc.
- To create awareness in composing emails, mail merge, e-mail merge etc.
- To provide the exposure to work with collaborative tools.

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. Analyse 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 or smart draw
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/>
4. Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and WebGraphics Fourth Edition ISBN-13: 978-1449319274

References/Online Resources:

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 .
5. Manage documents, presentations, spreadsheets and websites in collaborative mode.

| CO-PO Mapping: | | | | | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PS12 | PSO1 | PSO2 | PSO3 |
| 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 : September 6, 2021****ACADEMIC COUNCIL: 21st AC(September 17, 2021****SDG No. & Statement: 4**

Quality Education

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

SDG Justification:

The students can perform simple document preparation to complex calculations in isolated mode and collaborative mode that are useful throughout their career.

| | | | | | | | |
|----------------------------|--|----------|----------|----------|----------|----------|----------|
| CLAD1001 | EMOTIONAL INTELLIGENCE & REASONING SKILLS (SOFT SKILLS 1) | L | T | P | S | J | C |
| | | 0 | 0 | 2 | 0 | 0 | 1 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | 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:

| Unit | Topics | Hours |
|-------------|--|--------------|
| 1 | Self-Awareness & Self-Regulation: Introduction to Emotional Intelligence, <i>Self-Awareness: Self-Motivation, Accurate Self-Assessment (SWOT Analysis), Self-Regulation: Self Control, Trustworthiness & 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 3 | | 2 | | | |
| CO2 | 2 | 2 | 2 | 3 | 2 | 1 | 2 | | 3 | 3 | | 3 | | | |
| CO3 | 2 | | 2 | 3 | | | | | 3 | 2 | 2 | 2 | | | |
| CO4 | 2 | 2 | 2 | 3 | | 1 | | | | | 2 | 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.

| | | | | | | | |
|----------------------------|--|----------|----------|----------|----------|----------|----------|
| CLAD1011 | LEADERSHIP SKILLS & QUANTITATIVE APTITUDE (SOFT SKILLS 2) | L | T | P | S | J | C |
| | | 0 | 0 | 2 | 0 | 0 | 1 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | 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:

| Unit | Topics | Hours |
|-------------|---|--------------|
| 1 | Communication Skills: The Communication Process, Elements of Interpersonal Communication, Non-Verbal Communication: Body Language, Posture, Eye Contact, Smile, Tone of Voice, Barriers to Communication. Effective Listening Skills: Active Listening, Passive | 5 |

| | | |
|---|--|---|
| | 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

- Students will be able to solve questions based on data interpretation, progressions, and series.

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | 2 | | | 2 | 3 | | 2 | | | |
| CO2 | 2 | 2 | 3 | 2 | | 3 | 3 | | 3 | 3 | | 2 | | | |
| CO3 | 2 | 2 | 2 | 2 | | 2 | | | | | | 3 | | | |
| CO4 | 2 | 2 | 2 | 2 | | 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 Specific, Specific 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | | 1 | 3 | | 2 | | | |
| CO2 | | | | 2 | | 2 | | | | 2 | | 3 | | | |
| CO3 | | | | | | | | | 1 | 2 | | 3 | | | |
| CO4 | 2 | 2 | 3 | | | 2 | | | | | | 1 | | | |
| CO5 | | | | | | | | | | | | | | | |

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

APPROVED IN:**BOS :17-09-2021****ACADEMIC COUNCIL:17-09-2021****SDG No. & Statement:4**

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

1. Error Detection: Pronouns, Conjunctions, Prepositions and Articles
2. Error Detection: Tenses and their Uses
3. Sentence Correction: Subject-Verb Agreement, Antecedent-Pronoun Agreement, Conditional Clauses
4. Sentence Correction: Modifiers (Misplaced and Dangling) & Determiners, Parallelism & WordOrder, and Degrees of Comparison
5. Combinatorics: Permutations & Combinations, Probability

6. Crypt arithmetic & Modular Arithmetic: Crypt arithmetic, Application of Base System (7, 24), Clocks (Base 24), Calendars (Base 7)
7. Algebra: Exponents, Logarithms, Word-problems related to equations, Special Equations, Progressions, Statistics

References:

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

Course Outcomes:

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

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | | 1 | 3 | | 1 | | | |
| CO2 | | | | | | | | | 1 | 3 | | 1 | | | |
| CO3 | | 2 | 3 | 2 | | 2 | | | | | | 2 | | | |
| CO4 | | 3 | 2 | 2 | | 2 | | | | | | 2 | | | |
| CO5 | | | | | | | | | | | | | | | |

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

APPROVED IN:

BOS :17-09-2021

ACADEMIC COUNCIL:17-09-2021

SDG No. & Statement:4

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 2 | | 1 | | | |
| CO2 | | | | | | 3 | | | 2 | | | 1 | | | |
| CO3 | | | | | | 2 | | | 1 | 3 | | 3 | | | |
| CO4 | | 3 | | 2 | | 2 | | | 1 | | | 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.

| | | | | | | | |
|----------------------------|--|----------|----------|----------|----------|----------|----------|
| CLAD2011 | PREPARATION FOR HIGHER EDUCATION (GRE/ GMAT)-1 (SOFT SKILLS 5B) | 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 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | 2 | 2 | 2 | | | | | 3 | | | 3 | | | |
| CO2 | | 2 | 2 | 2 | | | | | 3 | | | 3 | | | |
| CO3 | | | | | | | | | | | | | | | |
| CO4 | | | | | | | | | | | | | | | |
| CO5 | | | | | | | | | | | | | | | |

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

APPROVED IN:**BOS :17-09-2021****ACADEMIC COUNCIL:17-09-2021****SDG No. & Statement:4**

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2 | 2 | 2 | 2 | | 2 | | | 3 | 3 | 3 | 3 | | | |
| CO2 | 2 | 2 | 2 | 2 | | 1 | | | 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.

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

Course Description:

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

Course Educational Objectives:

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

List of Activities & Tasks for Assessment:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | | 2 | 3 | | 2 | | | |
| CO2 | 2 | 2 | 2 | 3 | | 3 | | | 2 | 2 | 3 | 2 | | | |
| CO3 | 2 | 2 | 2 | 3 | | 2 | | | 1 | | 2 | 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.

| | | | | | | | |
|----------------------------|---|----------|----------|----------|----------|----------|----------|
| CLAD2041 | PREPARATION FOR HIGHER EDUCATION (GRE/GMAT)-2 (SOFT SKILLS 6B) | 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 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | 2 | | 3 | | 2 | | | 2 | 2 | 2 | 2 | | | |
| CO2 | | 2 | | 2 | | 2 | | | 2 | 2 | 2 | 2 | | | |
| 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.

| 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2 | 3 | | 3 | | | | | 3 | 3 | 3 | 2 | | | |
| CO2 | 1 | 2 | | 2 | | | | | 2 | 3 | 2 | 2 | | | |
| CO3 | | | | | | | | | | | | | | | |
| CO4 | | | | | | | | | | | | | | | |
| CO5 | | | | | | | | | | | | | | | |

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

APPROVED IN:**BOS :17-09-2021****ACADEMIC COUNCIL:17-09-2021****SDG No. & Statement:4**

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

SDG Justification:

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

| | | | | | | | |
|----------------------------|------------------------------------|----------|----------|----------|----------|----------|----------|
| DOSL1001 | CLUB ACTIVITY – PARTICIPANT | L | T | P | S | J | C |
| | | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | 3 | 3 | 2 | 3 | 2 | | | |
| CO2 | | | | | | | | | 3 | 3 | | 2 | | | |
| CO3 | | | | | | | | | 3 | 3 | 2 | 3 | | | |
| CO4 | | | | | | | | | 3 | 3 | | 3 | | | |
| CO5 | | | | | | | | 3 | 3 | 3 | | 2 | | | |

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Student Club Activities:

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

List of Activities:

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

Textbooks:

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

References:

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

Course Outcomes:

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

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

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | 3 | 3 | 3 | | 3 | | | |
| CO2 | | | | | | | | | 3 | 2 | | 3 | | | |
| CO3 | | | | | | | | 3 | 3 | 2 | | | | | |
| CO4 | | | | | | | | | | 2 | 3 | 3 | | | |
| CO5 | | | | | | | | 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | 3 | 3 | 3 | | 3 | | | |
| CO2 | | | | | | | | | 3 | 2 | | 3 | | | |
| CO3 | | | | | | | | 3 | 3 | 2 | | | | | |
| CO4 | | | | | | | | | | 2 | 3 | 3 | | | |
| CO5 | | | | | | | | 2 | | | | 3 | | | |

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

APPROVED IN:**BOS :19-07-2021****ACADEMIC COUNCIL:19-07-2021****SDG No. & Statement:**

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

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

SDG Justification:

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

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

Course Description:

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

Course Educational Objectives:

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

List of Student Club Activities:

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

List of Activities:

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

Textbooks:

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

References:

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

Course Outcomes:

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

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

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | 3 | 3 | 3 | | 3 | | | |
| CO2 | | | | | | | | | 3 | 2 | | 3 | | | |
| CO3 | | | | | | | | 3 | 3 | 2 | | | | | |
| CO4 | | | | | | | | | | 2 | 3 | 3 | | | |
| CO5 | | | | | | | | 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.

| DOSL1041 | COMMUNITY SERVICES - VOLUNTEER | L | T | P | S | J | C |
|---------------------|--------------------------------|---|---|---|---|---|---|
| | | 0 | 0 | 0 | 0 | 2 | 2 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

This course recognizes student 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 behavior 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | 3 | 3 | 3 | | 3 | | | |
| CO2 | | | | | | | | | 3 | 2 | | 3 | | | |
| CO3 | | | | | | | | 3 | 3 | 2 | | | | | |
| CO4 | | | | | | | | | | 2 | 3 | 3 | | | |
| CO5 | | | | | | | | 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.

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

Course Description:

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

Course Educational Objectives:

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

List of Community Service Activities:

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

List of Activities:

1. Organizing and leading teams in various community service activities
2. Fortnightly reflection paper

3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Textbooks:

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

References:

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and SherylWuDunn)
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 fellowstudents
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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | 3 | 3 | 3 | | 3 | | | |
| CO2 | | | | | | | | | 3 | 2 | | 3 | | | |
| CO3 | | | | | | | | 3 | 3 | 2 | | | | | |
| CO4 | | | | | | | | | | 2 | 3 | 3 | | | |
| CO5 | | | | | | | | 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.

| DOSP1001 | BADMINTON | L | T | P | S | J | C |
|---------------------|-----------|---|---|---|---|---|---|
| | | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

1. Handbook of the Badminton World Federation (BWF)

Course Outcomes:

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

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 2 | | 3 | | | |
| CO2 | | | | | | | | | | | | 2 | | | |
| CO3 | | | | | | | | | | | | 2 | | | |
| CO4 | | | | | | | 2 | | 3 | 3 | 2 | | | | |
| CO5 | | | | | | 2 | 2 | | 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: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.

| | | | | | | | |
|----------------------------|--------------|----------|----------|----------|----------|----------|----------|
| DOSP1011 | CHESS | 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 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 2 | | 3 | | | |
| CO2 | | | | | | | | | | | | 2 | | | |
| CO3 | | | | | | | | | | | | 2 | | | |
| CO4 | | | | | | | 2 | | 3 | 3 | 2 | | | | |
| CO5 | | | | | | 2 | 2 | | 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: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.

| | | | | | | | |
|----------------------------|---------------|----------|----------|----------|----------|----------|----------|
| DOSP1021 | CARROM | 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 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 2 | | 3 | | | |
| CO2 | | | | | | | | | | | | 2 | | | |
| CO3 | | | | | | | | | | | | 2 | | | |
| CO4 | | | | | | | 2 | | 3 | 3 | 2 | | | | |
| CO5 | | | | | | 2 | 2 | | 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: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.

| DOSP1031 | FOOTBALL | 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 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 2 | | 3 | | | |
| CO2 | | | | | | | | | | | | 2 | | | |
| CO3 | | | | | | | | | | | | 2 | | | |
| CO4 | | | | | | | 2 | | 3 | 3 | 2 | | | | |
| CO5 | | | | | | 2 | 2 | | 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:4**

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

SDG Justification:

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

| DOSP1041 | VOLLEYBALL | L | T | P | S | J | C |
|---------------------|------------|---|---|---|---|---|---|
| | | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

1. FIVB - Official Volleyball Rules

Course Outcomes:

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

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 2 | | 3 | | | |
| CO2 | | | | | | | | | | | | 2 | | | |
| CO3 | | | | | | | | | | | | 2 | | | |
| CO4 | | | | | | | 2 | | 3 | 3 | 2 | | | | |
| CO5 | | | | | | 2 | 2 | | 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: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.

| | | | | | | | |
|----------------------------|----------------|----------|----------|----------|----------|----------|----------|
| DOSP1051 | KABADDI | 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 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 2 | | 3 | | | | |
| CO2 | | | | | | | | | | | | 2 | | | | |
| CO3 | | | | | | | | | | | | 2 | | | | |
| CO4 | | | | | | | 2 | | 3 | 3 | 2 | | | | | |
| CO5 | | | | | | 2 | 2 | | 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: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.

| | | | | | | | |
|----------------------------|----------------|----------|----------|----------|----------|----------|----------|
| DOSP1061 | KHO KHO | 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 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 2 | | 3 | | | | |
| CO2 | | | | | | | | | | | | 2 | | | | |
| CO3 | | | | | | | | | | | | 2 | | | | |
| CO4 | | | | | | | 2 | | 3 | 3 | 2 | | | | | |
| CO5 | | | | | | 2 | 2 | | 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:4

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

SDG Justification:

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

| DOSP1071 | TABLE TENNIS | L | T | P | S | J | C |
|---------------------|--------------|---|---|---|---|---|---|
| | | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

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

References:

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

Course Outcomes:

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

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 2 | | 3 | | | | |
| CO2 | | | | | | | | | | | | 2 | | | | |
| CO3 | | | | | | | | | | | | 2 | | | | |
| CO4 | | | | | | | 2 | | 3 | 3 | 2 | | | | | |
| CO5 | | | | | | 2 | 2 | | 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: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.

| DOSP1081 | HANDBALL | 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 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 2 | | 3 | | | | |
| CO2 | | | | | | | | | | | | 2 | | | | |
| CO3 | | | | | | | | | | | | 2 | | | | |
| CO4 | | | | | | | 2 | | 3 | 3 | 2 | | | | | |
| CO5 | | | | | | 2 | 2 | | 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: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.

| DOSP1091 | BASKETBALL | 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 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 2 | | 3 | | | | |
| CO2 | | | | | | | | | | | | 2 | | | | |
| CO3 | | | | | | | | | | | | 2 | | | | |
| CO4 | | | | | | | 2 | | 3 | 3 | 2 | | | | | |
| CO5 | | | | | | 2 | 2 | | 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: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.

| DOSP1101 | TENNIS | L | T | P | S | J | C |
|----------------------------|--------|---|---|---|---|---|---|
| | | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

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

Course Educational Objectives:

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

List of Activities:

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

Instructional Plan:

1. Introduction to 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 2 | | 3 | | | | |
| CO2 | | | | | | | | | | | | 2 | | | | |
| CO3 | | | | | | | | | | | | 2 | | | | |
| CO4 | | | | | | | 2 | | 3 | 3 | 2 | | | | | |
| CO5 | | | | | | 2 | 2 | | 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: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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | | | | 3 | 2 | | 3 | | | |
| CO2 | | | | | | | | | | | | 2 | | | |
| CO3 | | | | | | | | | | | | 2 | | | |
| CO4 | | | | | | | 2 | | 3 | 3 | 2 | | | | |
| CO5 | | | | | | 2 | 2 | | 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: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 5 Human Population and the Environment and Environment 10 hours
Protection Act and Field work

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

Text Book(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 International Publishers Edition-VI. 2018.
3. Dave D Katewa S.S. Textbook of Environmental Studies, 2nd 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. 6th Edition. 2017.
2. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5th 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:

| | Programme Objectives (POs) | | | | | | | | | | | | PSO's | | |
|-----|----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 |
| CO1 | 2 | | | | | | | | | | | | 2 | | |
| CO2 | | 2 | | | | 1 | | | | | | | 2 | | |
| CO3 | | | 1 | | | | | | 1 | | | | | 1 | |
| CO4 | | | | 2 | | | | | | | 2 | | | | 1 |
| CO5 | 1 | | | | | | | | | | | | | 1 | |
| CO6 | | | | | 2 | | | | | | | 1 | | | 1 |

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

APPROVED IN: BOS**BOS: 04-07-22****ACADEMIC COUNCIL:14-07-22****SDG No. & Statement:**

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

SDG Justification:

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

| FINA3001 | PERSONAL FINANCIAL PLANNING | L | T | P | S | J | C |
|---------------------|---|---|---|---|---|---|----|
| | | 0 | 0 | 2 | 0 | 0 | 1* |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | Risk Management in Personal financing Fundamentals of Investing Saving Money for the future Personal and Family Financial Planning Introduction to Personal Finance | | | | | | |

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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 3 | 1 | 1 | 3 |
| CO2 | 2 | 2 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 3 | 1 | 1 | 2 |
| CO3 | 3 | 2 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 3 | 2 | 2 | 3 |
| CO4 | 3 | 2 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 2 | 2 | 3 | 2 |
| CO5 | 3 | 3 | 0 | 1 | 1 | 1 | 2 | 1 | 0 | 1 | 1 | 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:**

Goal 4: Quality education

Goal 12: Responsible consumption and Production

SDG Justification:

Goal 4: This course enables the students to attain their financial literacy that builds in the discipline of saving and improves their lifelong learnings.

Goal 12: This course ensures sustainable consumption and helps in providing them their life long financial requirements .

| LANG1012 | COMMUNICATION SKILLS IN ENGLISH – INTERMEDIATE | 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 the 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 equipping them with next level skills (ref. Bloom's taxonomy) and practice in complexity and cognitive engagement. This course also includes the inferential level of comprehension (listening and reading) that involves analysis and application of language skills and decision-making skills while speaking/writing with an awareness of social and personality-based communication variations. This course emphasizes guided writing through adequate pre- and post-context building tasks. The focus is on the stimulation and application of critical thinking in addition to schematic review for communication in real-life situations.

Course Educational Objectives

- Train learners to listen to short audio texts with familiar content actively; 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, enabling them to develop their presentation skills by providing training in using the tips and strategies. 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's Taxonomy Level/s: 2 & 3)

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 context (i.e. Identifying the situation and different roles and enacting their roles) |
| 3 | 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 |
| 4 | 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 |
| 5 | 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 |
| 6 | Follow the essentials of lectures, talks, discussions, reports and other forms of academic presentations and mark 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. |
| 7 | 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 |
| 8 | 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 |

| | | |
|----|---|--|
| 9 | 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 |
| 10 | Writing a short reflective report of an event - incident/meeting/celebration | Writing a report on meetings/celebrations/events etc. by actively involved in such events and giving a short oral presentation. |
| 11 | 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 |
| 12 | Speaking spontaneously on topics of interest and writing short structured essays on the same topics adopting appropriate academic conventions and grammatical accuracy. Make sure to write accurate paragraph and essay by following: cohesion and coherence, topic sentence, introduction and conclusion | Reading for task preparation, note-making, reflection and corrective peer and teacher feedback. Practice paragraph and essay writing in groups; maintain rubrics of writing |

Reference Books

1. P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Basic Communication Skills. Foundation Books. 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/zig4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. 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

- 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)
- "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)"
- Make short presentations on a limited range of general topics using slides, and engage in small group discussions sharing experiences/views on familiar contemporary issues and give reasons for choices/opinions/plans. (Bloom's Taxonomy Level/s: 3 & 4)
- Write clear, fairly detailed text (a short essay) on a limited range of general topics, and subjects of 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)
- Reflect on others' performance, give peer feedback on fellow learners' presentations, responses to writing tasks and reading comprehension questions. (Bloom's Taxonomy Level/s: 5)

| CO-PO Mapping: | | | | | | | | | | | | | | | | | | | | |
|-----------------------|------|------|-----|------|------|-----|------|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|
| | PO 1 | PO 2 | PO3 | PO 4 | PO 5 | PO6 | PO 7 | PO8 | PO 9 | PO 10 | PO 11 | PO 12 | PO 13 | PO 14 | PO 15 | PO 16 | PSO 1 | PSO 2 | PSO3 | PSO4 |
| CO1 | 3 | 3 | 3 | 3 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 3 | 1 | 1 | 1 |
| CO2 | 2 | 2 | 2 | 3 | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 3 | 2 | 2 | 1 |
| CO3 | 2 | 3 | 2 | 3 | 3 | 1 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 3 | 2 | 2 | 1 |
| CO4 | 2 | 3 | 3 | 3 | 3 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 1 |
| CO5 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 3 | 1 | 2 | 1 |

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

| | |
|---------------------------------|--------------------------|
| APPROVED IN: | |
| BOS : | ACADEMIC COUNCIL: |
| SDG No. & Statement: | |

SDG 16 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.

SDG Justification: By relating to people with empathy, employing creative problem-solving strategies and engaging meaningfully in a diverse world will create inclusive societies for sustainable development.

| LANG1022 | COMMUNICATION SKILLS IN ENGLISH – ADVANCED | 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 (Advanced) is the third of the three-level graded courses for the 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 levels of skills/input processing (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course includes an advanced level of comprehension i.e. analytical, evaluative, and extrapolative processing (listening and reading). It involves problem-solving, logical reasoning, and decision-making skills in terms of the application of the learning (speaking/writing) with an awareness of social and personality-based variations in communication. This course provides opportunities for activity-based practice of advanced oral and written communicative skills besides building awareness of the finer nuances of language use for various purposes. This course emphasizes free writing through meaningfully engaging pre- and post-context-building tasks. There is ample scope for applying critical thinking through simulated activities for effective communication in real-life situations.

Course Objectives

1. 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)
2. 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.
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.
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.

List of Activities & Tasks for Assessment

| S.No. | Tasks | Activities | CO |
|-------|---|--|----|
| 1 | Evaluative and extrapolative reading of a longtext/short text 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. Understanding and inferring the meaning. | Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading reflection and brief presentation of thoughts/ideas/opinions on the theme of 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 keywords/concepts, pre-task orientation (by teacher), pair work, feedback | 1 |
| 3 | 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 |
| 4 | 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 newspaper articles on current issues and expressing opinions in favour or against the topic (in GDs, debates or writing argumentative essays). | 3 |
| 5 | 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 |
| 6 | Writing a statement of purpose Discuss all details about the student academic and professional background, highlighting the student accomplishments, | Reading & discussion of sample statement of purposes. Discuss the content in groups and know whether all mentioned details are present. Do practice writing after lecture and discussion. | 2 |

| | | | |
|--|---|--|--|
| | goals, and how a student fit to the education applied to. | Make sure to adopt a proper writing style. | |
|--|---|--|--|

| | | | |
|----|--|---|---|
| 7 | Mind-mapping for advanced reading, making correlations across texts, extending the 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 |
| 8 | 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 |
| 9 | Learn resume and cover letter format & introduce different interview modes. 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 |
| 10 | 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 |
| 11 | 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 |

| | | | |
|----|--|---|---|
| 12 | Collaborative and individual tasks: 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, groupwork (collaboration), oral correction, 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/zig4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. 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

- 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)
- 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/widely accepted conventions. (Bloom's Taxonomy Level/s: 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)
- 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)
- 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: | | | | | | | | | | | | | | | | | | | | |
|---|-------------|-------------|---------|-------------|-------------|---------|-------------|---------|-------------|--------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------|----------|
| | P O 1 | P O 2 | PO 3 | P O 4 | P O 5 | PO 6 | P O 7 | PO 8 | P O 9 | P O 10 | P O 11 | P O 12 | P O 13 | P O 14 | P O 15 | P O 16 | PS O 1 | PS O 2 | PSO 3 | PSO 4 |
| CO 1 | 2 | 3 | 2 | 3 | 3 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 2 | 3 | 3 | 1 | 1 |
| CO 2 | 2 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 3 | 3 | 1 | 1 |
| CO 3 | 2 | 3 | 1 | 3 | 3 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | 3 | 3 | 2 | 1 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 1 | 3 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 3 | 3 | 2 | 1 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 1 | 1 | 1 | 3 | 3 | 2 | 1 |
| Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation | | | | | | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | | | | | | |
| BOS : | | | | | | | | | | ACADEMIC COUNCIL: | | | | | | | | | | |

SDG No. & Statement:

SDG 16 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.

SDG Justification: By relating to people with empathy, employing creative problem-solving strategies and engaging meaningfully in a diverse world will create inclusive societies for sustainable development.

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

Course Description:

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

Course Educational Objectives:

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

Course Outcomes:

By the end of the course, student will

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

APPROVED IN:

BOS :01-02-2022

ACADEMIC COUNCIL: 01-04-2022

SDG No. & Statement:

SDG Justification:

| PHPY1001 | GANDHI FOR THE 21ST 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 21st 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 analyse the role of Gandhi in India's national movement
- To apply Gandhian Ethics while analysing 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-touchability - 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 PublishingHouse
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 21st 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 environmentalissues, moral degradation and ethical dilemmas.

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| CO5 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 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-4: Ensure Inclusive And Equitable Quality Education And Promote Lifelong Learning Opportunities For All.

Sdg-8: Promote Sustained, Inclusive And Sustainable Economic Growth, Full And Productive Employment And Decent Work For All

SDG Justification:

Statement: This course promotes the education for all the people without considering their religion, caste, gender and regional differences.

Statement: This course deals with the basic concepts of national income and employment to understand the national level scenario of how an economy is growing and providing employment.

| | | | | | | | |
|----------------------------|--|----------|----------|----------|----------|----------|-----------|
| POLS1001 | Indian Constitution and History | L | T | P | S | J | C |
| | | 2 | 0 | 0 | 0 | 0 | 2* |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

Course Description:

This course analyzes 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.

Austin, G. (2016), 'The Constituent Assembly: Microcosm in Action' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.

Beteille, Andre (2008): "Constitutional Morality," *Economic and Political Weekly*, Vol 43, Issue No 40

Prahladan, Vivek (2012): "Emergence of the Indian Constitution," *Economic and Political Weekly*, Vol 47, Issue No 07.

UNIT 3 The Preamble, Fundamental Rights and Directive Principles of State Policy 6 hours

Bhakshi, P.M. (2011). 'Preamble' in *The Constitution of India*, New Delhi: Universal Law. Pp. 1-5. Laxmikanth, M. (2017). 'Chapter IV: Preamble of the Constitution' in *Indian Polity*, Chennai: McGraw Hills.

Kumar, Virendra (2007): "Basic Structure of The Indian Constitution: Doctrine of Constitutionally Controlled Governance [From Kesavananda Bharati to I.R. Coelho]" *Journal of the Indian Law Institute*, Vol 49, No 3, pp 365-398.

Austin, G (2016), ' ' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp.63-105.

Reddy, S (1980). Fundamental Ness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.

Bhatia, Gautam (2017): "The Supreme Court's Right to Privacy Judgement," *Economic and Political Weekly*, Vol 52, Issue No 44

UNIT 4 Citizenship 6 hours

Jayal, N.G. (2019). 'Reconfiguring citizenship in contemporary India' in *South Asia Journal of SouthAsian Studies*, pp.33-58.

Roy, Anupama. (2010). 'Chapter I: Enframing the citizen in contemporary times' in *Mapping Citizenship in India*, New Delhi: Oxford University Press.

Das, Veena (2010): "State, Citizenship and the Urban Poor," *Citizenship Studies*, Vol 15, pp 319-333. Valerian Rodrigue

UNIT 5 Separation and Distribution of Powers 6 hours

Pal, Ruma. (2016). 'Separation of Powers' in *The Oxford Handbook of the Indian Constitution*, (ed) by Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta, Delhi: Oxford University Press.

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: EasternBook Company.

Rajeev Bhargava (ed), *Ethics and Politics of the Indian Constitution*, Oxford University Press, NewDelhi, 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 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | 2 | 1 | 2 | 2 | 3 | 3 | 2 | 3 | 1 | 2 | 1 | 2 | 1 | 2 |
| CO2 | 1 | 1 | 2 | 1 | 2 | 2 | 3 | 2 | 3 | 1 | 2 | 1 | 1 | 2 | 1 |
| CO3 | 1 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 3 | 1 | 1 | 1 | 2 | 1 | 2 |
| CO4 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 2 |
| CO5 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 2 |

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-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.

SDG Justification:

The course primarily talks about evolution of the constitutional institutions. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| VEDC1001 | VENTURE DEVELOPMENT | L | T | P | S | J | C |
|---------------------|---------------------|---|---|---|---|---|---|
| | | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |

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

CO-PO Mapping:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | | | | | 3 | 1 | 3 | 3 | 3 | | 3 | | | |
| CO2 | | 3 | | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 1 | 3 | | | |
| CO3 | 1 | 3 | 3 | | 3 | | 3 | | 3 | 1 | 3 | 3 | | | |
| CO4 | | | | | 1 | 1 | 3 | 3 | 3 | 1 | 3 | 1 | | | |
| CO5 | | | | | 3 | 3 | | | 3 | 3 | 3 | 3 | | | |

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

APPROVED IN:

BOS :<< date >>

ACADEMIC COUNCIL: <<date>>

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.



GITAM School of Business
GITAM (Deemed to be Universtiy)
Visakhapatnam | Hyderabad | Bengaluru