

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

Accredited by NAAC with A⁺ Grade



**CURRICULUM AND SYLLABUS
OF
BBA – FINANCIAL MARKETS with
NSE BBA (FM)**

(for 2021-22 admitted batch)

Academic Regulations

**Applicable for the Undergraduate programmes in the Faculties of Engineering,
Humanities, Management and the Sciences**

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

Bachelor of Business Administration (Financial Markets)
(Effective from academic year 2021-22 admitted batch)

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

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

PROGRAM OUTCOMES(POs)

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

PO1	Acquire adequate knowledge through principles, theories and models of business management, Accounting, Marketing, Finance, IT, Operations and Human Resource.
PO2	Demonstrate proficiency for Business Communication for effective and professional business management.
PO3	Acquire employability skills through practical exposure of IT and its usage in different domains of management.
PO4	Analyze and comprehend the applicability of management principles in solving complex business challenges.
PO5	Develop entrepreneurial skills among the students, to venture out their own domain proficiencies.
PO6	Build a perspective about global competitive environment including socio-cultural, technical and sustainability issues.
PO7	Develop leadership skills to achieve the individual, group and organizational goals.
PO8	Appreciate the importance of ethics in decision-making and inculcate the spirit of social responsibility.
PO9	Comprehend the applicability of management principles in the situations pertaining to global business world.
PO10	Illustrate various concepts, theories and models in the functional areas of business to face the challenges of changes.
PO11	Apply business analytics in different functional area for organizational effective results.
PO12	Interpret the legal environment and its dynamics to various business operations for effective end-results.

PROGRAMME SPECIFIC OUTCOMES (PSO)

After the culmination of the course students will be able to acquire:

PSO1	Apply necessary knowledge on the Indian financial system, commodity market analysis, insurance management, business simulation, industrial relations etc.
PSO2	Analyze, design and develop solutions to a Financial Markets problems
PSO3	Develop various investment strategies according to the requirements of the investors.

4.4. Curriculum Structure BBA (FM)

University Core (UC)								
Course code	Level	Course title	L	T	P	S	J	C
CSEN1001	1	IT Productivity Tools	0	0	2	0	0	1*
LANG1001	1	Communication Skills in English - Beginners	0	0	4	0	0	2*
LANG1011	1	Communication Skills in English	0	0	4	0	0	2
LANG1021	1	Advanced Communication Skills in English	0	0	4	0	0	2
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
VEDC1001	1	Venture Development	0	0	0	2	0	2
DOSP10XX	1	Sports 1#	0	0	0	2	0	2*
DOSL10XX	1	Club Activity#	0	0	0	2	0	2*
POLS1001	1	Indian Constitution and History	2	0	0	0	0	2*
PHPY1001	1	Gandhi for the 21st Century	2	0	0	0	0	2*
DOSL10XX	1	Community Service#	0	0	0	0	2	2*
ENVS1001	1	Environmental Studies^	3	0	0	0	0	3*
MFST1001	1	Health and Welbeing#	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
FINA3001	3	Personal Financial Planning#	0	0	2	0	0	1*

* Pass/Fail courses

Opt any three courses among the five

^ Online/Swayam/NPTEL Courses

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

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

Club activity courses								
Course code	Level	Course title	L	T	P	S	J	C
DOSL1001	1	Club Activity (participant)	0	0	0	2	0	2
DOSL1011	1	Club Activity (Member of Club)	0	0	0	2	0	2
DOSL1021	1	Club Activity (Leader of Club)	0	0	0	2	0	2
DOSL1031	1	Club Activity (Competitor)	0	0	0	2	0	2

Community service courses								
Course code	Level	Course title	L	T	P	S	J	C
DOSL1041	1	Community Services - Volunteer	0	0	0	0	2	2
DOSL1051	1	Community Services - Mobilizer	0	0	0	0	2	2

Faculty Core (FC)								
Course code	Level	Course title	L	T	P	S	J	C
IENT 1001	1	Business Economics	3	0	0	0	0	3
ACCN 1001	1	Financial Accounting	4	0	0	0	0	4
OPTS 1001	1	Business Mathematics	3	0	0	0	0	3
IENT 1011	1	Indian Business Environment	3	0	0	0	0	3
HRMG1001	1	Principles and Practice of Management	3	0	0	0	0	3
LANG1XXX	1	Second Language	3	0	0	0	0	3
FINA1031	1	Principles and Practice of Banking	3	0	0	0	0	3
ACCN1071	1	Cost and Management Accounting	4	0	0	0	0	4
OPTS1101	1	Fundamentals of Business Statistics	3	0	0	0	0	3
	2	Excel	2	0	0	0	0	2
	2	Entrepreneurship	2	0	0	0	0	2
	2	Indian Financial System	4	0	0	0	0	4
	2	Business Laws	3	0	0	0	0	3
	2	Emerging Technologies	2	0	0	0	0	2
	2	Essentials of Financial Management	3	0	0	0	0	3
	3	Indian Income Tax Law & Practice	4	0	0	0	0	4
	3	Employment Laws	3	0	0	0	0	3

Second Language Courses								
Course code	Level	Course title	L	T	P	S	J	C
LANG1081	1	Special English	3	0	0	0	0	3
LANG1091	1	Hindi	3	0	0	0	0	3
LANG1101	1	Sanskrit	3	0	0	0	0	3
LANG1111	1	Telugu	3	0	0	0	0	3

Programme Core/ Major Core (PC/MaC)								
Course code	Level	Course title	L	T	P	J	S	C
FINA1021	1	Introduction to Financial Markets	4	0	0	0	0	4
FINA1051	1	Introduction to Mutual Funds	3	0	0	0	0	3
	2	Capital Market Operations	4	0	0	0	0	4
	2	Insurance Management	3	0	0	0	0	3
	2	Derivatives Market Operation	4	0	0	0	0	4
	2	Investment Analysis and Portfolio Management	3	0	0	0	0	3
	3	Commodities Market Analysis	4	0	0	0	0	4
	3	Fundamental Analysis	4	0	0	0	0	4
	3	Stock Market Operations	3	0	0	0	0	3
	3	Simulation of Equity shares	2	0	0	0	0	2
	3	Internship	0	0	0	3	0	3
	3	Technical Analysis	4	0	0	0	0	4
	3	Introduction to Currency Derivatives	4	0	0	0	0	4
	3	Comprehensive Viva Voce	0	0	0	0	2	2

Open Elective (PE)#

Opt eligible PC/PE courses from other programs as an open elective course and earn 9 credits

Total credit distribution

Description	Credits	% of Program (in credits)
University Core (UC)	12	10
Faculty Core (FC)	52	43
Program Core (PC)	47	39
Open Electives (OE)	9	08
Total	120	100

CSEN1001: IT Productivity Tools

L	T	P	S	J	C
0	0	2	0	0	1*

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 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 a examination student wise, teacher wise, course wise, institute-wise.
8. Collecting and consolidating data using collaborative tools like google docs, sheets, forms.
9. Create charts/pictures using online tools like: www.draw.io or Smart Draw a website of his interest.

Course Outcomes

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

Text Books:

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 Web Graphics 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/>

LANG1001: Communication Skills in English - Beginners

L	T	P	S	J	C
0	0	4	0	0	2*

Course Description:

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

Course Objectives

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

List of Activities & Tasks for Assessment

1. Listening to others and getting to know their experiences, interests and opinions
2. Introducing oneself: Salutation, basic information, relating to the context
3. Starting a conversation: Salutation, expressing purpose, expressing gratitude
4. Sharing one's experiences, interests and opinions
5. Reading short newspaper articles for gist
6. Picking new words from an article and working on them to know the meaning and usage
7. Using the new (unknown) words in own sentences
8. Sharing news with others - initiate, sustain and conclude
9. Understanding the relevance of intonation to meaning from recorded conversations, and applying the learning in pair work (role play)
10. Writing a summary of a story/personal narrative after listening to it twice and making individual notes

11. Reading graphs, charts and maps for specific information, making note of the important information and talking briefly about it within a small peer group
12. Writing a paragraph about oneself: a brief profile including major successes, failures, and goals. Giving compliments/gratitude to others
13. Writing a paragraph (descriptive, complimentary) about others (Family, friends, role model, etc.)
14. Correcting each other's drafts: errors in language - word choice, structure, and conventions/etiquette
15. Writing a short structured descriptive/narrative essay in 3 paragraphs, reading others' essays and sharing feedback

Course Outcomes

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

References

1. V. Sasikumar, P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Listening and Speaking - Foundation Books Cunninham, S. & Moor, P. (nd). New Cutting Hedge (Intermediate). Longman
2. Cambridge Academic English: An Integrated Skills Course for EAP (Intermediate) By Craig Thaine, CUP (2012)
3. Rutherford, Andrea J. (2007). Basic Communication Skills for Technology: Second Edition. Delhi: Pearson Education.
4. McCarthy, M., O'Dell, F., Mark, G. (2005). English Vocabulary in Use. Spain: Cambridge University Press.
5. New Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-1 by Sarah Philpot. OUP
6. Philpot, S. & Curnick, L. (2017). Headway: Academic Skills: Reading, Writing, and Study Skills. Introductory Level. OUP.
7. Thaine, C. (2012). Cambridge Academic English: An Integrated Skills for EAP. Intermediate. CUP.

Online References

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

LANG1011: Communication Skills in English

L	T	P	S	J	C
0	0	4	0	0	2

Course Description:

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

Course Objectives

- Train learners to actively listen to short audio texts with familiar content; guided activity like question-making and responding to others' questions based on the audio text would help learners engage in transactional dialogue; extended activities like extrapolating/critiquing the responses would help learners enhance their schematic thinking. (Bloom's Taxonomy Level/s: 2 & 4)
- Equip learners with strategies to read actively and critically and understand the writers' viewpoints and attitude by providing reading comprehension tasks using authentic texts such as op-ed articles from newspapers, and reports on contemporary problems. (Bloom's Taxonomy Level/s: 4 & 5)
- Help learners understand various aspects and techniques of effective presentations (group/individual) through demonstration and modelling, and enabling them to develop their presentation skills by providing training in using the tips and strategies given. Learners would be encouraged to observe and express opinions 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: Verbal to visual (familiar context), demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pair work for discussion & feedback, Presentations, question-answer
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pre-reading game/modelling, discussion in small groups, individual writing, and feedback
5	Introducing officials to peers and vice versa - Formal context	AV support, noticing, individual performance (3-4), pair work (in context), teacher modelling, group work for Introducing self and others in a formal context
6	Introducing friends to family and vice versa - Informal context	Teacher modelling/AV support, noticing structure & note-taking, Introducing friends and family in an informal context
7	Vocabulary in context: Find clues in a text and use them to guess the meaning of words/phrases. Apply the newly learnt vocabulary in communication (speaking and writing).	Comprehending verbal communication: Identifying the contextual clues in oral and written texts; guessing the meaning of words/phrases in context while reading texts and listening to discussions/talks
8	A five-day journal (diary) writing based on learners reading from newspaper on a single relevant/current social issue. Individual oral presentation and feedback from peers and instructor.	Note-making (group work), Discussion, Feedback
9	Follow the essentials of lectures, talks, discussions, reports and other forms of academic presentations and make individual and group presentations aided with images, audio, video, tabular data, etc.	Making power point presentation aided with images, audio, video, etc. with a small group by listening to academic lectures/talks/ discussions, etc.
10	Self-reflection: Re-reading one's own drafts, identifying errors, correcting the errors, and giving rationalize the changes	Pre-task discussion/modelling, Editing the texts by careful reading and identifying the errors, peer-exchange (Pair work), feedback/consolidation
11	Collaborative work (speaking and writing) in small groups of 3 or 4 learners: discussing a general/discipline-specific topic: creating outline, assigning specific roles to members of the group; and group presentation followed by peer and instructor feedback	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), feedback
12	Independent reading of different text types using appropriate reference sources by adapting suitable reading styles and speed. Focus on active reading for vocabulary: low-frequency collocations and idiomatic expressions.	Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion

13	Role-play (specific social and academic situations): planning (making notes), understanding nuances of speaking in context, coordinating with situational clues and fellow speakers/participants	Peer discussion for outline, A-V support, observing (teacher modelling), role play (guided), role-play (free), feedback
14	Writing instructions: Guidelines - Flowcharts - Procedures to be followed	Pre-task reading, pair work, teacher/peer-discussion, feedback
15	Speaking spontaneously on topics of interest and writing short structured essays on the same topics adopting appropriate academic conventions and grammatical accuracy.	Reading for task preparation, note-making, speaking, reflection and corrective peer and teacher feedback

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)

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/zjg4scw>
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/>

LANG1021: Advanced Communication Skills in English

L	T	P	S	J	C
0	0	4	0	0	2

Course Description:

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

Course 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. (Bloom's Taxonomy Level/s: 2 & 3)
3. Make effective presentations, engage in formal group discussions, and write structured essays/ short reports to highlight the significance of actions/decisions/experiences, and sustain views by providing relevant evidence and argument. (Bloom's Taxonomy Level/s: 3 & 4)
4. Equip learners with the skills and strategies to communicate effectively in speech and writing using the language with a degree of fluency, accuracy and spontaneity, and fairly good grammatical control adopting a level of formality appropriate to the context. Encourage learners to apply their knowledge of language and their communication skills in real life situations. (Bloom's Taxonomy Level/s: 3 & 5)

List of Activities & Tasks for Assessment

S.No.	Tasks	Activities	CO
1	Evaluative and extrapolative reading of a long text/short texts on a current topic related to technology and society, identifying and questioning the author's intention, post-reading discussion in small groups, maintaining group dynamics, arriving at a consensus	Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading 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 key words/concepts, pre-task orientation (by teacher), pair work, feedback	1
3	Information transfer: Verbal to visual (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer (among students), modification and feedback before the final version is done	Pair work for discussion and feedback, presentations, question-answer	2
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer (among students), modification, editing, proofreading, and feedback before the final version is done	Pre-reading game/modelling, discussion in small groups, independent writing and feedback	4
5	Expressing opinion on a short argumentative text (e.g. a journal article or a newspaper editorial) and justifying one's opinion/stance; focus on the use of appropriate conventions of formal and polite speech, and managing bias	Listening to group discussions/debates, reading news-paper articles on the current issues and expressing opinions in favour or against the topic (in GDs, debates or writing argumentative essays).	3
6	Role-play (complex social and academic/professional situations): Focus on significant aspects of delivery including clarity, tone, and use of contextually appropriate vocabulary and conventions, observation, reflective discussion, and self-reflective writing	Reading newspaper/magazine articles/blog posts on current social issues, listening to talks/discussions/debates etc. and participating in role-plays using expressions appropriate to the context.	1
7	Collaborative writing in groups of 3 -4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback	Pre-task modelling (peer), general discussion on structure, group work (collaboration), presentation, peer feedback, Open-class discussion	5

8	Formal Group Discussion on topics of current interest and relevance; focus on effective participation, reflection on control over argument/counter argument, and adherence to the conventions of formal GD	Noticing strategies from AV modeling, teacher scaffolding through open-house discussion, Note-making (Group work), Group Discussion (free), post performance discussion, Feedback	2
9	Mind-mapping for advanced reading, making correlations across texts, extending author's point of view	Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting it orally.	3
10	Handling question and answer sessions after presentations: justifying arguments, taking counter-arguments, agreeing and disagreeing with rationale	Listening to some lectures, talks, and presentations in the academic seminars and adapting some strategies to handle the Q&A sessions using polite and formal expressions to agree or disagree with the statements.	1
11	Modelling an interview: with a panel of four judges (peers)	Pre-task activity for orientation/strategies (controlled/guided), Model interview (AV support), Group work (role play), interview in pair (one-to-one), Interview in group (many -to-one), oral corrective feedback (peer/teacher)	2
12	Writing a short reflective report of an event - incident/meeting/celebration	Writing a report on meetings/celebrations/events etc. by actively involving in such events and giving a short oral presentation on the same.	4
13	Speaking on abstract and complex topics beyond his/her own area of interest/field of study, using the language flexibly and effectively.	Reading texts on abstract topics and comprehending the author's perspectives. Similarly, listening to talks and discussions on an abstract topic of other discipline and making short oral presentation by sharing views and opinions.	3
14	Self-reflection on own speech in context(recorded): tone, pitch, relevance, content; extending the reflections/ideas to others	Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc.	1
15	Collaborative and individual task: planning, preparing (preparing an outline, structure, setting objectives and presenting the plan of action) and executing a mini-project, and submitting a brief report on the same peer and instructor feedback after the planning stage and on completion of the mini project	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), oral corrective, task distribution, presentation, feedback	5

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)

Reference Books

1. Latham-Koenig, C. & Oxenden, C. (2014). American English File-5. Oxford: OUPRichards,
2. J.C. and Bohlke, D. (2012). Four Corners-4. Cambridge: CUP.
3. Cambridge Academic English: An Integrated Skills Course for EAP (Advanced) By Martin Hewings and Craig Thaine, CUP (2012)
4. Berlin, A. (2016). 50 Conversation Classes: 50 Sets of Conversation Cards With an Accompanying Activity Sheet Containing Vocabulary, Idioms and Grammar. Poland: CreateSpace Independent Publishing Platform
5. Zemach, D. E., Islam, C. (2011). Writing Paragraphs: From Sentence to Paragraph. Germany: Macmillan Education.
6. Stewart, J. P., Fulop, D. (2019). Mastering the Art of Oral Presentations: Winning Orals, Speeches, and Stand-Up Presentations. United Kingdom: Wiley.
7. Kroehnert, Gary. (2010). Basic Presentation Skills. Sidney: McGraw Hill.
8. Cunningham, S. & Moor, P. (nd). Cutting Edge (Advanced) With Phrase Builder. Longman Publishers. CUP
9. McCarthy, M & O'Dell, F. (2017). English Idioms in Use (Advanced). Cambridge: CUP.

Online Resources

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>

6. <https://dictionary.cambridge.org/>
7. learnenglishteens.britishcouncil.org
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/>

CLAD1001: Emotional Intelligence & Reasoning Skills (Soft Skills 1)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives:

1. 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.
2. Set meaningful goals based on their strengths and weaknesses and apply time management techniques, such as Q4 organizing to put first things first.
3. Manage conflicts and work in teams in an emotionally intelligent manner.
4. Solve questions on non-verbal and analytical reasoning, data sufficiency and puzzles

Unit	Topics	Hours
1	Self-Awareness & Self-Regulation: Introduction to Emotional Intelligence, Self-Awareness: Self-Motivation, Accurate Self-Assessment (SWOT Analysis), Self-Regulation: Self Control, Trustworthiness & Adaptability	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
	Total Hours	30

Course Outcomes

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

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

CLAD1011: Leadership Skills & Quantitative Aptitude (Soft Skills 2)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives:

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

Unit	Topics	Hours
1	Communication Skills: <i>The Communication Process</i> , Elements of Interpersonal Communication, <i>Non-Verbal Communication</i> : Body Language, Posture, Eye Contact, Smile, Tone of Voice, <i>Barriers to Communication</i> . Effective Listening Skills: Active Listening, Passive Listening, Asking Questions, Empathizing, Being Non Judgemental, Being Open Minded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations	5
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	3

	Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies	
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, Problems on Numbers & ages	6
7	Data Interpretation: Interpretation and analysis of data in Tables, Caselets, Line-graphs, Pie-graphs, Box-plots, Scatter-plots and Data Sufficiency	3
8	Mental Ability: Series(Number, Letter and Alphanumeric), Analogy(Number, Letter and Alphanumeric) and Classifications	3
	Total Hours	30

Course Outcomes

- 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.
- Students will be able to apply the rational model of problem solving and decision making in their problem solving and decision making efforts.
- 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.

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

CLAD1021: Verbal Ability & Quantitative Ability (Soft Skills 3)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives:

1. List and discuss the different word formation methods, word denotation, connotation, collocation, etc. and introduce selected high frequency words, their antonyms, synonyms, etc.
2. Apply different advanced reading skills to solve questions based on author's tone, main ideas and sub-ideas, inferences, parajumbles, etc. that are frequently asked in various competitive exams and admission tests.
3. 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.
4. 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.

Syllabus

1. **Vocabulary Builder:** Understanding Word Formation, Prefixes, Suffixes and Roots, Etymology, Word Denotation, Connotation and Collocation, Synonyms and Antonyms
2. **Reading Comprehension:** Advanced Reading Comprehension: Types of RC passages, Types of Text Structures, Types of RC Questions: Distinguishing Between Major Ideas and Sub Ideas, Identifying the Tone and Purpose of the Author, Reading Between the Lines and Beyond the Lines, Techniques for Answering Different Types of Questions
3. **Para Jumbles:** Coherence and Cohesion, Idea Organization Styles, Concept of Mandatory Pairs and Its Application: Transitional Words, Antecedent-Pronoun Reference, Article

Reference, Cause and Effect, Chronological Order, General to Specify, Specify to General, Idea-Example, Idea-Explanation, Etc.

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

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

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

CLAD1031: Practicing Verbal Ability & Quantitative Aptitude (Soft Skills 4)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives:

1. Apply the rules of grammar to solve questions in Error Detection, Sentence Correction and Sentence Improvement.
2. Apply the rules of structure to solve questions in Error Detection, Sentence Correction and Sentence Improvement, Fill-in-blanks and Cloze Passages
3. Explain methods of solving problems in Combinatorics (Permutations & Combinations, Probability], Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7)
4. 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)

Syllabus

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 & Word Order, 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

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

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

VEDC1001: Venture Development

L	T	P	S	J	C
0	0	0	2	0	2

Course Description

In this course, you will discover your deeper self in terms of how you might contribute to society by creating exciting new products and services that can become the basis of a real business. Your efforts, creativity, passion, and dedication to solving challenging problems are the future of our society, both in your country and worldwide.

The course is divided into four sections:

1. Personal discovery of your core values and natural skills
2. Ideation and improving the impact
3. Business model design for the innovation
4. Presenting your idea in a professional manner suitable for a new venture pitch

Each section has key frameworks and templates for you to complete, improving your idea step by step until the final presentation.

First, you will discover your personal values and emerging areas of knowledge that are the foundations of any successful company. Next, you will learn how to develop insight into the problems and desires of different types of target customers and identify the design drivers for a specific innovation. Then, you will learn specific design methods for new products and services. And as important as the product or service itself, it is a strategy for monetizing the innovation – generating revenue, structuring the operating costs, and creating the operating profit needed to support the business, hire new employees, and expand forward.

This project is intended to be for teams of students. Innovation and entrepreneurship are inherently team-based. This course will give you that entrepreneurial experience.

This is the beginning of what might be the most important journey of personal and career discovery so far in your life, one with lasting impact. This is not just a course but potentially an important milestone in your life that you remember warmly in the years to come.

Course Objectives

Students will have the opportunity to:

- Discovery who you 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 actually going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.
- Understand innovation outcomes: issues around business models, financing for start-ups, intellectual property, technology licensing, corporate ventures, and product line or service extensions.

Syllabus

Expectations of you in the classroom: Each student is expected to be prepared to discuss the readings/exercises assigned for each class. It's not optional! Students will be randomly asked to discuss and summarize the material. Your learning – and your success—in this course are heavily dependent upon your willingness to participate actively in class discussion. Your class participation will be assessed on the quality and consistency of your effort in each and every class.

Late assignments: Late assignments are subject to grade penalty. Lateness will only be considered for grading if prior notice was given to the instructor before the due date.

Presentation: Achieving success with an innovative idea requires you to package and present the idea in a crisp, creative, and powerful manner. The activity of presenting helps you to internalize your idea -- as you talk about it and obtain feedback – and improve upon it. There would be two major presentations during the course, plus a series of other smaller unscheduled presentations of work in progress or course material. Prepare, practice, and succeed!

Time spent outside of class: The course is hands-on and requires students to conduct field research through direct interactions with people (interviews/surveys) and online/in the library. Specifically, the course requires that students conduct studies with potential target users and stakeholders. You must be prepared to go out of your comfort zone to dig for information. You will need to search for information online and arrange to meet or talk to relevant people who may have the information you need.

Group Project Overview

This is a semester length project and the cornerstone component of the course. The group project will give you the opportunity to apply the course concepts to a real situation. You will learn about the entrepreneurship for your own business or your work in organizations. Even if you are not going to be an entrepreneur, you need to know how to identify the opportunities, who to persuade people, and how to create economic and social values in many different contexts.

Talking to customers is one of the most important steps in investigating your business because your entrepreneurial vision must correspond to a true market opportunity. With your group, select 5-6 potential customers willing to be interviewed. They should represent a cross-section of our target market and should provide information that helps you refine your opportunity. This is not a simple survey: you are seeking in-depth understanding of the lifestyle and behaviors of your customer that can help you shape your opportunity. Please remember, you are not simply looking to confirm you have a great idea, but to shape your idea into a great opportunity. You will maximize your chances for success and your ability to execute your business cost-effectively by making early (rather than later) changes to your concept.

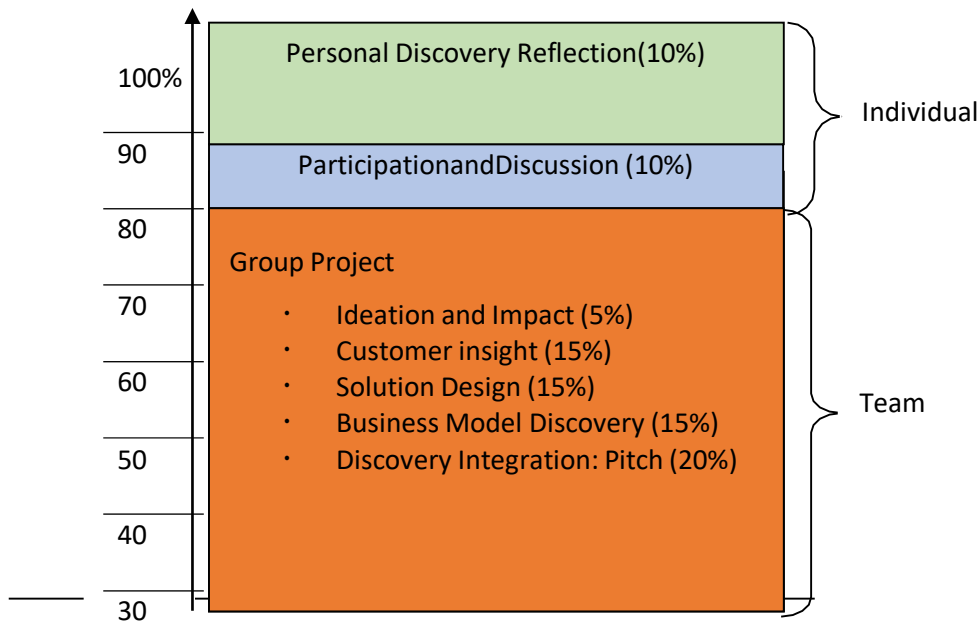
“Design” is fun, particularly when you merge customer insight with your own creativity. Enjoy! In this book, we provide structured methods to be an active listener and learner from customers as well as a product or service designer.

Business modeling is not as hard as it might sound. This is the design of your business – how it charges customers, what is spent producing and selling products or services, and the money that

can be made for each unit sold. We keep it simple – so should you.

For the final outcome, you will be required to come up with Pitch that can be used as the basis for actually starting a company based on an impactful innovation. Once again, we provide a specific format and tools for creating a compelling Pitch. We also want you to think about an exciting proposition that is more than just making money, but rather, one that helps society. This will give you innovation and venture concept greater lift with customers – and it will also make you feel better, deep inside.

Project Components and Grading



[20 Steps and activities in this course]

Deliverables

There are a number of different deliverables for the course that follow the templates presented in the book, as applied to your own venture idea. Do your best to keep up with the timeline of the class; do not fall behind! Later templates build on the learnings from prior templates. Make the most of your team! Everyone needs to pitch in. In no case, should one person be taking the lead on all templates. Rather, different team members should take the lead on specific deliverables. Coordinate well. Let your teacher know if a team member is not carrying his or her load.

Specific Deliverables

Ideation and Impact Hand-in Package: 5% of total grade

clearly written, with a one-page explanation for the team's decision

- Problem to Solve Templates, Step 4, Page 62 and 63 (with a page of additional explanation if needed)
- Idea Impact Template, Step 6, Page 69 (with a page of explanation)

Customer Interviews and Insight Hand-in Package: 15% (1st Round of Customer Interviews)

- Customer Interviews Template, Step 7, Pages 75-78, plus add additional template forms for each additional customer interview. The more, the better.
- Idea Reshaping Template, Step 7, Pages 84 and 85. Integration into overall conclusions. How have you improved your original idea through customer research?
- Latent Needs Template, Step 7, Page 93 – what are the frustrations of users that are not solved by current products or services?
- Full Use Case Template, Step 7, Page 99 – how do your customers' needs change over the full use case, and what innovative ideas can you propose at each step of the way?

Concept Design (and Test) Hand-in Package: 15%

- Customer Value Proposition Template: Step 8, Page 107. This becomes the landing point for what you learned in your customer interviews.
- Competitive Analysis Template: Step 8, Page 109. (Use the Web or actual stores/dealers)
- Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126 (You can add additional pages with design illustration and explanations of your bubble chart)
- Reality Check Survey Template and Results: Step 11, Page 141, 143-144 (You can use more than 2 pages for reporting the results.)

Business Model Design Hand-in Package: 15%

- Industry Analysis Templates: Step 12, Pages 153 and 154
- Illustrate the Business Model Template: Step 13, Page 170
(Use different colours or line patterns to show the flows of product, money, and information)
- Revenue Model Template: Step 14, Page 177
- Operating Model Template: Step 15, Page 187

- Customer Journey Template: Step 16, Page 195
- Validating the Business Model Template: Step 17, Pages 199 and 200

Discovery Integration Hand-in Package: 20%

- Business and Social Vision Impact Statement Template: Step 18, Page 210.
- Per Unit Profitability Template: Step 19, Page 229
- Your Venture Story Pitch: Step 20(PowerPoint)
- Overall Pitch Design Template:Page 264



Assemble the templates from all your work above, plus any others that you found particularly meaningful, and from these, create your Team's Innovation Pitch. The book has lists specific templates that fit for each part of the final presentation.

Do not just regurgitate the templates in your pitch; rather, take the key points from them to create your own, unique presentation. The templates help you think – but most are too complex to present to outside people who have not taken the course. Therefore, design this pitch as if you presenting to a new set of investors.

And don't forget to add an attractive title page with your team members names and email addresses! You can also add an Appendix at the very back with particularly interesting information, such as industry data or the results of your customer interviews and Reality Check.

Individual Innovation Assignments

You will be required to submit two Reflection Journals as well as a maximum two pages double spaced Synthesis, Integration and Application paper by email at the Week 4 and Week 14 respectively. Please note, this exercise is not about regurgitating the course concepts.

1) Personal Discovery Reflection Journal (10%)

At the beginning of this semester, you will have a time to think about yourself (who you are, what you are good at, what areas you want to contribute on) using a couple of templates. After that sessions, you will have a quiet moment to think about yourself, your career, and your happiness in your life. Please write 2-page reflectional journal what you feel and learning through the personal discovery sessions.

2) Insight Learning Reflection Journal (10%)

At the end of this semester, you are to prepare a short reflection of impressive sessions as well as related activities outside the classroom. Specially, (1) reflect on the key points from lectures, reading, discussion, guest speakers, and interviews, (2) apply this to your own situation, and (3) outline ways that you intend to use this knowledge in the future.

Course Schedule

Week	Session	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
1	1	Course Overview	<ol style="list-style-type: none"> 1. Why is entrepreneurship important? 2. What is Personal Discovery through Entrepreneurship? 3. Four Stages; Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration 4. Preparation (finding interesting areas) 	Lecture and Discussion
	2	Personal Discovery (Step 01, Step 02)	<ol style="list-style-type: none"> 1. Personal Values 2. Strength and Weakness 	Individual: <ul style="list-style-type: none"> • Work with the templates provided on pages: • Core values: 22, 23 • Skills: 27, 28, 29, 30, 31 • Societal Contribution: 33, 34
2	3	Find Teammates (Step 03)	<ol style="list-style-type: none"> 1. Review Problem Area Template at the beginning of the book to find classmates who want to work on the same problem area. 2. Find teammates <ol style="list-style-type: none"> (1) Shared values (2) Levels of commitment (3) Skills and experiences (Same or Different?) 	Problem template: Page 9 <ul style="list-style-type: none"> • Talk to your classmates and find teammates. See who wants to work on in the same problem space, with a shared vision of solutions, and complementary skill sets. • Sit back and assess: Team templates on Pages 44, 45, and 46. • Prepare to present your team, the problem it is going to tackle, and its collective skills.

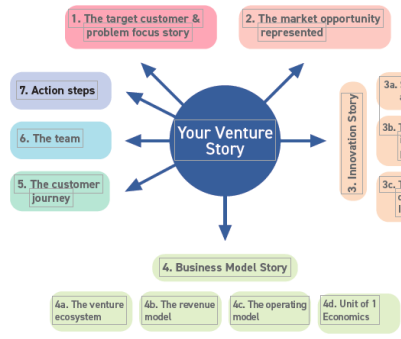
	4	Define Purpose (Step 04) Create Mission (Step 05)	<ol style="list-style-type: none"> 1. Methods for defining and refining adventure's purpose 2. Defining a Venture's Purpose 3. Creating a Vision Statement 	Team: <ul style="list-style-type: none"> • Purpose and Mission Templates: Pages 49 and 52 • Be prepare to present to theclass. • Personal Discovery ReflectionJournal Due
3	5	Ideation & Impact (Step 06)	Ideation Methods <ul style="list-style-type: none"> • An in-class ideation exercise 	Team: <ul style="list-style-type: none"> • Problem to Solve Templates, Step 4, Page 62, and 63
	6		Increasing the Impact of an Idea. (The Eat-Your-Coffee Video – a goodexample of ideation)	Team: <ul style="list-style-type: none"> • Idea Impact Template, Step 6, Page 69
4	7	User Insights Frameworks (Step 07)	<ul style="list-style-type: none"> • Identify and find the right targetusers. • Interview style and methods • The Customer Interviewtemplate. 	Team: <ul style="list-style-type: none"> • Customer Interviews Template, Step 7, Pages 75 • Edit interview template for your project.
	8		Laddering methods for interviews	Team: <ul style="list-style-type: none"> • Latent Needs Template, Step 7, Page 93
5	9	User Insights Customer Interviews (Step 07)	<ul style="list-style-type: none"> • Finding latent needs • Field work check-in 	Team: <ul style="list-style-type: none"> • Latent Needs Template, Step 7, Page 93 • Field work – customer interviewing
	10		<ul style="list-style-type: none"> • Think about innovation across theentire use case • Field work check-in 	Team: <ul style="list-style-type: none"> • Full Use Case Template, Step 7, Page 99 • Field work – customer interviewing
6	11	User Insights Interpreting	<ul style="list-style-type: none"> • Interpreting customer interviewresults • Field work check-in 	Team: <ul style="list-style-type: none"> • Field work – customer interviewing • Also talk to retailers/dealers if

		Results (Step 07)		appropriate
	12		<ul style="list-style-type: none"> • Idea Reshaping based on Customer Interviews • Field work check-in 	Teams prepare results of results from customer interviews and how the original ideas have been reshaped & improved.
7	13	User Insights Interpreting Results (Step 07)	<ul style="list-style-type: none"> • Customer Research Reports • Implications for product and service design 	<ul style="list-style-type: none"> • Teams prepare PPTs for class presentation • Customer Insight Template Hand-in Package
	14			
8	15	Concept Design (Step 08)	<ul style="list-style-type: none"> • Defining Customer Value • Understanding Customer Value Proposition 	Team: <ul style="list-style-type: none"> • Customer Value Proposition • Template: Step 8, Page 107 • Draft the CVP
	16		<ul style="list-style-type: none"> • Presentation and review of CVPs 	Team: <ul style="list-style-type: none"> • Complete CVP
9	17	Competitive Analysis and Positioning (Step 08)	<ul style="list-style-type: none"> • Understanding of Competitive Matrix • Competitive positioning: creating your separate space 	Team: <ul style="list-style-type: none"> • Identify major competitors, and dimensions for analysis • Template: Step 8, Page 109
	18		<ul style="list-style-type: none"> • Presentations of Competitive Analyses and Positionings 	Team: <ul style="list-style-type: none"> • Perform the competitive analysis and present results, including positioning
	19	Product Line Strategy (Step 09)	<ul style="list-style-type: none"> • Product line framework: good, better, best on underlying platforms, plus application to Services. 	Team: <ul style="list-style-type: none"> • Identify good, better, best variations based on the underlying concept. • Product line template: Page 115

10	20	Product Visioning Subsystem Design, and Prototype Sketch (Step 10)	<ul style="list-style-type: none"> • The structured bubble chart, showing implementation options and the team's choices • Prototype sketching (The Bluereo Video is a good example of iterative prototyping driven by customer discovery.) 	<p>Team:</p> <ul style="list-style-type: none"> • Prototype sketch, and for Web apps, a wireframe. For physical products, an initial bill of materials. • Underlying bubble chart showing your decision process. • Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126
	21	Reality Check (Step 11)	<ul style="list-style-type: none"> • The purpose of the Reality Check, testing the product concept, channel preferences, and much other. 	<p>Team:</p> <ul style="list-style-type: none"> • Reality Check Survey Template and Results: Step 11, Page 141, 143-144
	22		<ul style="list-style-type: none"> • Guidance on the number or additional customers for the reality check survey • How to analyze and interpret the results 	<ul style="list-style-type: none"> • Customize the Reality Check template for your venture. • Do a quick round of customer surveying. Aim for 12 more interviews.
12	23	Industry Analysis (Step 12)	<ul style="list-style-type: none"> • Team reports on Reality Check Results • Examine major components of an Industry Analysis • Review Templates 	<p>Team:</p> <ul style="list-style-type: none"> • Prepare and present the results of your reality check, plus any pivots you wish to make. • Concept Design (and Test) Hand-in Package • Industry Analysis Templates: Step 12, Pages 153 and 154s
	24	Business Model (Step 13)	<ul style="list-style-type: none"> • Defining the Business Model: • Lecture on basic structure and different types. • Illustrating it as the flow of product, money, and information. 	<p>Team:</p> <ul style="list-style-type: none"> • Business Model Illustration Template, Step 13, Page 170

We ek	Sess ion	Topics and Steps	• Key CONCEPTS Introduced in Class	Team or Individual Activity
13	25	Business Model (Steps 14, 15, 16, 17)	<ul style="list-style-type: none"> • Revenue and Expenses • The key decision points in the Revenue Model • The key decision points in the Operating Model • Designing the Customer Journey • Validating the Business Model (The Polka Dog Bakery Video: an example of creating a new retail experience, plus new products.) 	Team <ul style="list-style-type: none"> • Step 14, Page 177 • Step 15, Page 187 • Step 16, Page 195 • Step 17, Pages 199 and 200 • Validate the Revenue and Operating Model by trying to have phone calls with a few Sellers and Manufacturers to validating pricing, channels, and costs.
	26			
14	27	Impact Visioning (Step 18)	<ul style="list-style-type: none"> • Develop clear statements for business and societal impact. • Look at good existing examples of companies that do both. 	Team: <ul style="list-style-type: none"> • Start integrating your research and templates towards the final presentation, provided in Step 20, Page 264 • Business Model Design Hand-in Package
	28	Creating Value (Step 19)	<ul style="list-style-type: none"> • Develop a project of the profitability in make low volumes for a product, a service, and a Web app. • Discuss applications of the framework to your venture. 	Team: <ul style="list-style-type: none"> • Develop and present Unit of 1 Economics Template, Step 19, Page 229 • Keep working on the Final presentation

We ek	Sess ion	Topics and Steps	Key CONCEPTS Introduced in Class	Team or Individual Activity
	29		<ul style="list-style-type: none"> • Presentation Format and Style • Format: <ol style="list-style-type: none"> (1) Title Slide with names and contact information (2) The Target Customer and the Problem to be Solved (3) The Market Opportunity (4) The Innovation Story 	Team: <ul style="list-style-type: none"> • The PPT Presentation

15	30	<p>Tell Your Story</p> <p>(5) The Business Model Story (6) The Customer Journey (7) The Team (8) The Proposed Action Steps. (9) Appendices (if needed or desired)</p> <ul style="list-style-type: none"> If you have built a prototype during the class, please bring it and show it to us! <p>(The Fortify Video is a good example of how a good technical idea can translate into a business model, and next, into a well-funded venture.)</p>	 <ul style="list-style-type: none"> Practice, practice, practice! Not too many words on one slide Use pictures Use template to develop your thinking, but try to create slides that are not just the templates.
Final Course Deliverables		Due on the Monday after the weekend of the final class meeting.	<p>Team: Your Venture PPTs</p> <p>Individual: Insight Learning Reflection Journal</p>

Course Outcomes

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

References:

- Meyer and Lee (2020), Personal Discovery through Entrepreneurship, The Institute for Enterprise Growth, LLC. Boston, MA., USA
- Additional readings: Additional videos, including case studies and customer interviewing methods.

DOSP1001: Badminton

L	T	P	S	J	C
0	0	0	2	0	2*

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 Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. 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

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

Reference:

1. Handbook of the Badminton World Federation (BWF)

DOSP1011: Chess

L	T	P	S	J	C
0	0	0	2	0	2*

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 Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. 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

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

Reference:

1. International Chess Federation (FIDE) Handbook

DOSP1031: Football

L	T	P	S	J	C
0	0	0	2	0	2*

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 Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. 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

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

Reference:

1. FIFA Laws of the Game

DOSP1041: Volleyball

L	T	P	S	J	C
0	0	0	2	0	2*

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 Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. 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

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

Reference:

1. FIVB - Official Volleyball Rules

DOSP1051: Kabaddi

L	T	P	S	J	C
0	0	0	2	0	2*

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 Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. 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

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

Reference:

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

DOSP1091: Basketball

L	T	P	S	J	C
0	0	0	2	0	2*

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 Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. 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, defence

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

Reference:

1. FIBA Basketball Official Rules

DOSP1111: Throw ball

L	T	P	S	J	C
0	0	0	2	0	2*

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 Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. 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

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

Reference:

1. World Throwball Federation - Rules of the Game

DOSL1001: Club Activity – Participant

L	T	P	S	J	C
0	0	0	2	0	2*

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 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, 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. 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)

Text Books

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

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

DOSL1011: Club Activity – Member of the Club

L	T	P	S	J	C
0	0	0	2	0	2*

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 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

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

Text Books

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

DOSL1021: Club Activity – Leader of the Club

Course Description

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and recognizes student members' work in leading the student organizations 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 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

Text Books

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

DOSL1031: Club Activity – Competitor

Course Description:

L	T	P	S	J	C
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This course encourages and recognizes student members' work in leading the student organizations 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 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, eventmanagement)
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

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

Text Books

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

POLS1001: Indian Constitution and History

L	T	P	S	J	C
2	0	0	0	0	2*

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 Objectives:

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

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

Unit I: India as a Nation

6 hrs

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.

Module Learning Outcomes

1. Understand ideas of India
2. Explain the story behind making constitution and its future.
3. Articulate the differences between pre and post-colonial governments.

Unit 2: Understanding the Constitution

6 hrs

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.

Module Learning Outcomes

Understand the concept of constitutionalism. Demonstrate strength or weakness of constitutional morality in India

Evaluate constituent assembly debates in framing Indian Constitution.

Unit 3: The Preamble, Fundamental Rights and Directive Principles of State Policy 6 hrs

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

Module Learning Outcomes

1. Explain the relationship between 'Preamble' and 'The constitution'.
2. Interpret the key concepts of preamble
3. Analyzes the dynamic nature of Indian constitution
4. Understanding Fundamental Rights
5. Evaluate Directive Principles of State Policy
6. Interpret case studies on Fundamental Rights.

Unit 4: Citizenship

6 hrs

Jayal, N.G. (2019). 'Reconfiguring citizenship in contemporary India' in *South Asia Journal of South Asian 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 Rodrigues

Module Learning Outcomes

1. Explain different dimensions of citizenship in Indian context
2. Evaluate the basis of citizenship
3. Compare 'claim' and 'status' of citizenship

Unit 5: Separation and Distribution of Powers

6 hrs

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

Module Learning Outcomes

1. Explain the importance of separation of powers in a democracy
2. Understand the relation between three organs of the government
3. Evaluate the system of 'checks and balances'
4. Understand the difference between unitary and federal political systems
5. Critically analyze the Indian model of Federalism
6. Evaluate the distribution of responsibilities between union and state governments.

Recommended Readings:

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

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

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

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

Subhash C. Kashyap, *Our Constitution*, National Book Trust, New Delhi, 2011.

Tillin, Louise. (2015). *Indian Federalism*. New Delhi: Oxford University Press.

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

PHPY1001: Gandhi for the 21st Century

L	T	P	S	J	C
2	0	0	0	0	2*

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 Objectives

The objectives of the course are;

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

Module I : MK Gandhi: Childhood and Education

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

Module II: 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.

Module III: 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.

Module IV: Gandhi and Sustainable Development

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

Module V: Gandhi and Contemporary Issues

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

Learning Outcomes

1. To understand the life of Gandhi
2. To understand the role of Gandhi in Indian national movement
3. To analyse the origin and significance of Satyagraha

4. To understand the eleven vows of Gandhi which he followed through-out his life.
5. To examine the significance of constructive programs today

Course Outcomes

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

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

References

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

DOSL1041: Community Services - Volunteer

L	T	P	S	J	C
0	0	0	0	2	2*

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 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 Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)

Course Outcomes

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

DOSL1051: Community Services - Mobilizer

Course Description

L	T	P	S	J	C
0	0	0	0	2	2*

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 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)

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 Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)
3. List of student run and other Government and non-government community service organizations

Course Outcomes

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

ENVS1001: Environmental Studies

Course Description

L	T	P	S	J	C
3	0	0	0	0	3*

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 Objectives

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

Course Outcomes

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

UNIT – I	Multidisciplinary nature of environmental studies & Natural Resources:	No of Hours: 12
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, Land resources. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles. Activity: <ol style="list-style-type: none">1. Planting tree saplings2. Identification of water leakage in house and institute-Rectify or report3. Observing any one day of a week as Car/bike/vehicle free day.		
Learning Outcomes:		

After completion of this unit, the student will be able to		
•	List different natural resources and their uses.	L1
•	Relate how the over-exploitation of natural resources impact human life	L1
•	Find the role of an individual in the conservation of natural resources.	L1
•	Recall the demand of potable water in a community.	L1
•	Explain the equitable use of natural resources for sustainable lifestyles.	L2
Pedagogy tools: Blended learning, Case let, video lectures, self-reading		
UNIT – II	Ecosystem and biodiversity	No of Hours: 12
Ecosystem: Structure components of ecosystem: Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, Energy flow in the ecosystem (10% law), Ecological succession. Biogeochemical cycle: (Nitrogen, carbon, Phosphorus cycle).		
Biodiversity: Definition, Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic and optional values. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching, man wildlife conflicts. Conservation of biodiversity: In – situ and Ex-situ		
Activity”		
1. Visit to Zoological Park-Noting different ecosystem		
2. Biodiversity register- Flora and fauna in the campus		
Learning Outcomes:		
After completion of this unit, the student will be able to		

6. To make learners understand about the importance of field visit.

•	Demonstrate how ecosystem functions.	L2
•	Summarize the structure and function of terrestrial and aquatic ecosystems.	L2
•	Explain the values and threats to biodiversity.	L2
•	Identify the importance of conservation of biodiversity.	L3
Pedagogy tools: Blended learning, Case let, video lectures, self-reading		
UNIT – III	Environmental Pollution	No of Hours: 12
Definition Causes, effects, and control measures of: -Air pollution. Water pollution. Soil pollution. Marine pollution. Noise pollution. Nuclear hazards. Solid waste Management: Causes, effects, and control measures. Role of an individual in prevention of pollution. Pollution case studies.		
Activity		
1. Visit to treatment plant and documentation.		
2. Documentation of segregation of solid waste-Dry and Wet		
Learning Outcomes:		
After completion of this unit, the student will be able to		
•	Identify causes, effects, and control measures of pollution (air, water & soil).	L3
•	Choose different types of pollutants.	L3
•	Experiment with the pollution related case studies.	L3
•	Solve solid waste issues but appropriate management techniques.	L3
•	Analyse the role of an individual in prevention of pollution.	L4
Pedagogy tools: Blended learning, Case let, video lectures, self-reading		

UNIT – IV	Social Issues and the Environment	No of Hours: 10
From Unsustainable to Sustainable development Urban problems related to energy. Water conservation, rainwater harvesting, watershed management. Resettlement and rehabilitation of people; its problems and concerns related to mining, dams, Case Studies. Environmental ethics: Issues and possible solutions. Green building concept, Role of remote sensing and GIS in ground water exploration.		
Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies. Wasteland reclamation.		
Activity:		
<ol style="list-style-type: none"> 1. Observing zero hour at individual level-documentation. 2. Eco friendly idols. 3. Rainwater harvesting-creating storage pits in nearby area. 		
Learning Outcomes:		
After completion of this unit, the student will be able to		
•	Examine different water conservation methods.	L4
•	Survey remote sensing and GIS methods in exploration of ground water.	L4
•	Function of green building concept.	L4
•	Discover the consequences of global warming, acid rains and ozone layer depletion.	L4
•	Improve wasteland reclamation.	L5
Pedagogy tools: Blended learning, Case let, video lectures, self-reading		
UNIT – V	Human Population and the Environment and Environment Protection Act and Field work	No of Hours: 12
Population growth, variation among nations. Family Welfare programme. 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. Forest Conservation Act. Environmental Protection Act, Issues involved in enforcement of environmental legislation. Public awareness.		
Activity:		
<ol style="list-style-type: none"> 1. Visit to a local polluted site-industry/agriculture 2. Identifying diseases due to inappropriate environmental conditions 		
Learning Outcomes:		
After completion of this unit, the student will be able to		
•	Predict population growth and variation among nations.	L5
•	Adapt value education.	L5
•	Discuss women and child welfare.	L5
•	Theorize different environmental legislation acts and issues involved in enforcement of legislation.	L5
•	Justify the role of information technology in environment and human health.	L6
Pedagogy tools: Blended learning, Case let, video lectures, self-reading		
Text Book(s)		
5. Erach Bharucha. Textbook of environmental studies for undergraduates courses-Universities Press, India Private Limited. 2019.		
6. Kaushik A and Kaushik C.P. Perspectives in Environmental Studies. New Age International Publishers Edition-VI. 2018.		
7. Dave D Katewa S.S. Textbook of Environmental Studies, 2 nd Edition. Cengage Learning India. 2012.		
Additional Reading		
1. Benny Joseph. Textbook of Environmental Studies 3 rd edition, McGraw Hill Publishing company limited. 2017.		

Reference Book(s):															
3. McKinney M.L., Schoch R.M., Yonavjak L. Mincy G. Environmental Science: Systems and Solutions. Jones and Bartlett Publishers. 6 th Edition. 2017.															
4. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5 th 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															

	Programme Objectives (POs)												PSOs		
	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

MFST1001: Health & Wellbeing

L	T	P	S	J	C
0	0	2	0	0	1*

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 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-I

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-II

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-III

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

UNIT-IV

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

- Learn the role of nutrition and diet in maintaining a good health
- Will understand how the exercise, sports and physical activities will improve health
- Will learn mindfulness practices for reducing stress?
- Will know the importance of yoga and meditation

CLAD2001: Preparation for Campus Placement-1

(Soft Skills 5A)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives

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

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: Practising 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

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

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

CLAD2011: Preparation for Higher Education (GRE/ GMAT)-1

(Soft Skills 5B)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives

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

Syllabus

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

Course Outcomes

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

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

CLAD2021: Preparation for CAT/ MAT - 1 (Soft Skills 5C)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives:

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

Syllabus

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

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

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

CLAD2031: Preparation for Campus Placement-2

(Soft Skills 6A)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives

1. To comprehensively prepare all eligible and aspiring students for landing their dream jobs.
2. To sharpen the test-taking skills in all four major areas of all campus drives
3. Career Preparedness II: Mock Interviews, Feedback and Placement Readiness
4. Verbal Ability II: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning
5. Quantitative Aptitude II: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
6. Reasoning II: Logical and Verbal Reasoning

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.

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

CLAD2041: Preparation for Higher Education (GRE/ GMAT)-2

(Soft Skills 6B)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description

1. 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 Objectives

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

Syllabus

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

Course Outcomes:

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

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

CLAD2051: Preparation for CAT/ MAT - 2 (Soft Skills 6C)

L	T	P	S	J	C
0	0	2	0	0	1

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 Objectives:

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

Syllabus

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

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

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

FINA3001: Personal Financial Planning

L	T	P	S	J	C
0	0	2	0	0	1*

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 face 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 Objectives:

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

Syllabus

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

Course Outcome:

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


Text Books

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

Reference Books

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.

FACULTY CORE COURSES

	IEN1001		Business Economics		L	T	P	J	S	C
					3					3
	Course Owner		Dept. of Entrepreneurship		Syllabus version				1.0	
	Course Pre-requisite(s)		Indian Business Environment		Contact hours				45	
	Course Co-requisite(s)		NIL		Date Approved					
	Alternate Exposure									

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

Course Objectives

1. Give outline on the fundamental concepts of business economics
2. Choose the right demand forecasting technique based on the imparted knowledge about demand and supply concepts
3. Specify the importance of cost and output relationships to take production decisions
4. Analyze the market structures under different competitive conditions
5. Apply relevant information for business decisions by gaining knowledge about various macro-economic aspects.

Unit - I Introduction to Managerial Economics

No of Hours:8

Managerial Economics – Nature, scope, importance and application of Managerial Economics concepts in business decision making.

Learning Outcomes:

After completion of this unit, the student will be able to

- Explain the concepts of Managerial Economics L1
- Describe the nature, scope and importance of Managerial Economics L1
- Explain the application of managerial economics in business decision making L1

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT–II Demand and Supply Analysis

No of Hours: 9

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

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Identify the determinants of demand and supply in economics L1
- Describe the process of price mechanism L2
- Calculate various types of demand elasticities L2
- Recognize methods of demand forecasting L2

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT-III Production and Cost analysis No of Hours:9

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

Learning Outcomes:

- After completion of this unit, the student will be able to L3
- Describe different types of production functions. L2
- Differentiate between various cost concepts L3
- Co-relate the relationship between production and cost analysis decisions L3
- List out various economies and diseconomies of scale L3

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT-IV Market Structure No of Hours:10

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Compare various types of market structures L3
- Analyse the price and output decisions under perfect competitive conditions L3
- Analyse the price and output decisions under imperfect competitive conditions L3

- Compare pricing decisions in the short run and long run
- List out various reasons for market Failure

L2
L1

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT-V Macroeconomics

No of Hours: 9

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Describe various macroeconomic indicators L1
- Explain various methods of measuring national income L1
- Differentiate monetary and fiscal policy measures L2
- Explain stages of business cycles and its remedial measures L1
- Recognize types of inflation and its corrective measures L2

Text Books:

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

Additional Reading:

Reference Books:

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

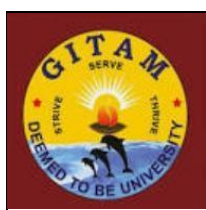
Journals

1. Economic and Political Weekly, Sameeksha Trust, Mumbai
2. GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam
3. Indian Journal of Economics, Academic Foundation, New Delhi
4. GITAM Journal of Management
5. E- Books and E-Journals

Website(s):

	Programme Objectives (POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	1	0	0	1	1	1									
CO2	1	1	1	1	0	2									
CO3	0	0	0	2	2	2									
CO4	0	0	2	1	2	2									
CO5	1	0	0	1	2	2									

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

	ACCN 1001	Financial Accounting	L	T	P	J	S	C
			4					4
	Course Owner	Dept. of Accounting	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

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

Course Objectives

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

UNIT – I Nature and Scope of Financial Accounting and Systems No of Hours: 15

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

Learning Outcomes:

- Understand the Principles - Accounting Concepts and conventions L3
- Prepare financial statement using Accounting Cycle L3
- To comprehend Double Entry System L2
- To post journal using Double Entry System – Accounting equation L3
- To prepare Journals and Ledgers L1

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT – II

Subsidiary Books

No of Hours :13

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

Learning Outcomes:

- To prepare Subsidiary Books L3
- To prepare the Cash Book, Triple column and Petty cash book L3

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT – III Trial Balance No of Hours :10
Meaning of Trial Balance - Preparation of Trial Balance - Types of Errors – Suspense Account. (NP)

Learning Outcomes:

After completion of this unit, the student will be able to

- Prepare Trial Balance L3
- Identify Types of Errors in trial balance L2
- To solve for Suspense Account L5

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT - IV Preparation of Final Accounts No of Hours:13
Trading Account – Profit and Loss Account - Balance Sheet – Treatment of Adjustments- (NP)

Learning Outcomes:

After completion of this unit, the student will be able to

- prepare a Trading Account L3
- prepare a Profit and Loss Account L3
- analyze the Balance Sheet L4
- Solve for Treatment of Adjustments L3

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT – V Bank Reconciliation Statement (BRS) No of Hours:10

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

Learning Outcomes:

After completion of this unit, the student will be able to

- understand the Importance of BRS L3
- prepare Passbook – Cash Book L3
- analyze Causes for difference between cash book and pass book L4
- Prepare Bank Reconciliation Statement L3

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

Textbook(s):

1. Mukharjee and Hanif (2013), Financial Accounting, New Delhi: Tata Mc-Graw Hill
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Book(s)

1. Maheswari S.N& MaheswariS.K (2010), Introduction to Financial Accounting, New Delhi: Vikas Publishing House.

2. Tulsian P.C (2011), Financial Accounting, Volume I and Volume II, New Delhi: Pearson Education.

Journal(s):


1. The Chartered Accountant: The Institute of Chartered Accountants of India
2. Journal of Accounting and Finance: Research Development Association, Jaipur
3. Indian Journal of Accounting: The India Accounting Association, Udaipur
4. The Accounting World: ICFAI Press, Hyderabad

Website(s):

<https://www.icai.org/>

	Programme Objectives (POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	1														
CO2			2												
CO3				1											
CO4		2			1										

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

	OPTS1001	Business Mathematics	L	T	P	J	S	C
			3					3
	Course owner	Dept. of Operations	Syllabus version				1.0	
	Course Pre-requisite(s)	NIL	Contact hours				50	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

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

Course Objectives

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

UNIT - I Basic Mathematics

No of Hours:10

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the fundamental knowledge of Basic Mathematics L2
- Apply basic concepts of Basic Mathematics. L3
- Analyse mathematical ideas for model, real-world problems. L4
- Evaluate and develop problem-solving skills. L5

Pedagogy tools: Classroom practice, Discussion, Presentations, Assignment, Quizzes, Graphs, Investigate, Diagrams, polls.

UNIT - II Matrix Algebra

No of Hours: 11

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the basic idea of Matrix Algebra L2
- Apply the knowledge in matrix Algebra for solving business problems L3
- Analyse the matrix algebra skills required for mathematically intensive areas in Economics and business application L4

Pedagogy tools: Classroom practice, Discussion, Presentations, Assignment, Quizzes, Graphs, Investigate, Diagrams, polls.

UNIT - III Elementary Calculus

No of Hours:11

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the properties of Calculus L2
- Apply knowledge about Methods of differentiation L3
- Explain and do modelling of Business Applications L4
- Evaluate the partial differentiation of first and second order, maxima & minima L5

Pedagogy tools: Classroom practice, Discussion, Presentations, Assignment, Quizzes, Graphs, Investigate, Diagrams, polls.

UNIT - IV Application of Calculus

No of Hours: 10

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the fundamental ideas of Elasticity, Average revenue, and Marginal revenue L2
- Analyse demand and supply for good in a competitive market L4
- Analyse the basic concepts of business economics and its role in business decisions L4

Pedagogy tools: Classroom practice, Discussion, Presentations, Assignment, Quizzes, Graphs, Investigate, Diagrams, polls.

UNIT - V Mathematics of Finance

No of Hours:08

Simple interest, Compound interest, Annuity, Concept of present value and amount of sum types of annuities, present value and amount of an annuity including the cases of

continuous compounding, problems relating to sinking fund.

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the basic concepts of mathematics which are applicable in business and finance L2
- Apply the rate of interest and its application in banking and finance L3
- Analyse and understand the basic concepts of Finance Mathematics and its role in business decisions L4

Pedagogy tools: Classroom practice, Discussion, Presentations, Assignment, Quizzes, Graphs, Investigate, Diagrams, polls.


Textbook(s):

1. R.C. Joshi (2013.), Business Mathematics, Jalandhar: New Academic Publishing Co.
2. J.K Singh (2013), Business Mathematics, Mumbai: Himalaya Publishing House.
3. Dr. Amarnath Dikshit & Dr. Jinendra Kumar Jain (2011.), Business Mathematics, Mumbai: Himalaya Publishing House.
4. Dr.C. Sancheti and V.K.Kapoor (2012), Business Mathematics, New Delhi: Sultan Chand & Sons.

Website(s):

	Programme Objectives (POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	3	2	0	0	2	2	0	0							
CO2	2	2	0	0	2	2	0	0							
CO3	3	3	0	0	1	1	0	0							
CO4	2	2	0	0	2	2	0	0							
CO5	2	2	0	0	2	2	0	0							

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

	IENT1011	Indian Business Environment	L	T	P	J	S	C
			3					3
	Course Owner	Dept. of Entrepreneurship	Syllabus version				1.0	
	Course Pre-requisite(s)	Business Economics	Contact hours				45	
	Course Co-requisite(s)	NA	Date Approved					
	Alternate Exposure	NA						

Every business operates in a particular environment, and each business unit has its environment. A change in environment presents an opportunity to some and a threat to others. Sometimes, in the same industry, a relevant change in environment can have a favorable or the opposite impact on different units of the same industry. The business environment in India is undergoing a dynamic change; Now, India is regarded as a potential economic power and emerged as one of the world's emerging nations. India's business world occupies a place in almost all major sectors of the world economy. The main drive of this course addresses structural changes, external environmental changes, planning and policies of the state, economic trends, information technology, and its impact.

Course Objectives:

This course intends the students to

1. To understand different Business Environmental concepts and their scope
2. To Know the different Industrial Policies and its impact on Indian Business Environment
3. To Analyze the monetary and fiscal policies in India and its impact on business.
4. To know the regulatory and actions of corporate governance

Unit I Business Environment

No of Hours - 9

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

Learning outcomes:

After completion of this unit, the student will be able to

- Describe the internal and external environment of a business L2
- Explain political, economic, social, and technological environments in India L1
- Recognise the legal aspects of the business environment in India. L2
- Distinguish between micro and macro environmental factors L4

Pedagogy Tools: Case study, Discussion, Self-reading, Polls, Student Presentations

Unit II Economic Planning and Industrial Policy

No of Hours- 9

Economic Planning impact on business environment- Meaning and Objectives of Industrial

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Explain economic planning and its impact on business environment
L2
- Describe salient features of various industrial policies in India
L1
- Describe the FERA and FEMA acts in role of ease of doing Business
L2
- Analyze the Globalization impact on Indian Business

Environment

L

4 Pedagogy Tools: Case study, Discussion, Self-reading, Polls, Student

Presentations

Unit III Monetary and Fiscal Policy

No of Hours - 9

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Recognize the objectives of Monetary and fiscal policies in India L1
- Discuss the impact of monetary and fiscal policies on Business L2
- Illustrate the different components in central and state budgets L3

Pedagogy Tools: Case study, Discussion, Self-reading, Polls, Student Presentations

Unit IV Business and Social Environment

No of Hours- 9

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Discuss the relationship between Business and Society L1
- Explain the importance of ethics in business L2
- Analyze the Social responsibility of business in various aspects L3
- Assess the social audit under the companies Act relates to CSR L5

Pedagogy Tools: Case study, Discussion, Self-reading, Polls, Student Presentations

Unit V Corporate Governance No of Hours - 9

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Describe the importance of corporate governance L1
- Discuss and analyze the need of corporate governance in India L2&L4
- Describe and criticize recommendations of Birla Committee L2&L5

Pedagogy Tools: Case study, Discussion, Self-reading, Polls, Student Presentations

Text Book:

1. Pual, Justin, Business Environment Text and Cases, Tata McGrawHill, New Delhi

Additional Readings:


1. Harvard Business Review
2. The Mint/ The Economic Times/Business Standard/Business Line Daily News Papers

References:

1. Cherunilam, Francis, "Business Environment, Text & Cases", Himalaya Publishing House, New Delhi, 2019
2. Aswathappa, K, "Essentials of Business Environment", Himalaya Publishing House, New Delhi.
3. Dutt, Ruddra and Sundaram, K.P.M., "Indian Economy", S. Chand & Co. Ltd., New Delhi.
4. Misra and Puri, Indian Economy, Himalaya Publishing House. New Delhi : 2019
5. Joshi & Kapoor, Business Environment, Kalyani Publishers, New Delhi, 2019
6. Worthington, Ian and Britton, Chris, "The Business Environment", Pearson Education Ltd, New Delhi, 2019
7. Fernando, A.C., Indian Economy, Pearson Education Ltd, New Delhi, 2019.

	Programme Objectives (POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	1	1	1	0	0	1									
CO2	1	0	1	1	1	2									
CO3	2	2	3	2	2	2									
CO4	1	1	2	1	1	1									

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

	HRMG 1001	Principles and Practice of Management	L	T	P	J	S	C
			3					3
	Course Owner	Dept of HRM	Syllabus version				1.0	
	Course Pre-requisite (s)	Bridge course: Self-Management & Government, Business and Society	Contact hours				46	
	Course Co-requisite(s)	Indian Business Environment, And Human Resource Management	Date Approved					
	Alternate Exposure							

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

Course Objectives

1. To understand theoretical aspects, processes and principles, the scope of Management and its application to modern management practice.
2. To analyze how the field of Management has evolved and its significant contributions
3. To analyze and apply the critical role of managers in modern organizational settings
4. To illustrate and evaluate the importance of planning, organizing, directing and controlling in decision making

Unit I Management Nature and Concept

No of Hours - 09

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

Learning Outcomes

After completion of this unit, the student will be able to

- understand the nature and scope of Management L2
- know the differences between Management and Administration L4
- describe different contributions of Management through L2
- summarize the Management and its functions L2
- can apply different managerial roles in Business organization L2

Pedagogy Tools: Case study, Lecture cum Discussion, Self-reading, Polls

No of Hours- 09

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

Learning Outcomes:

After completion of this unit, the student will be able to

- understand the concept and objectives of Planning L2
- analyze the steps and techniques of planning L4
- apply the Decision-making process in Business organizations L2
- explain the importance of MBO in organization L5

Pedagogy Tools: Case study, Lecture cum Discussion, Polls, Student Presentations

Unit III Organizing

No of Hours – 10

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

Learning Outcomes:

After completion of this unit, the student will be able to

- aware the concept and principles of Organizing L2
- understand different Organizational structures L4
- explain the difference between Centralization and Decentralization L4
- differentiate the functions of Line and Staff L5

Pedagogy Tools: Case study, Lecture cum Discussion, quiz, Student Presentations

Unit IV Leading

No of Hours – 09

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

Learning Outcomes:

After completion of this unit, the student will be able to

- know the concept and characteristics of leadership L2
- understand the different functions of leadership L2
- explain the distinguish between leadership and Management L4
- analyze and apply different leadership styles L4

Pedagogy Tools: Case study, Lecture cum Discussion, Self-reading, quiz, Student Presentations

Unit V Controlling

No of Hours - 09

Unit	Controlling	No. of Hours
Introduction, Concept of Controlling, Purpose of Controlling; Types of Control; Steps in Controlling; Techniques in Controlling.		6

Learning Outcomes:

After completion of this unit, the student will be able to

- understand the concept and purpose of Controlling in Organizations L2
- analyze different types of controls L4
- explain different steps in controlling process L2
- apply different controlling techniques in different situations L5

Pedagogy Tools: Case study, Lecture cum Discussion, quiz, Student Presentations

Case Let (Not Exceeding 200 Words)

Textbooks:

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

Additional Readings:

References:

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

Journal(s):

1. Vikalpa, Indian Institute of Management
2. Journal of General Management., Mercury House Business Publications, Limited
3. Harvard Business Review, Harvard Business School Publishing Co. USA
4. Indian Management, AIMA, New Delhi
5. IJBMT Global Business Innovation, SPIRI
6. GITAM Journal of Management, GIM, GITAM (Deemed to be University)

Website(s):

	Programme Objectives (POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	3	2	0	0	0	0									
CO2	2	2	2	3	0	0									
CO3	1	2	2	3	2	1									
CO4	0	2	3	2	2	2									

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

COURSE OBJECTIVES

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

LEARNING OUTCOMES

Upon successful completion of Unit 1, the student will be able to:

1. Demonstrate an understanding of poetry as a literary genre (L2)
2. Identify and describe poetic forms and poetic devices (L2,L3)
3. Analyze and effectively communicate ideas related to the poetic works for their structure and meaning, using correct terminology. (L3,L4)

UNIT -I

Poetry

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

LEARNING OUTCOMES

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

- Demonstrate an understanding of short story as a literary genre (L2)
- Identify and describe distinct literary characteristics of the short story form (L2,L3)
- Analyze and effectively communicate ideas related to the short stories for their structure and meaning. (L3,L4)

UNIT-II

Short Stories

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

LEARNING OUTCOMES

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

- Read essays, and opinions while analyzing the structural and sentence level arrangement of the writing.(L1)
- Examine effective unity, support, coherence, and mechanics in essays.(L4)
- Write essays considered appropriate for the undergraduate level (L5)

UNIT-III

Essays

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

LEARNING OUTCOMES

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

- Engage with relevant scholarly works on contemporary issues (L1)
- Able to analyze, describe, and debate the complexities of globalization(L3)
- Situate one's own reading in terms of society, religion, caste, region, gender, and politics(L4)

UNIT-IV:

Contemporary Issues

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

LEARNING OUTCOMES

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

- Use prewriting techniques to develop ideas in paragraphs and essays.(L2)
- Practice unity, coherence (including transitions), and appropriate writing style.(L2)
- Recognize and incorporate proper grammar and mechanics including parts of speech, verb tense, subject-verb agreement, word choice, spelling, commas, and other punctuation.(L1)
- Write a book/film review(L3)

UNIT-V:

Coursera Courses:

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

Book/Film Review

COURSE OUTCOMES

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

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

L	T	P	S	J	C
3	0	0	0	0	3

INTRODUCTION

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

COURSE OBJECTIVES

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

SYLLABUS

गद्यविभाग (Prose Detailed Text)

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

उपवाचकविभाग (Non Detailed Text)

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

व्याकरणविभाग

I. निर्देश के अनुसार वाक्यों को बदलकर लिखिए

(Rewriting of sentences as directed)

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

4. वाच्य (voice)

II. शुद्धकीजिए (correction of sentences)

1. चाहिएप्रयोग
2. लिंगऔरवचनसंबंधी

III. वाक्यप्रयोग (make your own sentences)

IV. कार्यालयहिंदी: प्रशासनिक

शब्दबली / परनाम (karyalay Hindi : Administrative terminology)

1. कार्यालयो केनाम
2. पदनाम

V. संधिविच्छेद

VI. विलोमशब्द

VII. पत्रलेखन

VIII. गंधाशकेआधारपरदिगयेप्रश्नोकाउत्तरदेनाचाहिए

VIII. निबंध

COURSE OUTCOMES

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

TEXTBOOK

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

LANG1101: SANSKRIT

L	T	P	S	J	C
3	0	0	0	0	3

INTRODUCTION

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

COURSE OBJECTIVES

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

SYLLABUS

- POETRY :
- Lesson No. 1 Saranagathi
From Valmiki Ramayanam Yuddhakanda
17th Canto Slokas 11 – 68
 - Lesson No. 2 Ahimsa Paramodharmah
From Srimadbharatam, Adiparva 8th chapter
Sloka 10 – to the end of 11 Chapter
 - Lesson No. 3 Raghoah Audaryam
From Raghuvamsa 5th Canto 1 – 35 Slokas
- PROSE :
- Lesson No. 4 Mitrasampraptih
From Pancatantra – Ist Story (Abridged)
 - Lesson No. 5 Modern prose Chikroda katha
Andhra Kavya Kathah
By Sannidhanam Suryanarayana Sastry
 - Lesson No. 6 Computer Yanthram
By Prof. K.V. Ramakrishnamacharyulu

GRAMMAR

DECLENSIONS:

Nouns ending in Vowels:

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

SANDHI:

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

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

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

SAMASA :

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

CONJUGATIONS

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

IInd Conjugation – As ()

IIIrd Conjugation – Yudh,

IVth Conjugation – Ish

VIII Conjugation – Likh, Kri ()

IXth Conjugation – Kreen ()

Xth Conjugation – Kath, Bhash, Ram, Vand,

COURSE OUTCOMES

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

L	T	P	S	J	C
3	0	0	0	0	3

LANG1111: TELUGU

INTRODUCTION

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

COURSE OBJECTIVES

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


SYLLABUS

ప్రాచీనకవిత్వం:

1. నన్నయ - గమగాశపతనులకథ
ఆంధ్రమహాభారతం-ఆదిపర్వం-నాల్గవ అశ్వాసం(120-165)“నరనరుడగు శపతనునకు” నువండి“దివ్యభూషణాలంకృత” వరకు
2. తిక్కన - మూషికమర్థాలవృత్తవంతవం
ఆంధ్రమహాభారతం-శృంగిపర్వం-మూడవ అశ్వాసం(202-242)అడవిలోనొకమట్టి.....నువండిసౌఖ్యము బువందెన్.
3. అల్లసానిపెద్దన - హంసీచక్రవాకసంవాదం
మంచుచరిత్రము-ఆరవ అశ్వాసం(62-68)
“గమగాతరవంగిణి” నువండి“జంభారీభీదురసంరంభంబు” వరకు
4. తరిగవండవంగమావంబ - ఎఱుకత్తవంకటాచలమహాత్మ్యం అశ్వాసం(4-51)
“వకుళను నేనావివాహప్రయత్నంబు” నువండి“అనియిట్” వరకు

ఆధునికకవిత్వం

5. గరిమేశ్వరశర్మనారాయణ-మోడతెల్లదొరతనము
6. శ్రీశ్రీ - మహాప్రసాదం
7. జాషువ - ముసాపరులు
8. పుట్టపర్తి నారాయణాచార్యులు - మేఘదూతముకథానికలు
9. పాలగుమ్మపర్కర్జు - గాలివాన
10. కొలకటూరి ఇనాక్ - ఆకలి
11. కేతువిశ్వనాథరెడ్డి - నమ్మకున్న నేల
12. పాట్లపరీమార్పు - జైలుశ్రమకరణం
13. సమధులు - సవరణదీక్షగుణ, యణాదేశ, వృద్ధితిక, గ, స, డ, దవాదేశ, రుగాగమ, బీగాగమ, అమ్రేడిత, ఆత్మసంధిమొదలైనవి.
14. సమాసాలు - తతుపురుష, కర్మధారయ, ద్వంద్, దీగు, బహువ్రీహి మొదలైనవి.

	FINA 1031	Principles and Practice of Banking	L	T	P	J	S	C
			3					3
	Course Owner	Dept of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)	NIL	Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

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

Course Objectives

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

UNIT – I Banking System and Structure

No of Hours: 9

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the need and importance of Banking system and structure L1
- Explain the Role of Reserve Bank of India L1
- Understand essence of Banking regulation L1
- Elucidate objectives and functions of RBI L1
- Acquaint Tools of monetary control and regulatory restrictions. L5

Pedagogy tools: Blended learning, video lectures, self-reading and Coursera

UNIT – II Risk management and Basel Accords

No of Hours: 9

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Know the importance of Risk Management L3
- Understand the Basel Accords L3
- acquaint and apply CIBIL fair practices code for debt collection L2
- Explain Principles of lending Apply credit appraisal techniques L5
- Know the importance of Cash management services L1

Pedagogy tools: Blended learning, video lectures, self-reading

UNIT – III**Functional Banks****No of Hours: 9**

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the relationship between customer and banker L1
- Familiarize with different types products and services offered by banks L3
- Understand KYC norms and PMLA Act L2
- Know services offered to customers and investors L5
- Explain various types of loans and other facilities offered by banks L1

Pedagogy tools: Blended learning, video lectures, self-reading, Coursera

UNIT – IV**Customer Protection****No of Hours: 9**

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand COPRA Act and operational aspects L1
- Know the importance of Banking Ombudsman Scheme L3
- Explain role and duties paying and collecting banks L3
- Summarize negotiable instrument act and its implications L5
- Understand various ancillary services offered by banks L3

Pedagogy tools: Blended learning, video lectures, self-reading

UNIT – V**Banking Technology****No of Hours: 9**

Computer Systems: LAN, WAN, UPS, Core banking, Data warehousing, Data Mining. Digital Banking: ATMs, Electronic Kiosks-CDK, BNA, PBP; Cards – Types, Networks, Wallets; PPI. Electronic Banking – Internet & Mobile Banking. Trends In Communication

Networks for Banking: EFT System, SWIFT, RTGS, NEFT, Automated Clearing System.
Digital Payment Systems – NPCI

Learning Outcomes:

After completion of this unit, the student will be able to

- Explain essential computer systems in Banking lik LAN, WAN, UPS etcL3
- Understand the concept of Digital Banking and application L3
- Summarize various types of cards issued banks to their customers L2
- Familiarize with electronic banking L5
- Be aware of recent trends in communication networks for banking L1

Pedagogy tools: Blended learning, video lectures, self-reading

Textbook(s):

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

Additional Readings:

Reference Book(s):

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

Journal(s):


1. GITAM Journal of Management, Visakhapatnam.
2. The Journal of Banking Studies, Mumbai.

Website(s):

<https://www.icai.org/>

	Programme Objectives (POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	1		1			2									
CO2	1			2		1									
CO3		1		1											
CO4		1		1											
CO5	2	1				1									

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

	ACCN 1071		L	T	P	J	S	C
	Course Name	Cost and Management Accounting	4					4
	Course Owner	Dept of Accounting	Syllabus version					1.0
	Course Pre-requisite(s)		Contact hours					60
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

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

Course Objectives

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

UNIT - I Cost and Management Accounting

No. of Hours 10

Introduction and significance of cost accounting and management Accounting-Nature and Scope of Cost Accounting and Management Accounting – Importance of cost center and cost unit - Cost Accounting vs. Management Accounting vs. Financial Accounting.

Learning Outcomes:

- To understand the Nature and Scope of Cost Accounting and Management Accounting L2
- To understand the significance of Cost Accounting and Management Accounting L2
- To state the concepts of cost center and cost unit L1
- To understand the importance of cost center and cost unit L2
- To differentiate between Cost Accounting, Management Accounting and Financial L3 Accounting.

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT - II Elements of Different Costs:

No. of Hours 18

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

Learning Outcomes:

After completion of this unit, the student will be able to

- To define and understand the concepts of direct and indirect - Material Cost, Labour Cost, other expenses. L1,2
- To calculate the issue price of materials using LIFO, FIFO, Simple and weighted average methods L3
- To Understand the concepts of Time& Piece rate systems and Bonus Plans. L2
- To calculate the wage rates using time rate, simple piece rate, Taylor's piece rate, Merriks piece rate, Gant's, Halsey and Rowan's plans. L3
- To Understand the concepts overhead classification, allocation and apportionment. L2
- To calculate and distribute the overhead expenses using primary and secondary distribution methods. L3

UNIT - III Preparation of Cost Sheet

No. of Hours 12

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the concepts of prime cost works cost, cost of production, cost of sales and Profit Margin. L2
- To Understand the concept of Cost Sheet and its types. L2
- To Prepare a Cost Sheet L3
- To Understand the concept of Tenders L2
- To Prepare a Cost Sheet for special work orders L3

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT - IV Managerial Applications of Cost-Volume-Profit and Break Even Analysis

No. of Hours 12

Analysis and Classification of different Costs- Fixed Cost- Variable Cost- incremental

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

Learning Outcomes:

After completion of this unit, the student will be able to

- To State the different ways of classification of costs. L1
- To Understand the concepts of different costs L2
- To Understand the concept of Cost-Volume-Profit Analysis L2
- To Study the changes in costs, profits and sales with respect to changes in volume. L4
- To Understand the concepts of Contribution, P/V ratio, BEP and Margin of Safety L2
- To Calculate Contribution, P/V ratio, BEP and Margin of Safety L3
- To Understand the applications of marginal costing. L2
- To Analyse the decisions involving alternative choices L4

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT - V Budgeting

No. of Hours 8

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

Learning Outcomes:

After completion of this unit, the student will be able to

- To Understand the concepts of Budget, Budgeting and Budgetary control L2
- To Understand the Essentials of a Budgetary Control L2
- To Understand the different types of Budget. L2
- To Prepare Flexible, Production and Sales budgets L3
- To Understand the concept of ZBB, its advantages and disadvantages. L2

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

Textbook(s):

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

Book(s)

:

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

3. S.N.Maheswari (2012), *Management Accounting*, New Delhi: S.Chand Publications.

Journal(s):


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

Website(s):

1. <https://www.icaai.org/>

	Programme Objectives (POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1		1													
CO2		1													
CO3		1	1												
CO4		1	2			1									
CO5		1	1			1									

Low, 2- Medium and 3- High Correlation

	OPTS1101	Fundamentals of Business Statistics	L	T	P	J	S	C
			3					3
	Course owner	Dept.of Operations	Syllabus version					1.0
	Course Pre-requisite(s)	NIL	Contact hours					50
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

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

Course Objectives

1. Understand the basic concepts of Probability and Statistics
2. Apply the analytical techniques in business transactions that would help in making effective business decisions
3. Analyze problems in business transactions that would help in making effective business decisions
4. Evaluate of the summarizing data, Evaluate and to make data-driven decisions
5. Evaluate competitive advantage for the business

UNIT - I Introduction to Statistics

No of Hours:11

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the concept of conducting Surveys. L2
- Apply sample designs in sources data. L3
- Analyse the method of primary data collection. L4
- Evaluate Sample designs in research. L5

Pedagogy tools: Classroom practice, Discussion, Presentations, Assignment, Quizzes, Graphs, Investigate, Diagrams, polls.

UNIT - II Measures of Central Tendency

No of Hours: 12

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the basics of central tendency and measure of dispersion L2

- Apply central tendency methods in real life and research L3
- Evaluate the measure of dispersion method in real life and research. L5

UNIT - III Correlation and Regression Analysis No of Hours:10

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the basics of correlation and regression L2
- Apply correlation analysis in real life business application L3
- Analyse the regression analysis in real life business application L4
- Evaluation of Prediction using regression equations L5

Pedagogy tools:

UNIT - IV Probability No of Hours: 10

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the basics of probability and index numbers L1
- Apply probability and index numbers to solve problems L3
- Analyse the probability and index methods in real life business application L4

Pedagogy tools: Classroom practice, Discussion, Presentations, Assignment, Quizzes, Graphs, Investigate, Diagrams, polls.

UNIT - V Time Series Analysis No of Hours:07

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the basics of the time series analysis L2
- Apply various methods of Time series component trends L3
- Analyse the report written in significance and layout of the research L4

Pedagogy tools: Classroom practice, Discussion, Presentations, Assignment, Quizzes, Graphs, Investigate, Diagrams, polls.


NOTE: Proof's of theorems and derivations of problems and distributions are excluded.

Textbook(s):

1. J.K Sharma (2013), Business statistics, New Delhi: Pearson Education.
2. S.C. Gupta & Indra Gupta (2012), Business Statistics, Hyderabad: Himalaya Publishing House.
3. David M. Levine, David Stephan Timothy C. Krehbiel, Mark L. Berenson (2012), Statistics for managers using Microsoft Excel, New Delhi: Prentice Hall India Pvt.
4. Amir D. Aczel, Jayavel Sounderpandian (2011), Complete Business Statistics, New Delhi: Tata McGraw Hill.
5. S.P. Gupta & M.P. Gupta (2012), Business Statistics, New Delhi: Sultan Chand & Sons.

	Programme Objectives (POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	3	2	0	0	2	2	0	0							
CO2	2	2	0	0	2	2	0	0							
CO3	3	3	0	0	1	1	0	0							
CO4	2	2	0	0	2	2	0	0							
CO5	2	2	0	0	2	2	0	0							

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

		Excel	L	T	P	J	S	C
			2					2
	Course Owner	Department of Business Analytics	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				30	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

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

Course Objectives

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

UNIT - I	Title Excel Range and Formulae	No of Hours: 6
Excel Range and Formulae -Range – Naming range, Building basic formulae, Creating advanced formulae, Using range names in formulae, Troubleshooting formulae		
Learning Outcomes:		
Use names for range in Excel		L3
Build basic formulae		L3
Build advance formulae		L4
Use name range in formulae		L4
Troubleshoot a formulae		L4
Pedagogy tools: Blended learning,Case let, video lectures, self-reading		
UNIT - II	Title Functions	No of Hours: 6
Functions: Text Functions, Logical and Information Functions, Lookup Functions, Date and Time Functions, Math and Statistical Functions, Database Functions.		
Learning Outcomes:		
After completion of this unit, the student will be able to		
Apply different text functions		L3
Apply different logical functions		L3
Apply different lookup functions		L3
Apply different math functions		L3
Apply different statistical functions		L3
Apply different date and time functions		L3
Pedagogy tools: Blended learning,Case let, video lectures, self-reading		
UNIT - III	Title Pivot Tables and Charts:	No of Hours: 6
Pivot Tables and Charts: Creating PivotTables, manipulating PivotTable, Changing calculated value fields, PivotTable Styles, Grouping, sorting and filtering PivotTables, Working with Pivot Charts		
Learning Outcomes:		

After completion of this unit, the student will be able to		
Apply pivot tables on a given problem		L3
Apply chart on a given problem		L3
Perform changing of calculated field values		L4
Perform grouping, sorting and filtering on Pivot table		L4
Pedagogy tools: Blended learning,Case let, video lectures, self-reading		
UNIT - IV	Title What – IF Analysis	No of Hours: 6
What – IF Analysis: Using Data Tables, Using Scenario Manager, Using Goal Seek		
Learning Outcomes:		
After completion of this unit, the student will be able to		
Distinguish different programs under what-if analysis		L2
Apply data table for a given problem		L5
Apply scenario manager for a given problem		L5
Apply goal seek for a given problem		L5
Pedagogy tools: Blended learning,Case let, video lectures, self-reading		
UNIT - V	Title Working with Solver	No of Hours: 6
Working with Solver: Using Solver, Marketing Mix problem, Transportation Problem, HR scheduling, Investment Decision		
Learning Outcomes:		
After completion of this unit, the student will be able to		
Use solver for Marketing mix problem		L4
Use solver for Transportation problem		L4
Use solver for HR Scheduling problem		L4
Use solver for Investment decision problem		L4
Evaluate how to use solver for optimization problem		L5

Course Outcomes

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

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

Textbook(s):


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

Additional Reading**Reference Book(s):****Practical Experiments**

Topics	Type(Experiment, Project, Exercise) Choose an item.
Working with ranges in functions	Programming Exercise
Working with basic functions	Programming Exercise
Working with Lookup functions	Programming Exercise
Working with What if Analysis	Programming Exercise
Working with Pivot tables and charts	Programming Exercise
Working with Solver	Programming Exercise

	Programme Objectives (POs)												PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	
CO1	1	1	2	2	1	1										
CO2	0	0	2	1	1	2										
CO3	0	0	2	1	1	2										
CO4	0	0	2	1	1	2										
CO5	0	0	2	1	1	2										

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

	Course Code	Course Title	L	T	P	J	S	C
	MBA201	Entrepreneurship						
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				30	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

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

Course Objectives

This course intends the students to

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

Course Outcomes

CO	By the end of the course, students should be able to:	Blooms Taxonomy Level
1	Explain the evolution of entrepreneurship and functions of an entrepreneur.	L1
2	Identify Entrepreneurial Process, Entrepreneurship Development Programs and Government Support to Entrepreneurs.	L1
3	Analyse business opportunity in different areas and Start-up/Entrepreneurial Eco system.	L3
4	Explain process of registration and the sources of funds available for an entrepreneur.	L4
5	Examine the importance of business plan preparation and business model development.	L4

UNIT-I Entrepreneur and Entrepreneurship No. of hours: 06

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

Learning outcomes:

After completion of this unit, the student will be able to

- Explain the concepts of entrepreneur and entrepreneurship L1
- Describe the characteristics of an entrepreneur L1
- Recognise the functions and types of entrepreneurs L2
- Describe growth of entrepreneurship across the globe L1
- Explain the role of entrepreneurship in economic development. L1

Pedagogy Tools: Case study, Discussion, Self-reading, Polls, Student Presentations

UNIT-II Nature and Nurture of Entrepreneurs No. of hours: 06

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

Learning outcomes:

After completion of this unit, the student will be able to

- List out the motivating factors of entrepreneurship L3
- Explain different theories of entrepreneurship L1
- Co-relate entrepreneurial culture, knowledge and skills for entrepreneur growth L3
- List out the entrepreneurial competencies L3
- Explain importance of EDPs and government support to entrepreneurs L1

Pedagogy Tools: Case study, Discussion, Self-reading, Polls, Student Presentations

UNIT-III Business Incubation and Startup No. of hours: 06

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

Learning outcomes:

After completion of this unit, the student will be able to

- Explain the concepts of the invention, innovation, and imitation L1
- List out of the sources of business ideas L3

- Recognise the techniques to develop business ideas L3
- Evaluate the business opportunities and know the process of the feasibility study L3
- Explain opportunities for start-ups and identify the market and customer needs L1
- Describe the importance of prototype development L1

Pedagogy Tools: Case study, Discussion, Self-reading, Polls, Student Presentations

Pedagogy Tools: Case study, Discussion, Self-reading, Polls, Student Presentations

UNIT-IV Formation of Business and Sourcing of Funds No. of hours: 06

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

Learning outcomes:

After completion of this unit, the student will be able to

- List out the types of ownership in the business L3
- Describe the registration procedure and the cost of a project L1
- Explain sources of funds to finance the project L1

Pedagogy Tools: Case study, Discussion, Self-reading, Polls, Student Presentations

UNIT-V Business Plan and Business Model No. of hours: 06

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

Learning outcomes:

After completion of this unit, the student will be able to

- Explain framework of a Business Plan L1
- Analyse the importance of a Business Plan L4
- Explain the minimum viable product L1
- Explain the business model development L4
- Evaluate the competitive advantage and sustenance of the business L5

Pedagogy Tools: Case study, Discussion, Self-reading, Polls, Student Presentations

Case Let (Not Exceeding 200 Words)

TEXT BOOK

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

REFERENCES

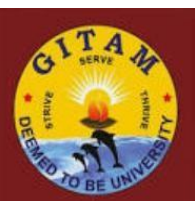
1. Arya Kumar, *Entrepreneurship: Creating and Leading an entrepreneurial organization*, Pearson Publications, New Delhi
2. Poornima M. Charantimath, *Entrepreneurship Development – Small Business Enterprises*, Pearson Publications, New Delhi
3. Rajeev Roy, *Entrepreneurship*, Oxford Higher Education, New Delhi
4. Ernesto J.Poza (2017), *Family Business*, New Delhi: Cengage Learning, 4th Edition.
5. Raj Shankar (2012), *Entrepreneurship Theory and Practice*, New Delhi: Tata Mc Graw Hill.
6. S.Anil Kumar &S.C Purnima , *Entrepreneurship Development*, New Delhi: New Age Publishers.
7. A Shay and V Sharma, *Entrepreneurship and New Venture Creation*, New Delhi: Excel Books.
8. Vasant Desai, *Dynamics of Entrepreneurial Development and Management*, New Delhi: Himalaya Publishing House.
9. Madhurima Lall and ShikhaSahai ,*Entrepreneurship*, New Delhi: Excel Books
10. Rajeev Roy, “Entrepreneurship”, 2nd ed, Oxford Higher Education, 2011
11. Bruce R. Barringer and R. Duane Ireland, *Entrepreneurship: Successfully Launching New Ventures*, 3rd Edition, Pearson Prentice Hall (2009).
12. NandiniVaidyanathan. *Entrepedia, A Step-by –step Guide to Becoming An Entrepreneur in India*, 2nd ed, Publisher: Embassy Books Publishers & Distributors, 2011
13. Bill Bolton, John Thompson (2014), *Entrepreneurs: Talent, Temperament and Opportunity*, Routledge 3rd Ed.
14. Poornima M. Charantimath (2012), *Entrepreneurship Development – Small Business Enterprises*, New Delhi, Pearson

JOURNALS AND NEWS PAPERS

1. Harvard Business Review
2. International Journal of Entrepreneurial Behaviour and Research
3. International Journal of Small Business Management
- 4.

	Programme Objectives (POs)							
	1	2	3	4	5	6	7	8
CO1	2	1	2	1	3	1	-	-
CO2	1	2	2	1	3	1	-	-
CO3	2	2	2	2	3	2	-	-
CO4	1	2	2	3	3	2	-	-
C05	3	3	2	2	3	3	-	-

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

	Course Code	Course Title	L	T	P	J	S	C
		Indian Financial System	4					4
	Course Owner	Finance Department	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

The economic development of a nation is reflected by the progress of the various economic units, broadly classified into corporate sector, government and household sector. There are areas or people with surplus funds and there are those with a deficit. A financial system or financial sector functions as an intermediary and facilitates the flow of funds from the areas of surplus to the areas of deficit. A Financial System is a composition of various institutions, markets, regulations and laws, practices, money manager, analysts, transactions and claims and liabilities. Financial system comprises of set of subsystems of financial institutions, financial markets, financial instruments and services which helps in the formation of capital. It provides a mechanism by which savings are transformed to investment

OBJECTIVES

- 1) To enable the student to know the basics of a financial system
- 2) To enable the student to understand the structure of the Indian Financial System.

LEARNING OUTCOMES

- The student will know the role of financial system in economic development of a nation.
- The student will learn about Indian financial markets, regulators of financial markets, financial institutions.
- Enhancement of knowledge about financial services in India.

SYLLABUS

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

UNIT-II: Financial Markets – Money Market and Capital Market – Primary Market and Secondary Market – Constituents of Money market and Capital Market - New Financial Instruments.

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

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

UNIT-V: Financial Services: Nature and Importance of Financial Services – Fee Based Financial Services and Asset Based Financial Services

TEXT BOOK

L M Bhole and Jitendra Mahakud (2013), *Financial Institutions and Markets*, New Delhi: McGraw Hill Education (India) Private Limited.

REFERENCE BOOKS


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

JOURNALS

1. GITAM Journal of Management, GITAM (Deemed to be University), Visakhapatnam
2. Chartered Financial Analyst, ICFAI, Hyderabad
- 3.

	Programme Objectives (POs)							
	1	2	3	4	5	6	7	8
CO1	2	1	2	1	3	1	-	-
CO2	1	2	2	1	3	1	-	-
CO3	2	2	2	2	3	2	-	-
CO4	1	2	2	3	3	2	-	-
CO5	3	3	2	2	3	3	-	-

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

	Course Code	Course Title	L	T	P	J	S	C
		Business Laws	3					4
	Course Owner	Finance Department	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Course Description

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

LEARNING OBJECTIVES

- To understand the basic concepts of Contracts, Sale of goods, Agency etc
- To acquaint with special legislations dealing with business transactions
- To elucidate the process of formation and winding up of a company

• LEARNING OUTCOMES

After completion of the course the student

- Would Learn the importance of contracts in Business Transactions
- Would be able to know different legislations dealing with business and commerce like Sales of Goods Act, Partnership Act and an elementary knowledge of Company Law.

COURSE SYLLABUS

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

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

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

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

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

Case let (not exceeding 200 words)

TEXT BOOK

Avatar Singh, “Business Laws”, Eastern Book Company, Lucknow, 2014 REFERENCES


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

JOURNALS

1. Business Law Reports
2. Journal of Institute of Management Accountant

	Programme Objectives (POs)							
	1	2	3	4	5	6	7	8
CO1	2	1	2	1	3	1	-	-
CO2	1	2	2	1	3	1	-	-
CO3	2	2	2	2	3	2	-	-
CO4	1	2	2	3	3	2	-	-
CO5	3	3	2	2	3	3	-	-

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

		Emerging Technologies	L	T	P	J	S
			2				
	Course Owner	Dept. of Business Analytics	Syllabus version				1.0
	Course Pre requisite(s)	Nil	Contact hours				30
	Course Co-requisite(s)	NIL	Date Approved				
	Alternate Exposure						

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

Course Objectives

1. Get an overview of different emerging technologies
2. Understand the basic concepts of AI and ML
3. Understand the basic models of cloud computing
4. Understand the basic technology of IoT
5. Understand the importance of blockchain in secure financial transactions

Unit - I Introduction to Artificial Intelligence

No of Hours: 6

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Define AI L1
- Discuss different applications of AI L2
- Explain the need of expert systems L2

Pedagogy tools: Blended learning, Caselet, video lectures, self-reading

UNIT–II Introduction to Machine Learning

No of Hours: 6

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Define Machine Learning L1
- Discuss different applications of ML L2
- Differentiate different learning paradigms in ML L2

Pedagogy tools: Blended learning, Caselet, video lectures, self-reading

UNIT–III Understanding Cloud Computing

No of Hours:6

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Explain Cloud Computing L1
- Understand different models in cloud computing L2
- Understand the applications of Cloud Computing L2

Pedagogy tools: Blended learning, Caselet, video lectures, self-reading

UNIT-IV Introduction to Internet of Things

No of Hours: 6

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Explain Internet of Things L1
- Understand different applications of IoT L2
- Understand design principles of IoT L2

Pedagogy tools: Blended learning, Caselet, video lectures, self-reading

UNIT-V Introduction to Blockchain

No of Hours: 6

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

Learning Outcomes:

After completion of this unit, the student will be able to

- Define Blockchain L1
- Discuss different components of Blockchain L2
- Explain Bitcoin L2

Course Outcomes:

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


Reference Books

1. Stuart Russell, Peter Norvig, Artificial Intelligence: A Modern Approach, 3rd Edition, Pearson Publications, 2020

2. Blockchain: Blueprint for a New Economy, Melanie Swan O'Reilly Publications
3. Thomas Erl, Ricardo Puttini, Zaigham Mahmood ,Cloud Computing: Concepts, Technology & Architecture, Prentice Hall, 2013
4. Adrian McEwen, Hakim Cassimally, Designing the Internet of Things, Wiley, 2013.
5. Saikat Dutt, Subramaniam Chandramouli, Amit Kumar Das, Machine Learning, Pearson Education

	Programme Objectives (POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	1	0	0	1	1								1	0	0
CO2	1	1	1	1	0								2	0	2
CO3	0	0	0	2	2								2	2	2
CO4	0	0	2	1	2								2	2	2
CO5	1	0	0	1	2								2	0	2

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

		Essentials of Financial Management	L	T	P	J	S	C
			3					3
	Course Owner	Dept. of Accounting	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

INTRODUCTION

Finance is the life blood of the business. Financial Management is one of the key areas of management. This course helps in understanding of the fundamentals of financial management in terms of investment; financing and dividend policy. This course is designed to familiarize the students with the basic concepts and practices of Financial Management.

OBJECTIVES

1. To familiarize the students with the basic concepts of Financial Management.
2. To give thorough understanding of the practices of basic Financial Management.

LEARNING OUTCOMES

After completing this course the students should be able to–

1. Make optimum decisions pertaining to raising funds, making investments and managing the assets of a corporation, big or small.
2. Learn to manage finances with the ultimate goal of creating value.

SYLLABUS

UNIT-I: Financial Management-An Introduction

Meaning and Definition of financial Management, Goals of Financial Management, Finance Functions, Organization of finance function, Interface between Finance and other business functions, Financial Planning, Steps in Financial Planning, Factors Affecting Financial Plans, Time Value of Money

UNIT-II: Investment Decisions

Introduction to Capital Budgeting, Importance of capital Budgeting, Capital Budgeting Process, Techniques of Capital Budgeting - Accounting Rate of Return, Pay Back Period, Net Present Value, Internal Rate of Return and Profitability Index.

UNIT-III: Financing Decisions

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

UNIT-IV: Working Capital Management-Introduction– Concepts of Working Capital, Objective

of Working Capital Management, Need for Working Capital, Operating Cycle, Determinants of Working Capital, Estimation of Working Capital.

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

TEXTBOOK

R.K. Sharma & Shashi K. Gupta (2014), Financial Management.

Ludhiana: Kalyani Publications.

REFERENCE BOOKS

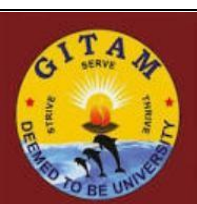
1. I.M. Pandey (2010), Financial Management, New Delhi: Vikas Publications
2. M.Y. Khan & P.K. Jain. (2013), Financial Management. New Delhi: Tata McGraw Hill.

JOURNALS

1. Chartered Financial Analyst -ICFAI -Hyderabad.
2. GITAM Journal of Management, Visakhapatnam.
3. Journal of Financial Management and Analysis - Centre for Financial Management Research.

	Programme Objectives (POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	1														
CO2			2												
CO3				1											
CO4		2			1										

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

		Indian Income tax law and Practice	L	T	P	J	S	C
			4					4
	Course Owner	Dept. of Accounting	Syllabus version					1.0
	Course Pre-requisite(s)		Contact hours					60
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

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

OBJECTIVES

1. Explain and compute the to income of individuals under five heads Of income
2. Calculation of Income tax using various deductions and exemptions
3. Filing of returns, payment of taxes and understanding of due dates for Payments and filing.

LEARNING OUTCOMES

1. The student should learn to file returns.
2. Learn all deductions in the assessment year.

SYLLABUS

UNIT-I: Introduction: Preliminary Concepts, Definitions, Basis of Charge, Residential Status and Exemption u/s10. Income from Salaries: Salaries, Deduction from Salaries, Perquisites and Profits in Lieu of Salaries

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

UNIT-III:

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

UNIT-IV: Basics of Set-Off and Carry Forward; Clubbing of Income of another person in assesses Total Income; Deductions under Chapter VI-A (Only Payment based deductions i.e. 80C to 80GGC); Comprehensive problem on computing an assesses total income

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

ITR.

TEXTBOOK

T.N.Manoharanand G.R.Hari(2015),*DirectTaxation*,NewDelhi:SnowWhitePublication.

REFERENCEBOOKS


1. Dr.VinodK.Singhanian,Dr.KapilSinghanian(2015),*DirectTaxesLawandPractice*,NewDelhi:Taxmann'sPublications.
2. CAVinod Gupta(2015),*DirectTaxModules*,NewDelhi:VGLearningDestination

JOURNALS

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

	ProgrammeObjectives(POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	1														
CO2			2												
CO3				1											
CO4		2			1										

1-Low,2-Mediumand3-HighCorrelation

		Employment Laws	L	T	P	J	S	C
			4					4
	Course Owner	Dept. of Human Resources	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Since the introduction of economic reforms from 1990, Government has liberalized economic policy to attract both national and international investors in large number. A large number of Multi-National Companies (MNC) have availed this opportunity to capture a share in the Indian markets in this competitive environment. Given this present economic scenario, labor laws assumed great importance and relevance and therefore an in-depth knowledge of labor laws is a Sine-Qua-non for Personnel Management. This sharpens the managerial excellence and enables the Personnel Manager's to take right decisions at appropriate times, to avoid litigations of varied nature and help in maintaining industrial peace and harmony.

LEARNING OBJECTIVES

- 1) To understand the basic concepts of various labor legislations
- 2) To acquire skills in presenting the views during litigations in a court of law
- 3) To acquaint with various formats to be submitted to various labour departments

LEARNING OUTCOMES

- 1) The students will be aware of Legal Acts and Rules for smooth and harmonious relations with employees in an organization
- 2) It will make them aware of liaising among employers, government and employees for better administration

SYLLABUS:

Unit I: Labour Legislation: Principles of Labour Legislation, role of ILO and Indian Constitution.

Unit II: The Factories Act, 1948.

Unit III: The Industrial Disputes Act, 1947, The Industrial Employment (Standing Orders) Act, 1946.

Unit IV: The Payment of Bonus Act, 1965, The Minimum Wages Act, 1948

Unit V: The Employees State Insurance Act, 1948, The Employees Compensation Act, 1923, The Payment of Gratuity Act, 1976

TEXTBOOK

Singh B.D (2014), Labour Laws for Managers, New Delhi: Excel Books.

REFERENCE BOOKS

1. Malik P.L (2012), Industrial and Labour Laws, New Delhi: Eastern Book Company,
2. Mishra S.N (2012), Labour and Industrial Laws, New Delhi: Central Law Publication.

JOURNALS


1. Labour Law Reporter
2. Labour Law Journal
3. Indian Journal of Industrial Relations

4. Indian Journal of Training & Development

	Programme Objectives(POs)												PSOs		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	1														
CO2			2												
CO3				1											
CO4		2			1										

1-Low,2-Mediumand3-HighCorrelation

PROGRAMME CORE

	FINC1021	Introduction to Financial Markets	L	T	P	J	S	C
			4					4
	Course Owner	Dept. of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

A financial system plays a vital role in the economic growth of a country. It intermediates between the flow of funds belonging to those who save a part of their income and those who invest in productive assets. It mobilizes and usefully allocates scarce resources of a country. The existence of an efficient financial system facilitates economic activity and growth. The growth of financial structure is a precondition to economic growth. In other words, markets, institutions and instruments are the prime movers of economic growth. The financial system of a country diverts its savings towards more productive uses, so it helps to increase the economy's output.

The objective of this course is to make the students aware of the Indian Financial System and shed light on the role of financial markets in economic development. This course aims to develop students understanding of the basic principles of financial markets and introduces how financial assets are traded in those markets; this course allows the students to gather the key concepts on financial markets, their products, market participants, pricing risk. Analytical skills to understand the concepts related to the money market, stock market, derivatives market, financial statement analysis.

Course Objectives:

1. Describe constituents of the financial system and its role in economic growth
2. Explain the operations and functioning of the primary market
3. Explain the operations and functioning of secondary markets and clearing and settlement procedures
4. To enable the student, understand the derivatives markets and their application
5. Understand the quantitative and qualitative source of financial information's and apply various tools to analyze it

UNIT - I Financial Markets and Instruments No of Hours: 10

Financial Markets and Instruments: Types of Markets - Equity, Debt, Derivatives Commodities; Meaning and Features of Private and Public companies; Types of investment avenues.

Learning Outcomes:

After completion of this unit, the student will be able to:

- | | |
|--|----|
| • Demonstrate an understanding of financial markets and their role in economic development | L2 |
| • Learn the basics of Equity, Debt, derivatives and commodities markets | L1 |
| • Comprehend the difference between private and public companies | L2 |
| • Identify different types of investment avenues | L2 |

UNIT – II **Primary Market No of Hours: 12**

Primary Market: Initial Public Offer (IPO); Book Building through Online IPO; Eligibility to issue securities; Pricing of Issues; Fixed versus Book Building issues; allotment of Shares; Basis of Allotment. Private Placement.

Learning Outcomes:

After completion of this unit, the student will be able to

• Describe equity raising terms, practices and intermediaries involved	L2
• Understand the eligibility for issuing securities and pricing of issues	L2
• Differentiate between fixed and book building issues	L4
• Analyze the basis of allotment and procedure of allotment of shares	L4

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT – Secondary Market III

No of Hours: 12

Secondary Market: Role and functions Securities and Exchange Board of India (SEBI); Depositories; Stock exchanges; Intermediaries in the Indian stock market Listing; Membership; Trading Clearing and settlement and risk management; Investor protection fund (IPF); and Do's and Don'ts for investors. Equity and debt investment

Learning Outcomes:

After completion of this unit, the student will be able to

- Understand the Role and functions of securities and Exchange Board of India (SEBI), depositories L2
- Demonstrate the role of Intermediaries in the Indian stock market L3
- Comprehend the types of memberships, clearing & settlement and risk management L2
- Understand the concept of investor protection fund and guidelines for investors L2

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT - Derivatives

No of Hours:12

Derivatives –Types of derivatives; Commodity and commodity exchanges; Commodity versus financial derivatives. Learning Outcomes:

After completion of this unit, the student will be able to

- | | |
|---|--------|
| • Demonstrate an understanding of Derivatives markets and their instruments | L
2 |
| • Understand commodity and commodity exchanges | L
2 |
| • Differentiate between commodity derivatives and financial derivatives | L
4 |

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

UNIT - V Financial Statement Analysis**No of Hours: 14**

Unit-V: Financial Statement Analysis - Balance sheet; Profit & loss account; Stock market related ratios; Simple analysis before investing in the shares; understanding annual report; Director's report.

Learning Outcomes:

After completion of this unit, the student will be able to

Pedagogy tools: Blended learning, Case let, video lectures, self-reading

- Analyze the Financial statements such as Balance sheet and Profit and Loss account L4
- Apply the ratios related to stock market investment L3
- Explain the importance annual report and Director's Reports L4

Textbook:

Financial Markets and services by Gordon & Natarajan latest edition

Additional Reading

Reference Book(s): (All latest editions preferable)

1. One up on Wall Street –Peter Lynch
2. The Intelligent Investor- Benjamin Graham
3. Rich Dad and Poor DAD- T. Kiyosaki


Journal

Websites:

1. Moneycontrol.com
2. Economic times.com
3. Business standard.com
4. Nmseindia.com
5. Screener.in

	Programme Objectives												PSO		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	3		1	1											
CO2	3		2												
CO3	3		2												
CO4	2			2		3									
CO5		3			2	2									

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

	FINA 1051	Introduction to Mutual Funds	L	T	P	J	S	C
			3					3
	Course Owner	Dept. of Finance	Syllabus version					1.0
	Course Pre-requisite(s)		Contact hours					45
	Course Co-requisite(s)	Coursera	Date Approved					
		Alternate Exposure						

The course is designed to understand the fundamental features of mutual funds, their role and structure, various kinds of mutual fund schemes, and their characteristics. Students need to understand the nuances of mutual funds, the working of various schemes before they invest, get oriented to the legalities, accounting, valuation, and taxation aspects underlying mutual funds and their distribution. The students will be equipped with the required knowledge and skill to face the NCFM certification examination is intending to take.

Course Objectives

1. Learn the concept, structure, advantages, and disadvantages of Mutual funds and know the role of AMC, the procedure for investing in New fund offering(NFO).
2. Identify the various mutual fund schemes and schemes related information documents(SID) and evaluate NAV.
3. Learn the features of debt funds and assess the risk related to various debt funds schemes.
4. Understand the features of ETF, sovereign gold bonds and learn to analyze the concept of valuation of securities(very basic)
5. Learn and understand the regulations, taxation, and KYC norms related to mutual fund investments.

Unit 1 Introduction and Structure of Mutual Funds No. of Hours :7

Concept, Advantages, Disadvantages and Structure of MF. Role of AMC, NFO and procedure for investing in NFO. Rights and Obligation of investor.

Learning outcomes:

On completion of this unit student should be able to:

- | | |
|--|----|
| • Understand the concept of Mutual Funds | L2 |
| • Understand the advantages, disadvantages of mutual funds | L2 |
| • Learn the structure of mutual funds | L1 |
| • Understand the role of AMC and NFO | L2 |
| • Remember the rights and obligations of investors | L1 |

Pedagogy tools: Blended Learning, caselet, video lectures, self-study

Unit 2 Equity Funds No. of Hours :7

Open ended and close ended Funds, Equity funds

- Equity funds introduction
- Index Funds – Introduction
- Large , Mid and Small CAP Funds Understanding
- Sectorial Funds
- ELSS – Equity linked saving schemes and other tax saving mutual fund
- Other Equity Funds

Scheme related and Information documents (SID and SAI)

NAV (concept), Expenses in relation to scheme, Expense ratio and Exit loads

Learning outcomes:

After completion of this unit student should be able to:

- | | |
|---|----|
| • Understand the different schemes offered by mutual funds. | L2 |
| • Understand the importance of basic offer documents | L2 |
| • Analyze the concept of NAV, expenses ratio and exit loads | L3 |

Pedagogy tools: Blended Learning, caselet, video lectures, self study

Unit 3 Debt Funds No. of Hours :10

Features, Credit and Interest Risk, Various Schemes Fixed Maturity Plans Capital Protection Funds Gilt Funds Balanced Funds

Learning outcomes:

After completion of this unit student should be able to

- | | |
|---|----|
| • Remember the salient features of Debt funds | L1 |
| • Understand credit and interest Risk concepts | L2 |
| • Analyze how to debt instrument is priced | L3 |
| • Learn and understand various debt mutual fund schemes -
Fixed maturity plans,
capital protection funds, Gilt funds, balanced fund and
others | L2 |

Pedagogy tools: Blended Learning, caselet, video lectures, self study

Unit IV ETF and Liquid Funds No. of Hours :10

- Introduction and features of ETF, Introduction to Gold ETF, Sovereign Gold Bonds Liquidity Schemes
-
- Features
- Valuation of Securities (very basic)
- Floating rate scheme

Learning outcomes:

After completing this unit student should be able to:

- | | |
|---|----|
| • Understand the concepts of ETF and Liquid funds, Gold Bonds | L2 |
| • Analyze the concept of valuation of securities | L4 |
| • Remember Floating rate scheme | L1 |

Pedagogy tools: Blended Learning, caselet, video lectures, self-study

Unit 5	Taxation, Regulations and others	No. of
Hours :11		

Taxation

- Indexation – Capital gain tax (Concept)
- Indexation benefits
- Dividend Distribution Tax (Basic)

Regulations and others

- Objectives of AMFI
- What is
 - Systematic Investment Plan (SIP)
 - Systematic Transfer Plan (STP)
 - Systematic Withdrawal Plan (SWP)
- Choosing an Option
 - Growth Option
 - Dividend payout option
 - Dividend reinvestment option
- KYC requirements (Basic)
- NAV applicability

Learning outcomes:

After completion of this unit student should be able to

- | | |
|--|----|
| • Remember Regulations of mutual funds | L1 |
| • Understand Taxation applicability to mutual funds | L2 |
| • Learn and understand the advantages of SIP,STP and SWP | L2 |
| • Understand Growth and Dividend options | L2 |
| • Remember KYC requirements, NAV applicability. | L1 |

Pedagogy tools: Blended Learning, caselet, videolectures, selfstudy

TEXT BOOK

1. NSE Study material – NCFM Mutual funds- A Beginner's Module
2. Financial Markets and services by Gordon & Natarajan latest edition

ADDITIONAL READINGS:

- One up on Wall street –Peter Lynch
- The Intelligent Investor- Benjamin Graham

REFERENCES

1. Financial institutions &markets by L.M.Bhole &Jitendra Mahakud latest edition

JOURNALS


1. Chartered Financial Analyst - ICFAI - Hyderabad.
2. GITAM Journal of Management, Visakhapatnam.
3. Journal of Financial Management and Analysis - Centre for Financial Management Research
4. NSE Modules material.

Websites:

- Moneycontrol.com
- Economic times.com
- Business standard.com
- Nseindia.com
- Screener.in

	Programme Objectives												PS O		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	1		1												
CO2		2				1									
CO3		3		1											
CO4		3		3		2									
CO5	1		3			1									

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

		Capital Market Operations	L	T	P	J	S	C
			4					4
	Course Owner	Dept. of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	Coursera	Date Approved					
	Alternate Exposure							

Objectives

- To understand the capital market trading operations of NSE.
- To understand the clearing, settlement and risk management processes.
- To know about the eligibility criteria for seeking membership at NSE.
- To learn the other important regulatory aspects

1. An Overview of the Indian Securities Market

Market segments, Key indicators of securities market, Products and participants, Market segments and their products, Reforms in Indian securities markets

2. Trading Membership and Trading

Stock brokers, NSE membership, Surrender of trading membership, Suspension & expulsion of membership, Declaration of defaulter, Authorized person, Sub- brokers, Broker-clients relations, Sub-broker-clients relations, Investor service cell and arbitration, Code of Advertisement


Introduction, NEAT system, Market types, trading system user's hierarchy, Local database, Market phases, Logging on, Log off/exit from the application, Neat screen, Invoking an inquiry screen, Order management, Trade management, Limited physical market, Block trading session, Retail debt market (RDM), Trading information downloaded to members, Internet broking, Wireless application protocol (wap), Computer to computer link (ctcl) facility

3. Clearing and Settlement

Introduction, Key terminologies used in clearing and settlement process, Transaction cycle, Settlement agencies, Clearing and settlement process,

Securities and funds settlement, Shortages handling, Risks in settlement, Risk management, International securities identification number, Data and report downloads

4. Legal Framework Introduction:

		Insurance Management	L	T	P	J	S	C
			3					3
	Course Owner	Dept. of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	Coursera	Date Approved					
		Alternate Exposure						

Effective insurance management aims at not only optimisation of cover at economical cost but also ensuring availability of protection when it is most needed

OBJECTIVES

- 1) To understand and acquire basic knowledge about Risk Management
- 2) To understand theory and practice of Life and Non-Life Insurance

LEARNING OUTCOMES

- 1) This paper aims at providing impetus to the students about insurance and banking operations in India.
- 2) It also provides students basic ideas on thrust areas in insurance and banking

SYLLABUS

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

UNIT-II: Definition of Insurance- Basic Characteristics of Insurance – Fundamental Legal Principles of Insurance – Requirements of Insurance Contract – Benefits of Insurance to Society.


UNIT-III: Life Insurance- Principles of Life Insurance – Types of Life Insurance – Variation of Life Insurance.

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

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

Case let (Not Exceeding 200 Words) TEXT BOOK

George E. Rejda (2007), Principles of Risk Management and Insurance Tenth Edition, New Delhi: Pearson Education.

		Derivative Market Operations	L	T	P	J	S	C
			4					4
	Course Owner	Dept. of Finance	Syllabus version					1.0
	Course Pre-requisite(s)		Contact hours					60
	Course Co-requisite(s)	Coursera	Date Approved					
	Alternate Exposure							

The course is designed to impart the knowledge on derivative market operations, different types of derivative contracts etc.,

LEARNING OBJECTIVES

To make the students understand significance of derivatives and derivative market operations.

LEARNING OUTCOMES

On completion of this course, student should be able to

1. Understand the derivative markets and different derivative contracts.
2. To analyze various types of derivative contracts.
3. Understand the trading of derivative contracts.
4. Understand the clearing and regulatory framework of derivative markets.

UNIT-I: Introduction to Derivatives - Types of Derivative Contracts, History of Financial Derivatives Markets, Participants in the Derivative Market, Economic Function of the Derivative Market.

Unit – II: Understanding Interest Rates and Stock Indices, Understanding Interest rates, Understanding the Stock Index, Economic Significance of Index Movements Index Construction Issues, Desirable Attributes of an Index, Applications of Index.


Unit –III: Futures Contracts, Mechanism and Pricing Forward Contracts, Limitations of forward markets, Introduction to Futures, Distinction between Futures and Forwards Contracts, Futures Terminology, Trading Underling vs. Trading Single Stock Futures , Futures Payoffs, Pricing Futures, Pricing Stock Futures. Application of Futures Contracts, Understanding Beta, Numerical illustration of Applications of Stock Futures Options Contracts, Mechanism and Applications, Option Terminology, Comparison between Futures and Options, Options Payoffs, Application of Options.

Unit – IV: Pricing of Options Contracts and Greek Letters, Variables affecting Option Pricing, The Black- Scholes, Merton Model for Option Pricing (BSO), The Greeks, Trading of Derivatives Contracts.

Futures and Options Trading System, The Trader Workstation, Futures

and Options Market Instruments, Criteria for Stocks and Index Eligibility for Trading, Charges, Clearing and Settlement, Clearing Entities, Clearing Mechanism, Settlement Procedure, Risk Management, Margining System.

Unit- V: Regulatory Framework, Securities Contracts (Regulation) Act, 1956, Securities and Exchange Board of India Act, 1992, Regulation for Derivatives Trading,

		Commodities Market Analysis	L	T	P	J	S	C
			3					4
	Course Owner	Dept. of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	Coursera	Date Approved					
	Alternate Exposure							

The course is designed to impart the knowledge on derivative market operations, different types of derivative contracts etc.,

OBJECTIVES

To make the students understand significance of derivatives and derivative market operations.

LEARNING OUTCOMES

On completion of this course, student should be able to

1. Understand the commodities derivative markets,
2. Understand different commodity derivative contracts.
3. To analyze various types of commodity derivative contracts.
4. Understand the trading of commodity derivative contracts.
5. Understand the clearing and regulatory framework of commodity derivative markets.

Unit –I: Introduction to Derivatives, Introduction to Derivatives; types, Products, participants and functions; Exchange–traded versus OTC derivatives.

Unit-II: Application of Futures & Options, Types of instruments (future, options)- Basics and Payoffs; Pricing commodity derivatives; Hedging, Speculation and Arbitrage

Unit-III: Commodity Derivatives, Difference between commodity and financial derivatives; Global and Indian commodities exchanges; Evolution of commodity market in India.

Unit-IV: NCDEX Platform, Structure of NCDEX; Exchange membership; Capital requirements; Commodities traded on NCDEX platform; Instruments available for trading; Pricing of commodity futures; Trading; Clearing, Settlement and Risk Management; Use of commodity futures in hedging, speculation and arbitrage.


Unit-V: Regulatory Framework & Taxation aspect, Rules governing commodity derivatives exchanges; Intermediaries, Investor grievances and arbitration, Implications of sales tax.

TEXT BOOK

S. L. Gupta, Financial Derivatives : Theory, Concepts And Problems, 2017, Prentice Hall India.

REFERENCE BOOKS

1. Rajeev Srivastava (2014), Derivatives and Risk Management, New Delhi, Oxford Publishing.
2. Jayanth Varma (2008), Derivatives and Risk Management, New Delhi: The McGraw Hill Publishing Co. Ltd.

		Fundamental Analysis	L	T	P	J	S	C
			3					4
	Course Owner	Dept. of Finance	Syllabus version					1.0
	Course Pre-requisite(s)		Contact hours					45
	Course Co-requisite(s)	Coursera	Date Approved					
	Alternate Exposure							

The course is designed to impart the knowledge on fundamental analysis, evaluation techniques and various valuation methods.

OBJECTIVES

To make the students understand significance of fundamental analysis and financial statement analysis.

LEARNING OUTCOMES

On completion of this course, student should be able to

7. Understand the fundamental analysis,
8. Understand financial statement analysis.
9. To analyze financial information various ratios.

Unit-I: Fundamental Analysis: An introduction, Efficient Market Hypothesis (EMH), Arguments against EMH, Does fundamental analysis work, Steps in Fundamental Analysis


Unit-II: Brushing up the Basics, Concept of “Time value of Money”, Interest Rates and Discount Factors – Opportunity cost, Risk-Free Rate, Equity Risk Premium, the Beta, Risk Adjusted Return (Sharpe Ratio)

Unit-III: Understanding Financial Statements, The Director’s Report, The Auditor’s Report, and Financial Statements- Balance Sheet, Income Statements, Schedules and Notes to the Accounts, Cash Flow Statement.

Unit-IV: Financial Statement Analysis and Forensic Accounting, Comparative and Common- size financial statements, Financial Ratios, Du- Pont Analysis, Cash Conversion cycle, The Satyam case and need for forensic accounting.

Unit-V: Valuation Methodologies, Top-Down valuation (EIC Analysis)

– Economy, Industry, Company, Discounted Cash Flow (DCF) Models, Dividend Discount Model (DDM), Free Cash Flow to Firm (FCFF) and Free Cash

		Stock Market operations	L	T	P	J	S	C
			4					4
	Course Owner	Dept. of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				60	
	Course Co-requisite(s)	Coursera	Date Approved					
	Alternate Exposure							

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

LEARNING OBJECTIVES

To make the student understand the significance of stock markets and nature of stock markets

LEARNING OUTCOMES

On completion of this course, student should be able to

1. Understand the structured secondary markets
2. To analyze various types of investors and their approach
3. Understand the listing criteria and requirements of the companies
4. Understand various National level and regional level stock exchanges
5. Understand the regulations over the Capital market and various departments of SEBI
6. Understand the procedure of operations and settlement

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

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


UNIT-III: Listing on a Stock Exchange – Introduction – Listing requirements – Eligibility – Listing agreements – SEBI guidelines on listing Department.

UNIT-IV: Stock Market Operations & Functions – NSE Operations – Trading & Settlement – Brokers Charges – delivery/payment – Customers' Orders –J.S.Varma Report.

UNIT-V: Trading ring – Contract Note – National trade comparison and reporting system – Central Depository System – NSDL – Depository Participants.

TEXT BOOKS

Punithavathy Pandian, Security Analysis and Portfolio Management, Vikas Publishing

		Technical analysis	L	T	P	J	S	C
			3					4
	Course Owner	Dept. of Finance	Syllabus version					1.0
	Course Pre-requisite(s)		Contact hours					45
	Course Co-requisite(s)	Coursera	Date Approved					
	Alternate Exposure							


This course is designed to equip the students about fundamentals of technical analysis.

Unit-I INTRODUCTION TO TECHNICAL ANALYSIS- What is technical analysis? Price discounts everything, Price movements are not totally random Technical Analysis: the basic assumption Strengths and weakness of technical analysis, Importance of technical analysis Weaknesses of technical analysis.

Unit-II: CANDLE CHARTS, The charts Candlestick analysis, One candle pattern, Hammer Hanging man, Shooting star and inverted hammer Two candle pattern, Bullish engulfing Bearish engulfing Piercing, Bearish harami Bullish harami, Three candle pattern, Evening star Morning star, Doji, PATTERN STUDY-What are support and resistance lines Support Resistance, Why do support and resistance lines occur? Support and resistance zone, Change of support to resistance and vice versa Why are support and resistance lines important?, Head and shoulders Head and shoulders top reversal Inverted head and shoulders Head and shoulders bottom Double top and double bottom, Double top Double bottom, Rounded top and bottom, Gap theory Common gaps, Breakaway gaps Runaway/continuation gap Exhaustion gap, Island cluster

Unit-III: MAJOR INDICATORS & OSCILLATORS- What does a technical indicator offer?

Why use indicator?, Tips for using indicators Types of indicator Simple moving average, Exponential moving average Which is better?, Trend following indicator When to use?, Moving average settings, Uses of moving average, Signals - moving average price crossover Signals - multiple moving averages Oscillators, Relative strength index, What is momentum? Applications of RSI Overbought and oversold Divergence, Stochastic William %R, Real life problems in use of RSI Advanced concepts, Moving average convergence/ divergence(MACD), What is the MACD and how is it calculated MACD Benefits, uses of MACD, Money Flow Index Bollinger Bands, Using multiple indicators for trading signals Price sensitive technique, Volume sensitive techniques Composite methods, How to use tool kit of trading techniques Trading market tool kit applications, Bull market tool kit application Bear market tool kit application, Trading market changing to bull market tool kit application Trading market changing to bear market tool kit application Bull market changing to trading market tool kit application Bear market changing to trading market tool kit application

		Investment Analysis & Portfolio Management	L	T	P	J	S	C
			3					3
	Course Owner	Dept. of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	Coursera	Date Approved					
	Alternate Exposure							

Course Description:

Since the financial deregulations in 1991, Indian economy has grown significantly and businesses have learnt and trapped the other sources of capital, then just bank loans. These days, organizations have a separate wing that deals with treasuries and capital to help hedge their risk exposure, be it from foreign exchange or interest rate fluctuations. Understanding the basic tools required to perform valuations of stocks, assessing risk by using fundamental and technical analysis, can assist one to manage a firm's financials more efficiently.

Course Objectives

1. To understand the basic concepts of Investment Analysis, by calculating returns and risk
2. To understand the basic concepts of Fundamental Analysis and Technical Analysis
3. To understand the basic concepts of Portfolio Analysis and the concepts of Mutual Fund Portfolio management
- 4.

Course Outcomes (CO):

On successful completion of this course, students will be able to:

CO	Course Outcomes
CO1	Understanding of terminologies and concepts of Investment Analysis and Portfolio Management
CO2	Apply Fundamental analysis to estimate/calculate the company reports
CO3	Analyse information using Technical analysis and Fundamental Analysis
CO4	Make use of models and theories used for the Portfolio construction and selection
CO5	Evaluate the performance of Portfolios

Unit I (8 sessions) (CO1, CO2, L2, L3)

Introduction to Investment Analysis and Portfolio Management: Features of Investment – Investment vs. Speculation vs. Gambling – Risk definition and measurement; Stock Return and Valuation. Bonds – Valuation, Risks associated with bond investments, calculation of YTM. (NP)

Unit II (8 sessions) (CO2, CO3, CO4, L2, L3, L4)

Fundamental Analysis: Introduction to Economic analysis, components of Economic Analysis, Introduction to Industry analysis, components of Industry analysis, Introduction of Company analysis and components of company analysis.

Unit III (8 sessions) (CO2, CO3, CO4, CO5, L3, L4, L5)

Technical Analysis: Dow Theory, Support and Resistance Levels, Graphs and Charts; Technical Analysis vs. Fundamental Analysis; Indicators and Oscillators; Efficient Market Theory.

Unit IV (8 sessions) (CO1, CO3, L2, L4)

Portfolio Construction and selection: Markowitz model and efficient frontier, Sharpe Index model, Construction of Optimal portfolio, Capital asset pricing theory and arbitrage pricing theory. (NP)

Unit V (8 sessions) (CO1, CO4, L2, L4)

Performance Evaluation of Portfolios: Need for Evaluation – Evaluation using Sharpe, Treynor and Jensen Index. (NP).


Reference

- Security Analysis and Portfolio Management – Punithavathy Pandian, Vikas Publishing House, 201
- Ranganatham, M., and Madhumathi, R., “Investment Analysis & Portfolio Management”, Pearson, New Delhi, 2012
- Fisher & Jordon, “Security Analysis and Portfolio Management”, Tata Mc-Graw Hill, New Delhi, 2008
- Edwin J Elton, Martin J Gruber, Stephen J Brown & William N Goetzmann, “Modern Portfolio Theory and Investment Analysis”, Wiley, New Delhi, 2014
- V.K Bhalla, “Investment Management”, S.Chand& Company Pvt,Ltd.,New Delhi, 2014

Journals

- Harvard Business Review, Harvard Business School Publication Co. USA
- Vikalpa, Indian Institute of Management, Ahmedabad
- GITAM Journal of Management, GITAM Institute of Management, GITAM deemed to be university, Visakhapatnam

	Programme Objectives												PSO		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	3	3	0	1	0	0	0	0							
CO2	3	3	3	2	1	0	3	1							
CO3	3	3	3	2	1	0	3	1							
CO4	3	3	3	2	1	0	0	1							
CO5	2	2	2	2	2	0	1	0							

		Introduction to Currency Derivatives	L	T	P	J	S	C
			3					3
	Course Owner	Dept. of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	Coursera	Date Approved					
	Alternate Exposure							

Course Description:

It creates a common minimum knowledge benchmark for persons working in the currency derivative segment, in order to enable a better understanding of currency markets and exchange traded currency derivatives products, better quality investor service, operational process efficiency and risk controls.

On successful completion of the examination the candidate should:

- Know the basics of currency markets and specifically Exchange Traded Currency Derivatives markets. Understand the trading, clearing and settlement mechanisms related to Exchange Traded
- Currency Derivatives markets and basic investment strategies that use currency futures and options products.
- Know the regulatory environment in which the Exchange Traded Currency Derivatives markets operate in India.

Syllabus:

Unit-I:

Derivatives as a Risk Management Tool Concept of risk; Risk management; Types of traders in the derivatives markets

Unit-II

Currency Markets Exchange rate; Fixed and floating exchange rate regime; Factors affecting Concept of quotes; Tick-size Spreads; Spot transaction and forward transaction. Currency Futures Forward contracts; Futures contracts; Pricing of futures contracts.

Unit-III

Strategies using Currency Futures Hedging, speculation and arbitrage in currency futures

Unit IV:

NSE's Currency Derivatives Segment Product definition; Trading underlying versus

