

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(MA)

(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 Commerce (Hons.)
(Effective from academic year 2021-22 admitted batch)

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO 1	To develop individuals with conceptual knowledge in the multiple disciplines of accounting and finance comprising of management accounting, audit, taxation and management of finance.
PEO 2	To develop individuals who can pursue career in the area of accounting and finance and continue their professional development by obtaining master's degree specializing in different domains related to accounting and finance.
PEO 3	To develop individuals who can apply digital tools and techniques to solve business problems.
PEO 4	To imbibe value-based education to the students that will help them to function effectively in their accounting and finance career.
PEO 5	Able to understand the critical aspects of Accounting, Finance, and Business Management.

PROGRAM OUTCOMES(POs) AND PROGRAM SPECIFIC OUTCOMES(PSOs):

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	Evaluate the skills and incorporate them to take up advanced topics in financial reporting and management accounting
PSO2	Analyze, design and develop solutions to a business problem
PSO3	Apply digital tools and techniques to analyze and interpret the data to enable organization in value creation.

4.4. Curriculum Structure

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

IENT1011	1	Indian Business Environment	3	0	0	0	0	3
FINA1031	1	Principles and Practice of Banking	3	0	0	0	0	3
LANG1XXX	1	Second Language	3	0	0	0	0	3
IENT 1021	2	Entrepreneurship	2	0	0	0	0	2
BUAN1041	2	Emerging Technologies	2	0	0	0	0	2
BUAN1031	2	Excel	2	0	0	0	0	2
	3	Goods & Service Tax	3	0	0	0	0	3
	3	Income Tax Law and Practice	4	0	0	0	0	4

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
IENT1021	1	Business Economics	3	0	0	0	0	3
ACCN1041	1	Management accounting – 1	4	0	0	0	0	4
ACCN1021	1	Financial Accounting	4	0	0	0	0	4
FINA1001	1	Managing Finance in Digital World	3	0	0	0	0	3
ACCN1081	1	Management Accounting- 2	4	0	0	0	0	4
ACCN1091	1	Financial Reporting	4	0	0	0	0	4
FINA1041	1	Operational Case Study Analysis	3	0	0	0	0	3
	2	Advanced Financial Reporting-1	4	0	0	0	0	4
	2	Advanced Management Accounting-1	4	0	0	0	0	4
	2	Practice School Report	0	0	0	2	0	2
	2	Managing Performance	4	0	0	0	0	4
	2	Advanced Financial Reporting-II	4	0	0	0	0	4
	2	Advanced Management Accounting-2	4	0	0	0	0	4
	2	Managerial Case Study Analysis	4	0	0	0	0	4
	3	Strategic Management-1	3	0	0	0	0	3
	3	Risk Management-1	3	0	0	0	0	3
	3	Financial Strategy-1	4	0	0	0	0	4
	3	Tally	2	0	0	0	0	2
	3	Internship	0	0	0	3	0	3
	3	Strategic Management-II	3	0	0	0	0	3
	3	Risk Management-II	3	0	0	0	0	3
	3	Financial Strategy-II	3	0	0	0	0	3
	3	Strategic Case Study Analysis	3	0	0	0	0	3
	3	Comprehensive Viva	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)	22	18.33%
Program Core (PC)	80	66.66%
Open Electives (OE)	6	5%
Total	120	

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 analysing 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 studentwise, teacherwise, coursewise, 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 andTricks, and Many More
3. <https://drawio-app.com/tutorials/video-tutorials/>
4. Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and WebGraphics Fourth Edition ISBN-13: 978-1449319274

References/Online Resources

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

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 longtext/short texts on a current topic related to technology and society, identifying and questioning the author's intention, post-reading discussion in small groups, maintaining group dynamics, arriving at aconsensus	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 beforethe 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 offormal 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 onsignificant 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 tothe conventions of formal GD	Noticing strategies from AV modeling, teacher scaffolding though open-house discussion, Note-making (Group work), Group Discussion (free), post perfromance 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/widelyaccepted 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: OUP Richards,
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/>

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

CLAD1001: Emotional Intelligence & Reasoning Skills (Soft Skills 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:

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

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)

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 Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies	3
4	Group Discussion: Understanding GD, Evaluation Criteria, Nine Essential Qualities for Success, Positive and Negative Roles, Mind Mapping, Structuring a Response, Methods of Generating Fresh Ideas	4
5	Number Theory: Number System, Divisibility rules, Remainders and LCM & HCF	3
6	Numerical Computation and Estimation - I : Chain Rule, Ratio Proportions, Partnerships & Averages, Percentages, Profit-Loss & Discounts, Mixtures, 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.

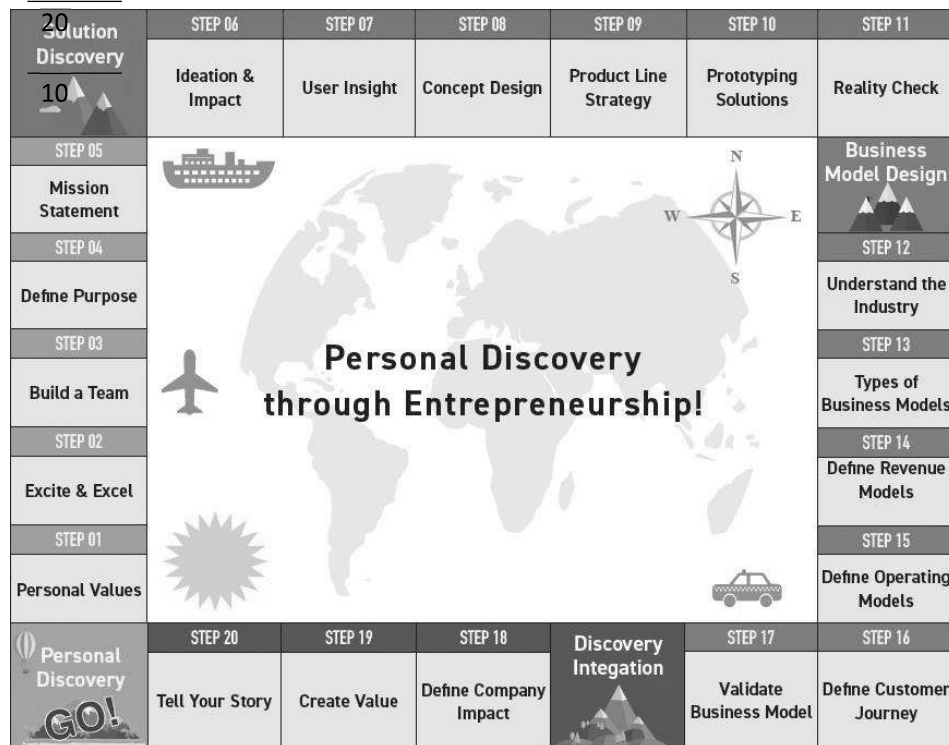
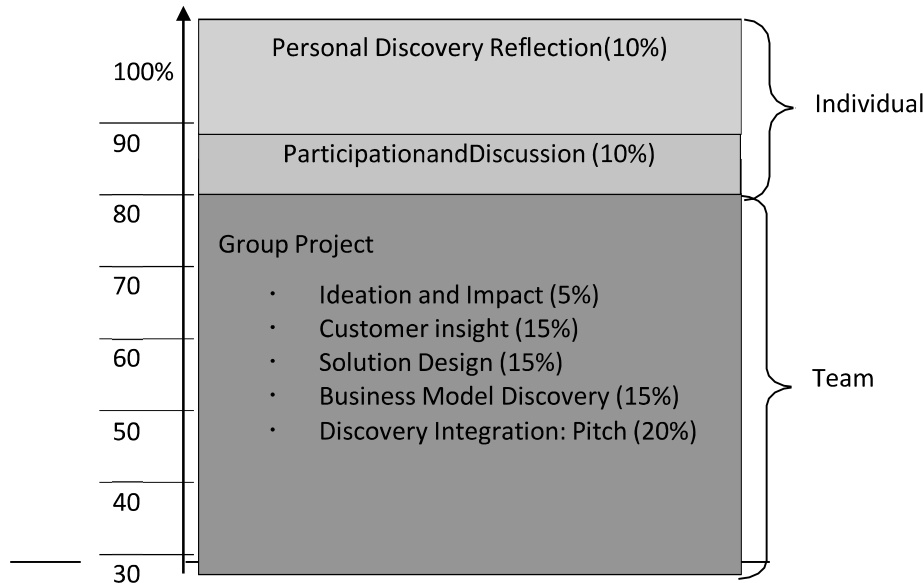
“Design” is fun, particularly when you merge customer insight with your own creativity. Enjoy! In this book, we provide structured methods to be an active listener and learner from customers as well as a product or service designer.

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 a venture'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 prepared to present to the class. • Personal Discovery Reflection Journal Due
3	5	Ideation & Impact (Step)	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

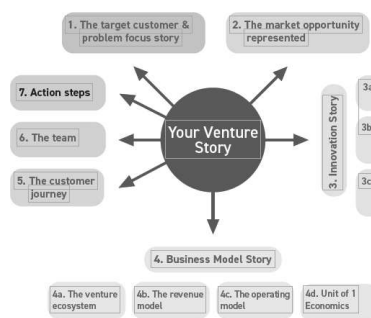
	6	06)	Increasing the Impact of an Idea. (The Eat-Your-Coffee Video – a good example of ideation)	Team: • Idea Impact Template, Step 6, Page 69
4	7	User Insights Frameworks (Step 07)	<ul style="list-style-type: none"> Identify and find the right target users. Interview style and methods The Customer Interview template. 	Team: • Customer Interviews Template, Step 7, Pages 75 • Edit interview template for your project.
	8		Laddering methods for interviews	Team: • 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: • Latent Needs Template, Step 7, Page 93 • Field work – customer interviewing
	10		<ul style="list-style-type: none"> Think about innovation across the entire use case Field work check-in 	Team: • Full Use Case Template, Step 7, Page 99 • Field work – customer interviewing
6	11	User Insights Interpreting Results (Step 07)	<ul style="list-style-type: none"> Interpreting customer interview results Field work check-in 	Team: • Field work – customer interviewing • Also talk to retailers/dealers if 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
10	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
	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.) 	Team: <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
11	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. 	Team: <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 	Team: <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. 	Team: <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
15	29	Tell Your Story	<ul style="list-style-type: none">• Presentation Format and Style• Format:<ul 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(5) The Business Model Story(6) The Customer Journey(7) The Team(8) The Proposed Action Steps.(9) Appendices (if needed or desired)• 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>	<p>Team:</p> <ul style="list-style-type: none">• The PPT Presentation  <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.
	30			
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
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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

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.

L	T	P	S	J	C
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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

L	T	P	S	J	C
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DOSP1031: Football

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: Throwball

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

Course 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
	0	0	0	2	0	2*

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

Course 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

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, Waterresources, 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”		
<ol style="list-style-type: none"> 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		
<ol style="list-style-type: none"> 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)												PSO's		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	2												2		
CO2		2				1							2		
CO3			1						1					1	
CO4				2							2				1
CO5	1													1	
CO6					2							1			1

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
Course Description	0	0	2	0	0	1*

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

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

Course 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:

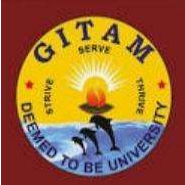
1. Describe the financial planning process and application of time value of money
2. Application of life and non-life insurance products in financial planning
3. Understand the investment avenues and analysis of investment returns
4. Understand the retirement planning and its application
5. Describe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

	IENT1011	Indian Business Environment	L	T	P	S	J	C
			3	0	0	0	0	3
	CourseOwner	Dept. of Entrepreneurship	Syllabus version				1.0	
	CoursePre-requisite(s)	Business Economics	Contact hours				45	
	CourseCo-requisite(s)	NA	Date Approved					
	AlternateExposure	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 L4

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

Course Outcomes

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

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:

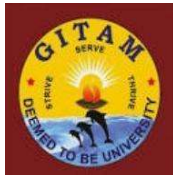
1. Cherunilam, Francis, "Business Environment, Text & Cases", Himalaya Publishing House, New Delhi, 2019
2. Aswathappa, K, "Essentials of Business Environment", Himalaya Publishing House, New Delhi.
3. Dutt, Ruddra and Sundaram, K.P.M., "Indian Economy", S. Chand & Co. Ltd., New Delhi.
4. Misra and Puri, 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.

Journals:

Website:

	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	1	0	0									
CO3	0	2	2	2	2	1									
CO4	0	1	2	2	1	2									

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

	FINA1031	Principles and Practice of Banking	L	T	P	S	J	C
			3	0	0	0	0	3
	Course Owner	Dept. Of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)	NIL	Contact hours				60	
	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

- 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 etc L3
- 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

Course Outcomes:

1. Be aware of recent trends in communication networks for banking
2. Understand various ancillary services offered by banks
3. Explain various types of loans and other facilities offered by banks
4. Acquaint and apply CIBIL fair practices code for debt collection
5. Acquaint Tools of monetary control and regulatory restrictions

Textbook(s):

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

Additional Reading:

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*, New Delhi: 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	2													
CO2	1		2			1									
CO3			1			1									
CO4			1			1									
CO5			1			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

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

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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, तूनीगईमेरेमनसे | - रामधारीसिंह दिनकर |
| 3. आपनेमेरीरचनापढ़ी? | - हज़ारीप्रसादद्विवेदी |
| 4. भारतीयसाहित्यकीएकता | - नन्ददुलारेवाजपेयी |
| 5. अतिथि | - रामविलासशर्मा |
| 6. मेरीरुमालखोगई | - विद्यानिवासमिश्र |
| 7. कविऔरकविता | - आचार्यमहावीरप्रसादद्विवेदी |
| 8. सोनाहिरनी | - महादेवीवर्मा |
| 9. कफ़न | - मुंशीप्रेमचन्द |

उपवाचकविभाग (Non Detailed Text)

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

व्याकरणविभाग**I. निर्देशकेअनुसारवाक्योंकोबदलकरलिखिए**

(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

VII. गंधाशके आधारपरदिगयेप्रश्नोकाउत्तरदेनाचाहिए

VII. निबंध

COURSE OUTCOMES

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

TEXTBOOK

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

LANG1101: SANSKRIT

INTRODUCTION

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

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

<u>POETRY</u> :	Lesson No. 1	Saranagathi From Valmiki RamayanamYuddhakanda 17 th Canto Slokas 11 – 68
	Lesson No. 2	AhimsaParamodharmah From Srimadbharatam, Adiparva 8 th chapter Sloka 10 – to the end of 11 Chapter
	Lesson No. 3	RaghohAudaryam From Raghuvamsa 5 th Canto 1 – 35 Slokas
<u>PROSE</u> :	Lesson No. 4	Mitrasampraptih From Pancatantra – Ist Story (Abridged)
	Lesson No. 5	Modern prose Chikrodakatha Andhra Kavya Kathah By Sannidhanam Suryanarayana Sastry
	Lesson No. 6	Computer Yanthram By Prof. K.V. Ramakrishnamacharyulu

GRAMMAR

DECLENSIONS:

Nouns ending in Vowels:

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

SANDHI:

Swara Sandhi	: Savarnadeergha, Ayavayava, Guna, Vrddhi, Yanadesa
Vyanjana Sandhi	: Scutva, Stutva, Anunasikaditva, 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, DrhsLabh, Mud,

IInd Conjugation – As ()

IIIrd Conjugation – Yudh,

IV th Conjugation – Ish

VIII Conjugation – Likh, Kri ()

IXth Conjugation – Kreen ()

Xth Conjugation – Kath, Bhash, Ram, Vand,

COURSE OUTCOMES

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

INTRODUCTION

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

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

COURSE OBJECTIVES

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

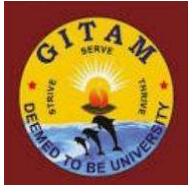
SYLLABUS

పాఠ్యాంశాల వివరాలు:

1. నన్నయ - గవంగాశవంతనులకథ
ఆంధ్రమహాభారతవం- ఆదిపర్వం- నాల్గవ అశ్వాసం(120-165) “నరనరుడగుశవంతనునకు” వండి
“దివ్యభూషణాలవంకృత ” వరకు
2. తిక్కన - మూషికమార్కాలవృత్తవంతవం
ఆంధ్రమహాభారతవం- శ్వంతిపర్వం - డావ అశ్వాసం(202 - 242) అడవిలోనొకమట్టి నువండిసౌఖ్యము బవందెన్.
3. అల్లసాని పెద్దన - హంసచక్రవాకసంవాదవం
మనుచరిత్రము- ఆరవ అశ్వాసం(62-68) “గవంగాతరవంగిణి”
నువండి“జవంభారిభిదురసంరవంభవంబు” వరకు
4. తరిగవండవంగమావంబ - ఎఱుకతశ్రీవంకటాచలమహాత్మ్యం అశ్వాసం(4-51)
“వకుళనునేనావివాహప్రయత్నవంబు” వండి“అనియిట్ల”
వరకు ఆధునికకవిత్వం
5. గరిమెళ్ళ సత్యనార్యణ - మాకొద్దెల్లదొరతనము
6. శ్రీశ్రీ - మహాప్రసాదానవం
7. జాషువ - ముసాపరులు
8. పుట్టపర్తి నార్యణాచార్యులు - మేఘదూతముకథానికలు
9. పాలగుమ్మపద్యార్థు - గాలివాన
10. కొలకటూరి ఇనాక్ - ఆకలి
11. కేతువిశ్వాధరెడిడి - నమ్మకున్న నేల
12. పాల్లపల్లిల రామకవి - జైలువీయకరణవం
13. సవంధులు - సవర్ణద్రష్ట, గుణ, యణాదేశ, వృద్ధి, తీరిక, గ, స, డ, దవాదేశ,
రుగాగమ, ట్లాగమ, ఆమ్మరేడిత, ఆత్మవంధిమొదలైనవి.
14. సమాసాలు - తతుపురుష, కర్మధారయ, ద్వంద్వ, ద్విగు, బహువ్రీహి.
మొదలైనవి

COURSE OUTCOMES

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

	CourseCode	CourseTitle	L	T	P	S	J	C
		Entrepreneurship	2	0	0	0	0	2
	CourseOwner		Syllabusversion				1.0	
	CoursePre-requisite(s)		Contacthours				30	
	CourseCo-requisite(s)		DateApproved					
	AlternateExposure							

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.

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)

Explain the evolution of entrepreneurship and functions of an entrepreneur.

Identify Entrepreneurial Process, Entrepreneurship Development Programs and Government Support to Entrepreneurs.

Analyse business opportunity in different areas and Start-up/Entrepreneurial Eco system.

Explain process of registration and the sources of funds available for an entrepreneur.

Examine the importance of business plan preparation and business model development.


TEXT BOOK

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

[illegible]

		Emerging Technologies	L	T	P	S	J	C
			2	0	0	0	0	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 Introductionto 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, Subramaniyam 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
CO 1	1	0	0	1	1								1	0	0
CO 2	1	1	1	1	0								2	0	2
CO 3	0	0	0	2	2								2	2	2
CO 4	0	0	2	1	2								2	2	2
CO 5	1	0	0	1	2								2	0	2

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

	BUAN1031	Excel	L	T	P	J	S	C
			2	0	0	0	0	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 1: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: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:

Apply different text functions	L3
Apply different logical functions	L3
Apply different lookup functions	L4

Evaluate how to use solver for optimization problem

Evaluate how to use solver for optimization problem

Apply different statistical functions L3

Apply different date and time functions L4

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

Unit III: Pivot Tables and Chart

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:

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: What – If Analysis

No of hours: 6

What – IF Analysis: Using Data Tables, Using Scenario Manager, Using Goal Seek

Learning Outcomes:

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: Working with Solver

No of hours: 6

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

Learning Outcomes:

Use solver for Product 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

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

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

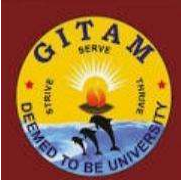
Text book

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

Reference Book:

- Paul Mcfedris, Excel Functions and Formulas, Wiley

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

		Goods and Services Tax	L	T	P	S	J	C
			3	0	0	0	0	3
	CourseOwner	Dept. of Accounting	Syllabus version				1.0	
	CoursePre-requisite(s)		Contact hours				45	
	CourseCo-requisite(s)	NA	Date Approved					
	AlternateExposure	NA						

INTRODUCTION

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

COURSE OBJECTIVES

1. Explain and compute the concepts of VAT and Sales tax
2. Explain the concepts of service tax, excise and custom duty
3. To impart the students the basics of indirect taxation including GST and Customs taxation and computation.

SYLLABUS

UNIT-I: Introduction to GST. Preliminary administration levy of Exemption From, Tax. Time and Value of Supply.

UNIT-II: GST Input tax credit registration- tax invoice, credit and debit notes
–filing returns of GST

UNIT-III: GST Payment of tax transfer of input tax credit. . Refunds - accounts & records. Job work. Electronic commerce assessment. GST audit.

UNIT-IV: GST demands and Recovery -Inspection, search, seizure and arrest offences and penalties. Prosecution and compounding of offences.

UNIT V: Appeals and revision. Advance ruling. Presumption as to documents liability to pay in certain cases. Miscellaneous provisions. Repeal and saving. Transitional provisions.

COURSE OUTCOMES

1. The student should know all the concepts if Indirect taxation.
2. The student should learn to compute sales tax, service tax

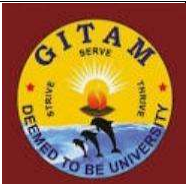
TEXT BOOK

Material prepared by Chartered Accountants internet sources E books.

JOURNALS

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

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

		Indian Income Tax law and practice	L	T	P	S	J	C
			4	0	0	0	0	4
	Course Owner	Dept. of Accounting	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NA	Date Approved					
	Alternate Exposure	NA						

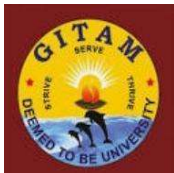
The subject of Tax Laws is inherently complicated and is subjected to constant refinement through new primary legislations, rules and regulations made thereunder and court decisions on specific legal issues. It therefore becomes necessary for every student to constantly update himself/herself with the various changes made as well as judicial pronouncements rendered from time to time

COURSE OBJECTIVES

The objectives of this course are:

1. To enable the students to understand the Indian Income Tax
2. To enable them to grasp the practice of Indian Income Tax Act.

[illegible]

	IENT1021	Business Economics (MA)	L	T	P	S	J	C
			3	0	0	0	0	3
	Course Owner	Dept. of Entrepreneurship	Syllabus version				1.0	
	Course Pre-requisite(s)	NIL	Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

This course primarily deals with the economic context of business and how competition, the behavior of financial markets, and government economic policy can influence an organization.

COURSE OBJECTIVES

The objectives of this course are:

1. Providing the key micro and macroeconomic techniques underlying price determination and profit maximization decisions and growth of business.
2. Understanding of the areas of economic activity relevant to an organisation's decisions in line with management accounting.

Course Outcomes

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

1. Explain the microeconomic context of business relating to demand, supply, use of data and information in decision making.
2. Demonstrate the various statistical forecasting models applied in business decisions making.
3. Explain market externalities, elements in circular flow of income and principles of public finance.
4. Understand balance of payments, nature of globalisation and the role of foreign exchange markets in facilitating international trade.
5. Analyse the functions of financial markets and institutions in facilitating commerce and development.

Unit – I MICROECONOMIC CONTEXT OF BUSINESS

No of Hours :8

The price mechanism: determinants of supply and demand and their interaction to form and change equilibrium price - The price elasticity of demand and supply. Influences on the price elasticities of demand and supply - Consequences of different price elasticities of demand for total revenue - Sources of internal and external economies of scale and their influence on market concentration - Impacts of changing transactions costs on the decision to outsource aspects of a business (including network organisations, shared service centres, and flexible staffing) –Data and information - Graphs, charts and diagrams: scatter diagrams, histograms, bar charts and ogives - Use of big data and analytics to identify customer value, customer behaviour, cost behaviour

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

- Describe the concepts of demand and supply L1
- Understand impact of changing costs on the decision to outsource aspects of business L1
- Identify various types of diagrams and charts. L4
- Differentiate internal and external economies of scale L1
- Evaluate the use of big data and analytics in customer behaviour and logistics behaviour L5

Pedagogy tools: Blended learning, Caselet, videolectures, self-reading

UNIT–II INFORMATIONAL CONTEXT OF BUSINESS

No ofHours:8

Cross-sectional and time-series analysis - The correlation coefficient and the coefficient of determination between two variables- Correlation coefficient: Spearman's rank correlation coefficient and Pearson's correlation coefficient - Time series analysis – graphical analysis - Seasonal factors for both additive and multiplicative models - Predicted values given a time series model - Seasonal variations using both additive and multiplicative models - Time series analysis – graphical analysis - Seasonal factors for both additive and multiplicative models - Predicted values given a time series model - Seasonal variations using both additive and multiplicative models - Trends in time series – graphs, moving averages and linear regressions - The regression equation to predict the dependent variable, given a value of the independent variable - Forecasting and its limitations.

Learning Outcomes:

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

- | | |
|---|----|
| ● Calculate different methods of correlation coefficient | L2 |
| ● Identify seasonal factors for both additive and predictive models | L4 |
| ● Evaluate trends in time series analysis | L5 |
| ● Explain demand forecasting and its limitations | L3 |

Pedagogy tools:Blendedlearning, Caselet,videlectures,self-reading

UNIT–III MARKET FAILURE, MACRO ECONOMIC CONTEXT OF BUSINESS No ofHours:8

Positive and negative externalities in goods markets and government responses to them including indirect taxes, subsidies, polluter pays policies, regulation and direct provision - Impact of minimum price (minimum wages) and maximum price policies in goods and factor markets. The causes of changes to the equilibrium level of national income using an aggregate demand and supply analysis and the elements in the circular flow of income - The trade cycle and the implications for unemployment, inflation and trade balance of each stage and government macroeconomic policy for each stage - The main principles of public finance: the central government budget and forms of direct and indirect taxation - The main principles of public finance: fiscal, monetary and supply side policies, including relative merits of each - The effects on business of changes in the economic growth rate, interest rates, government expenditure and taxation - Index numbers - The PESTEL framework (Political, Economic, Social, Technological, Environmental/Ecological, Legal).

Learning Outcomes

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

- | | |
|---|----|
| ● Compare the impact of minimum price and maximum price policies in goods and factor markets. | L3 |
| ● Identify the elements in the circular flow of income | L4 |
| ● Analyse the implications of trade cycle | L3 |
| ● List out the main principles of public finance | L3 |

Pedagogy tools:Blendedlearning, Caselet,videlectures,self-reading

UNIT-IV MACRO ECONOMIC AND INSTITUTIONAL CONTEXT OF BUSINESS No

The causes and effects of fundamental imbalances in the balance of payments - Policies to encourage free, and protectionist instruments - The effect of changing exchange rates on the profits of business and international competitiveness - Nature of globalization and factors driving it (improved communications, political realignments, growth of global industries and institutions, cost differentials)- Impacts of globalisation on business including off-shoring, industrial relocation, emergence of growth markets, and enhanced competition - Main trade agreements and trading blocks - Principal institutions encouraging international trade - Role of foreign exchange markets in facilitating international trade and in determining the exchange rate - Governmental and international policies on exchange rates (exchange rate management, fixed and floating rate systems, single currency zones) - The impact of a change in the exchange rate on assets and liabilities denominated in a foreign currency - The effect changing exchange rates has on measures of the economic performance of the business (costs, revenues, profits and asset values) - Forward contracts, futures and options as ways to manage the impact of changes.

Learning Outcomes:

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

- Evaluate the effects of fundamental imbalances in the balance of payments L4
- Recognise the nature of globalization and its impact on business L3
- Identify the principal institutions encouraging international trade L4
- Understand the impact of a change in the exchange rate LI
- List out the effect changing rates has on measures of the economic performance of business L3

Pedagogy tools: Blended learning, Caselet, videolectures, self-reading

UNIT-V THE ORGANIZATIONAL, FINANCIAL AND MACRO ECONOMIC CONTEXT OF BUSINESS	No. of Hours 8
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Types of public, private and mutually owned organizations and their objectives - Types of not-for-profit organizations and their objectives - Concepts of returns to shareholder investment in the short run and long run (and the cost of capital) - The principal-agent problem, its impact on the decisions of organisations - Role and functions of financial intermediaries - Role of financial assets, markets and institutions in helping institutions regulate their liquidity position. Role and influence of commercial banks in credit creation - Role and common functions of central banks including their influence on yield rates and policies of quantitative easing - Simple and compound interest - Calculate an annual percentage rate of interest given a monthly or quarterly rate - Annuities and perpetuities - Discounting to find net present value (NPV) and internal rate of return (IRR). The impact of interest rates on discretionary spending, borrowing, saving, capital investment, and government borrowing and expenditure.

Learning Outcomes:

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

- List out the types of organisations and their objectives L3
- Recognise role and functions of financial intermediaries L3
- Evaluate the role and common functions of central banks L4
- Calculate NPV and IRR L1
- List out the impact of interest rate L3

Pedagogy tools:Blended learning, Caselet, videolectures, self-reading

Course Outcomes

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

1. Explain the microeconomic context of business relating to demand, supply, use of data and information in decision making.
2. Demonstrate the various statistical forecasting models applied in business decisions making.
3. Explain market externalities, elements in circular flow of income and principles of public finance.
4. Understand balance of payments, nature of globalisation and the role of foreign exchange markets in facilitating international trade.
5. Analyse the functions of financial markets and institutions in facilitating commerce and development.

TEXT BOOK

Fundamentals of Business Economics, BPP Learning Media Ltd.

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, Phil K. Y. Young, Sreejata Banerjee, "Managerial Economics", Pearson, New Delhi, 2012/Latest Edition.

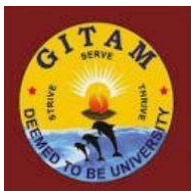
Journals

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

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

	ACCN1041	Management Accounting -1	L	T	P	S	J	C
			4	0	0	0	0	4
	Course Owner	Department 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 to provide fundamental knowledge on basic techniques for the identification and control of costs and cost management. It introduces the context of management accounting in commercial and public sector bodies and its wider role in society. It identifies the position of the management accountant within organisations and the role of CIMA

Course Objectives

1. To understand various tools available for planning, control and decision making.
2. To familiarize with application of Investment appraisal techniques for making long term investment
3. To apply of break-even analysis and profit maximising techniques in both long and short-term decision making.
4. To equip the student with the application of risk and uncertainty in decision making
5. To Understand the use of responsibility accounting in a manufacturing concerns

UNIT - I THE CONTEXT OF MANAGEMENT ACCOUNTING

No of Hours : 8

The Global Management Accounting - Characteristics of financial information - The CIMA definition of the role of the management accountant - The IFAC definition of the domain of the professional accountant in business - The positioning of management accounting within the organization - The need for a professional body in management accounting - CIMA's role in relation to its members, students, the profession of management accounting and society.

Learning Outcomes:

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

- Understand the characteristics of information L2
- Explain the role and position of management accountant in a business unit L2
- Understand the need for the professional body in management accounting L2
- Explain the role profession of management accounting and society L2

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

UNIT - II COSTING METHODS

No of Hours :15

Direct and indirect costs - Variable, semi-variable, stepped and fixed costs - The use of 'high-low', graphical and regression analysis methods to establish and predict total cost - Relevant and irrelevant costs - Overhead cost statements: allocation, apportionment and reciprocal servicing - The repeated distribution and simultaneous equations methods will be used for reciprocal servicing - The treatment of direct and indirect costs in ascertaining the full cost of a "cost object" e.g. a product, service, activity, customer - Overhead absorption rates - Under or over absorbed overheads - The treatment of direct and indirect costs in ascertaining the full cost of a "cost object" e.g. a product, service, activity, customer - Overhead absorption rates - Under or over absorbed overheads - The treatment of direct and indirect costs in ascertaining the marginal cost of a "cost object" e.g. a product, service, activity, customer - The difference between marginal and absorption profits - Marginal cost pricing and full-cost pricing to achieve specified targets (return on sales, return on investment, mark-up and margins). **Note:** Students are not expected to have a detailed knowledge of activity-based costing (ABC).

Learning Outcomes:

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

- Explain the concept of cost and its classification for cost accounting L2
- Apply the methods for cost identification L4
- Solve the overheads allocation, apportionment and redistribution based on service departments L3
L4
- Apply overhead absorption rates and calculation of total cost for product or service L3
- Distinguish between marginal and absorption costing and its application to calculate the cost of product or service

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

UNIT - III PLANNING AND CONTROL

No of Hours :17

Budgeting for planning and control - Functional budgets - Master budget, including statements of profit and loss, financial position and cash flow - The importance of cash budgets - Fixed and flexible budgeting - Budget variances - Principles of standard costing - Standards for the selling price and variable costs of a product or service - Variances: materials (total, price and usage); labour (total, rate and efficiency); variable overhead (total, expenditure and efficiency); sales (sales price and sales volume contribution) - The use of variances to reconcile the budgeted and actual profits that have been calculated using marginal costing. Interpretation of variances.

Learning Outcomes:

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

- Prepare basic budgets for organisation L4
- Discuss different approaches to budgets L5
- Discuss standard costing and apply variance analysis for sales, material, labour and overheads L4
L2
- Reconciliation of budgets with profits under marginal and absorption costing

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

UNIT - IV RESPONSIBILITY ACCOUNTING**No of
Hours:10**

Characteristics of service industries - The use of appropriate financial and non financial performance measures in a variety of contexts (e.g. manufacturing and service sectors) - detailed knowledge of the balanced scorecard is not required. Manufacturing accounts including raw material, work-in-progress, finished goods and manufacturing overhead control accounts Integrated ledgers including accounting for over and under absorption of production overhead - The treatment of variances in integrated ledger systems - Job and batch costing - Cost accounting statements for management information in manufacturing, service and not-for-profit organizations.

Learning Outcomes:

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

- Discuss the performance measurement for manufacturing and service sectors L5
- Understand the use of balanced score card for performance measurement L2
- Explain the use of integrated accounting L2
- Apply the job and batch costing techniques to identify the cost L4
- Prepare cost statements for manufacturing, service and not for profit organization L4

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

UNIT - V Title: DECISION MAKING**No of
Hours:10**

Risk and uncertainty Probability and its relationship with proportions and percentages - Expected values and expected values tables - Limitations of expected values Arithmetic mean, median, mode, range, variance, standard deviation and coefficient of variation for both ungrouped and grouped data - Graphs/diagrams and use of normal distribution tables. Breakeven charts, profit volume graphs, breakeven point, target profit, margin of safety - Make or buy decisions - Limiting factor analysis for a multiproduct company that has one scarce resource. The time value of money - Discounting, compounding, annuities and perpetuities - Net present value, internal rate of return and payback.

Learning Outcomes:

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

- Explain the concept of risk and uncertainty in business and use of expected value technique L2
- Calculate the basic statistical measures such as central tendencies, standard deviation L3
- Apply break-even charts for short term decisions L4
- Apply short term decision techniques make or buy and limiting factor analysis L4
- Understand and apply time value or investment appraisal techniques L2

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

Course Outcomes:

1. Explain the role and position of management accountant in a business unit
2. Explain the concept of cost and its classification for cost accounting
3. Understand and apply time value or investment appraisal techniques
4. Discuss the performance measurement for manufacturing and service sectors
5. Reconciliation of budgets with profits under marginal and absorption costing

Textbook(s):

1. Fundamentals of Management Accounting, CIMA BA2 Study Text, BPP Learning Media Ltd.

Additional Reading**Reference 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.

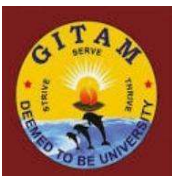
Journal(s):

1. GITAM Journal of Management, GITAM 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): www.cimaglobal.com

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

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

	ACCN1021	Financial Accounting	L	T	P	S	J	C
			4	0	0	0	0	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							

Accounting is aptly called the language of business. This designation is applied to accounting because it is the method of communicating business information. To enable the accounting language to convey the same meaning to all people as far as practicable it should be made standard. To make it a standard language certain accounting principles, concepts and standards have been developed over a period of time. Though accounting is generally associated with business, it is not only business people who make use of accounting but also many individuals in non-business areas that make use of accounting data and need to understand accounting principles and terminology.

Course Objectives

1. prepare Journals and Ledgers by using a double entry system.
2. To know the process of preparing bank reconciliation statements.
3. To understand the accounting principles, concepts and regulations.
4. To know accounting principles, concepts and regulations.
5. To analyse and interpret the accounting information of financial statements by using ratios.

UNIT – I ACCOUNTING PRINCIPLES, CONCEPTS AND REGULATIONS No of Hours: 08

Accounting records to be kept and their uses- concept of stewardship - Users of accounts and their information needs - Functions of financial and management accounts - purpose of accounting statements - Capital and revenue; cash and profit; income, expenditure, assets and liabilities - Underlying assumptions, policies, accounting estimates; historical cost convention; qualitative characteristics of the Framework, elements of financial statements - The principles and elements of the Framework for integrated reporting - The accounting equation formula - Use of coding in record keeping - Regulatory influence of company law; role of accounting standards; IASs and IFRSs; formats for published accounts.

Learning Outcomes:

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

- demonstrate the accounting concepts and conventions L2
- relate the importance of accounting equation and its use L2
- explain the basics of IFRS L2

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

UNIT – II RECORDING ACCOUNTING TRANSACTIONS No of Hours: 12

Record sales, purchase, income and expense transactions in the sales day book, purchase day book, cash book, returns books, and sales/purchase ledger - The accounting equation; double-entry bookkeeping rules; journal entries. Record all types of business transactions in nominal ledger accounts completing the trial balance from given ledger account balances - Errors including those of principle, omission, and commission - Journal entries and suspense accounts - In accordance with IAS 16 - acquisition, depreciation (straight line, reducing balance), revaluation, impairment and disposal of tangibles - In accordance with IAS 38 – intangibles and amortisation - Information to be recorded in a noncurrent asset register.

Learning Outcomes:

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

- compare the different types of subsidiary books L2
- relate the book-keeping and double entry system L1
- construct journals and ledgers and trial balance L3
- contrast between depreciation and amortization L2

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

UNIT – III: BANK RECONCILIATION No of Hours: 08

Reconciliation of the cashbook to the bank statement - Using the imprest system for petty cash - Reconciliation of sales and purchase ledger control accounts to sales and purchase ledgers - Calculation of sales tax on all business transactions - Accounting entries for sales tax. *Note:* no

knowledge of any specific tax systems/rules/rates will be required. Accounting entries for basic payroll information. Issue at full market price, rights issue and bonus issue.

Learning Outcomes:

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

- illustrate the use of imprest system of cash book L2
- apply sales tax on all business transaction L3
- compare the differences between rights issue and bonus issue L4

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

UNIT – IV PREPARATION OF ACCOUNTS FOR SINGLE ENTITIES No of Hours: 20

Calculations and journals for accruals and prepayments (income and expenses) - Prepare journals for irrecoverable debts and allowances for receivables from given information - In accordance with IAS 2 – calculation of the figure for closing inventory for inclusion in the financial statements (FIFO, LIFO and average cost) and the journal entry to record it - Manufacturing accounts produced from given information. Note: No calculation of overheads and inventory balances is required - In accordance with IAS 1 - Statement of profit or loss and other comprehensive income; statement of financial position; statement of changes in equity - Calculate missing numbers using the accounting equation, profit margins and mark-ups, receivables and payables ledgers, and cash and bank ledgers In accordance with IAS 7 - operating, investing and financing sections.

Learning Outcomes:

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

- construct trading, and profit and loss account (income statement) L3
- develop position statement L3
- solve manufacturing accounts L3
- solve missing numbers using the accounting equation L3

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

UNIT – V ANALYSIS OF FINANCIAL STATEMENTS No of Hours: 12

Information provided by accounting ratios Reasons for the changes in accounting ratios. Ratios: return on capital employed; gross, operating and net profit margins; non-current asset turnover Trade receivables collection period and trade payables payment period; current and quick ratios; inventory turnover Gearing and interest cover.

Learning Outcomes:

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

- categorize the different types of ratios L4
- interpret the financial statements with ratio analysis L5

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

Course Outcomes:

- 1.demonstrate the accounting concepts and conventions
2. compare the different types of subsidiary books
3. compare the differences between bank and cash books.
4. construct trading, and profit and loss account (income statement)

5. interpret the financial statements with ratio analysis

Textbook(s):

1. Fundamentals of Financial Accounting, BPP Learning Media Ltd.

Additional Reading

Reference Book(s):

1. Maheswari S.N & Maheswari S.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. Financial Management, CIMA
2. Insight, e-magazine, CIMA
3. Velocity, CIMA
4. Thought leadership, CIMA

Website(s):

1. <https://www.cimaglobal.com/>

	Programme Objectives (POs)											PSOs		
	1	2	3	4	5									
CO1	2	1	0	0	1									
CO2	1	0	0	2	0									
CO3	1	0	1	1	1									
CO4	2	0	2	2	0									
CO5	1	0	1	2	2									

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

	FINA1001	MANAGING FINANCE IN A DIGITAL WORLD	L	T	P	S	J	C
			3	0	0	0	0	3
	Course Owner	Dept. of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

This course examines the roles that finance plays in organizations and it describes in detail the activities that finance professionals perform to fulfill these roles. And focuses on the technologies that define and drive the digital world in which finance operates. It provides awareness of the technologies used in organizations and deepens understanding of the impact of the technologies on what finance does. It draws on the issues raised in the previous section about the role of finance and the activities finance performs to fulfill these roles. Given that the digital world is underpinned by technology and the use of data, this section provides a foundation to the next section on data. Discusses about the major implications of using technology in organizations and the finance function — namely the collection and processing of information can be done more effectively by machines rather than by people. It asserts that the role of finance professionals should be to use data to create and preserve value for organizations. Five ways of using data are examined. The key competencies required to use data in these ways are also highlighted.

The primary objective is to help finance professionals understand what they can do with data and how to build the skills needed to use data. It brings together the implications of the previous sections. It reveals how the finance function is structured and shaped. This structure and shape enables finance to perform its role in the organization and with other internal and external stakeholders. In this sense, it prepares candidates for the next section, which looks at how finance interacts with key internal stakeholders in operations, marketing and human resources. The finance function is not the only area of activity in organisations. Finance joins with others to create and preserve value for their organizations.

Course Objectives

1. Explain the roles of the finance function in organizations and describe the structure and shape of the finance function
2. Describe the activities that finance professionals perform to fulfill the roles.
3. Outline and explain the technologies that affect business and finance and examine how the finance function uses digital technologies to fulfill its roles
4. Explain the competencies required to use data to create and preserve value for organizations
5. Describe how the finance function interacts with operations, sales, marketing, human resources and IT

UNIT - I Role of finance function

No of Hours :8

The fast-changing and unpredictable contexts in which organisations operate- Enabling value creation through planning, forecasting and resource allocation - Shaping value creation through performance management and control - Narrating the value creation story through corporate reporting - The role of ethics in the role of the finance function - How data is collected, cleaned and connected by finance -Types of analysis to produce insights -How finance communicates to influence key stakeholders (audiences, frequency, format, etc.) -How finance uses resource allocation and performance management to enable organisations to achieve their objectives - Potential impact of technology

Learning Outcomes:

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

- Identify how finance function adds value to the organization L3
- analyse the role of ethics in organization L4
- compare types and nature of data required for decision making L2
- demonstrate how finance communicates and influences stakeholders L2
- explain use of resource allocation and performance management L2

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

UNIT - II Technology in a digital world

No of Hours :9

Characteristics and dynamics of the fourth industrial revolution -Cloud computing-Big data analytics-Process automation-Artificial intelligence-Data visualization - Block chain- Internet of things- Mobile-3-D printing- How finance uses technologies listed - Areas of finance susceptible to automation and why- New areas for finance to focus on- Digital mindsets for finance- Ethics of the use of technology

Learning Outcomes:

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

- identify characteristics and dynamics of the fourth industrial revolution L3
- make use of cloud computing-Big data analytics-Process automation- Artificial intelligence-data visualization - Block chain- Internet of things- Mobile-3-D printing L3
- demonstrate how technologies impact finance function L2
- determine how to adopt digital mind sets for finance L5

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

UNIT - III Data and information in a digital world

**No of
Hours:9**

Using data for Decision-making- Understanding the customer-Developing customer value proposition- Enhancing operational efficiency- Monetizing data-Ethics of data usage - Assessment of data needs - Extraction, transformation and loading (ETL) systems - Business Intelligence (BI) systems- Big data analytics - Data visualization

Learning Outcomes:

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

- | | |
|--|----|
| ● develop customer value proposition | L3 |
| ● demonstrate to enhance operational efficiency | L2 |
| ● explain Business Intelligence systems | L2 |
| ● apply Data Visualization for effective Decision making | L3 |

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

UNIT - IV Shape and structure of the finance function

**No of
Hours:12**

Structure of the finance function from the roles that generate information to the roles that turn information into insight and communicate insight to decision-makers Hierarchical shape of finance function - Shared services and outsourcing of finance operations-Retained finance-Automation and diamond shape of finance function -Finance operations to generate information and preliminary insight -FP&A, taxation, corporate reporting, decision support to produce insight - Business partnering to influence organization to make appropriate decisions - Leading the finance team to create the required impact for the organization

Learning Outcomes:

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

- | | |
|--|----|
| ● summarize the traditional finance structure & role | L2 |
| ● analyze the transformation in finance structure and role | L4 |
| ● evaluate financial strategies to produce insight for effective decision making | L5 |
| ● analyse Information to impact framework | L5 |
| ● demonstrate finance operations with the help of I-I framework. | L2 |

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

UNIT – V Finance interacting with the organization

No of Hours :8

Process management -Product and service management -Supply chain management Market segmentation -Big data analytics in marketing - Channel management -Sales forecasting and management Staff acquisition -Staff development - Performance management - Motivation and reward systems IT infrastructure -IT systems support - Costs and benefits of IT systems

Learning Outcomes:

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

- | | |
|---|----|
| ● measure the performance with KPIs | L2 |
| ● Appraise KPIs for Process management | L5 |
| ● Appraise KPIs for marketing | L5 |
| ● Appraise KPIs for Human resources | L5 |
| ● Appraise KPIs for IT services in an organization. | L5 |

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

Course Outcomes:

1. measure the performance with KPIs
2. demonstrate finance operations with the help of I-I framework
3. apply Data Visualization for effective Decision making
4. determine how to adopt digital mind sets for finance
5. Identify how finance function adds value to the organization

Textbook(s):

1. CIMA E1, - CIMA publishing

Additional Reading

Reference Book(s):

1. Charles W. L. Hill, Irwin, *International Business*, 3rd Edition, New Delhi : McGraw Hill.
2. Michael R. Czinkota, Ikka A. Ronkainen & Michael H Moffett, *International Business*, Cengage Learning.
3. Sundaram & Black, *International Business Environment, The Text and Cases*, New Delhi : Prentice Hall of India.

Journal(s):


Financial Management, CIMA

Website:

<https://www.cimaglobal.com/>

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

Low, 2- Medium and 3- High Correlation

	ACCN1081	Management Accounting -2	L	T	P	S	J	C
			4	0	0	0	0	4
	Course Owner	Dept of Accounting	Syllabus version				1.0	
	Course Pre-requisite(s)	Management Accounting 1	Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

This subject is about understanding why costing is done and what it is used for. It introduces to students the basic building blocks of costing and how to apply them in the costing methods and techniques organisations use. The concept of digital world is introduced to enable candidates to develop their own ways of calculating costs when existing methods are no longer appropriate. Taken together, budgeting and budgetary control is one way the finance function enables and shapes how organisations create and preserve value. The finance function supports such decisions (e.g., pricing and product choice) using techniques such as relevant revenue and cost analysis and break-even

analysis. Candidates are introduced to these techniques and the concepts that underpin the techniques. They are expected to be able to apply the techniques to support short-term decision-making under uncertainties and risks that need to be identified, assessed and managed.

Course Objectives

1. To distinguish between the different rationales for costing and application of costing concepts to organizations.
2. To apply costing methods to determine the costs for different purposes
3. To explain the underlying concepts used for short-term decision-making
4. To describe the main types of short-term decisions made by organisations
5. To apply appropriate techniques to support short-term decisions and apply the main costing concepts to organisations and cost objects

UNIT - I **Cost accounting for decision and control** **No of Hours : 10**

Inventory valuation -Profit reporting -Cost management and transformation - Decision-making - Cost elements -Costs structure -Cost behavior -Cost drivers- Costing applied to different types of organizations - Costing applied to digital cost objects

Learning Outcomes:

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

- Apply costing principles for inventory valuation L4
- Apply costing elements for calculation of costs for decision making considering cost behaviour L4
- Apply costing rules to different types of organisations including digital cost objects L4

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

UNIT - II **Cost classification** **No of Hours :15**

Trace, classify and allocate costs - Marginal costing -Absorption costing - Price and rate variances - Usage and efficiency variances-Interpretation of variances - Product and service costing using ABC - Advantages of ABC over other costing systems - Features of digital costing

Learning Outcomes:

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

- Apply marginal costing and absorption costing for pricing decisions L4
- Identify costs and allocate costs to different costs objects L3
- Calculate and analyse variance for corrective actions L3
- Understand and apply service costing L4
- Understand and apply ABC costing for product or services L4

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

UNIT - III **Budgeting and budgetary control** **No of Hours :15**

Planning-Communication -Coordination -Motivation -Control - Time series and trend analysis to forecast sales volumes -Components of master budgets and their interaction with each other - Limiting factors -Stress testing budgets -Big data analytics and budgets- Alternative approaches to budgeting - Feedback and feedforward control -Flexed budgets -Target setting and motivation - Controllable and uncontrollable outcomes-Dysfunctional behaviors in budgeting - Ethical considerations in budgeting

Learning Outcomes:

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

- Apply statistical tools and techniques for forecasting L4
- Prepare and present functional budget and master budgets L3
- Apply limiting factor analysis L4
- Understand different approaches to budgets L2
- Understand behavioural implications of budgets L2

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

UNIT - IV Short-term commercial decision-making No of
Hours:10

Marginal and full cost recovery for pricing decisions - Differences in pricing and revenue maximization for the short term and long term - Product mix - Implications of commercial decision-making in the short term - Relevant revenues- Relevant costs - Difference with profit reporting - Make or buy decisions -Discontinuation decisions - Multi-product break-even analysis -Use of data and technology to analyse product mix decisions - Ethical considerations in short-term decision-making

LearningOutcomes:

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

- Apply costing for pricing decisions of product or service L4
- Understanding relevant costing and use it in short term decisions such as make or buy, discontinue operations L2
- Apply break-even concepts for multiproduct L4
- Use of data and technology for product mix decisions L3

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

UNIT - V Risk and uncertainty in the short term No of
Hours:10

Stress testing -Sensitivity and what-if analysis - Probability distributions - Decision trees

LearningOutcomes:

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

- Apply risk and uncertainty concepts in investment decisions using L4
- Use of sensitivity analysis L3
- Apply decision tree techniques while making uncertain decisions L4

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

Course Outcomes

1. Apply costing rules to different types of organisations including digital cost objects
2. Understand and apply ABC costing for product or services
3. Understand behavioural implications of budgets
4. Understanding relevant costing and use it in short term decisions such as make or buy, discontinue operations
5. Apply decision tree techniques while making uncertain decisions

Textbook(s):

1. CIMA P1, Management Accounting, Study Text - CIMA publishing

Additional Reading

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

1. Charles W. L. Hill, Irwin, *International Business*, 3rd Edition, New Delhi : McGraw Hill.
2. Michael R. Czinkota, Iikka A. Ronkainen & Michael H Moffett, *International Business*, Cengage Learning.
3. Sundaram & Black, *International Business Environment, The Text and Cases*, New Delhi : Prentice Hall of India.

Journal(s):

1. Financial Management, CIMA
2. Insight, e-magazine, CIMA
3. Velocity, CIMA
4. Thought leadership, CIMA
5. CGMA newsletter, CGMA


Websites:

<https://www.cimaglobal.com/>

<https://icmai.in/icmai/index.php>

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

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

	ACCN1091	Financial Reporting	L	T	P	S	J	C
			4	0	0	0	0	4
	CourseOwner	Dept. Of Accounting	Syllabusversion				1.0	
	CoursePre-requisite(s)		Contacthours				60	
	CourseCo-requisite(s)		DateApproved					
		AlternateExposure						

- Financial Reporting helps to understand the application of financial reporting standards to prepare basic financial statements.
- Helps us to understand calculation of tax and explain its affects and how it is affected by the organisation's performance.
- Also helps us to understand use of financial statements to gain understanding of short-term financing to improve the ability of the organization to create and preserve value

CourseObjectives:

1. Identify regulators and describe their role and apply corporate governance principles to financial reporting
2. Identify the main elements of financial statements and explain specific financial reporting standards
3. Calculation of tax for corporate and explain some relevant issues that affect taxation
4. Distinguish between the types and sources of short-term finance

5. Explain and calculate operating and cash cycles and application of different techniques used to manage working capital

UNIT - 1 Regulatory Environment of Financial Reporting No. of Hours- 10

National regulators – IFRS foundation – IASB – International Organisation for Securities Commissions (IOSCO) – standard setting process – Differences between rules based and principles-based regulations – Others such as International Integrated Reporting Council (IIRC) – Need and scope for corporate government regulations- Different approaches to corporate governance regulations.

LEARNING OUTCOMES:

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

- Understand about National regulators, IFRS foundation, IASB, International organization for securities commission(IOSCO). L2
- Understand about the process of setting International Accounting Standards(IAS) and International Financial Reporting Standards. L2
- Evaluate the difference between rule based and principles based regulations L3
- Understand about need and scope for corporate governance regulations and different approaches to corporate governance regulations. L2

Pedagogy Tools: Class room lectures, Self-Reading

UNIT – 2 Financial Statements No. of Hours- 10

Objectives and overall purpose of financial reporting - Qualitative characteristics of financial information - Reporting entity and its boundaries - Recognition (and derecognition) - Measurement bases - Presentation and disclosure - Concept of capital maintenance - IAS 16 — Property, Plant & Equipment - IFRS 5 — Non-current Assets Held for Sale or Discontinued Operations - IFRS 16 — Leases

LEARNING OUTCOMES:

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

- Understand the objectives, purpose of financial reporting and qualitative characteristics of financial information. L2
- Apply various measurement bases, presentation and disclosure of financial information. L3
- Evaluate various International accounting standards International financial reporting standards in relation to Non Current Assets L3
- Application of International accounting standards International financial reporting standards in relation to Non Current Assets in preparation and presentation of financial statements. L3

Pedagogy Tools: Class room lectures, Self Reading, Case let

UNIT - 3 International Accounting Standards No. of Hours- 10

IAS 36 — Impairment of Assets - IAS 2 — Inventories - IAS 10 — Events after the Reporting Period - IAS 1 — Presentation of Financial Statements - IAS 7 — Statement of Cash Flows

LEARNING OUTCOMES:

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

- Apply International Accounting standards in relation to impairment of assets and valuation of inventory. L3

- Application of events occurring after the reporting period in preparation and presentation of financial statements. L3
- Application of International accounting standards IAS 1 for preparation and presentation of financial statements in accordance with applicable financial reporting framework. L3

Pedagogy Tools: Class room lectures, Self Reading, Case let

UNIT - 4 Principles of Taxation

No. of Hours- 15

Features of direct and indirect taxes - Features of corporate and personal taxes - Exempt income - Income taxed under different rules - Allowable expenditure - Capital allowances - Reliefs -Tax on sale of asset - Corporate residence -Types of overseas operations (e.g., subsidiary or branch) - Double taxation - Transfer pricing - Tax avoidance - Tax evasion

LEARNING OUTCOMES:

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

- Understand about the basic features of direct tax, indirect tax, corporate tax and personal taxes. L2
- Application of income rules in computation of income under different rules of income tax act. L3
- Application, computation of income tax liability, tax on capital assets. L3
- Understand about the concept of residential status, double taxation and its avoidance. L2
- Understand the difference between tax avoidance and tax evasion and application of transfer pricing rules in computation of total income. L2

Pedagogy Tools: Class room lectures, Self Reading, Case let.

UNIT - 5 Working Capital Management

No. of Hours- 15

Trade payables -Overdrafts -Short-term loans - Debt factoring -Trade terms-Trade partners - Banks - Inventory days -Trade receivable days -Trade payable days - Receivables management -Payables management -Inventory management -Risk of overtrading - Short-term cash flow forecasting - Investing short-term cash

LEARNING OUTCOMES:

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

- Understand the definition and concept of working capital and its components. L2
- Evaluation and computation of working capital and working capital cycle. L3
- Understand management of receivables, payables, inventory and cash. L2
- Understand the computation of optimum cash and inventory levels. L2
- Understand about cash management in short term and its investment opportunities. L2

Pedagogy Tools: Class room lectures, Self Reading, Case let

Course outcomes:

1. Understand about cash management in short term and its investment opportunities.
2. Application of income rules in computation of income under different rules of income tax act
3. Application of International accounting standards IAS 1 for preparation and presentation of financial statements in accordance with applicable financial reporting framework.

4. Apply various measurement bases, presentation and disclosure of financial information
5. Understand about National regulators, IFRS foundation, IASB, International organization for securities commission(IOSCO).

TEXT BOOK:

CIMA F1 Financial Reporting and Taxation Study Text - Kaplan Publishing, UK

ADDITIONAL READING:

REFERENCES

1. *Fact or fiction?* The independent business partner
2. C. Thomas L. Wheelen and J. David Hunger (2011), *Concepts in Strategic Management and Business Policy*, New Delhi :, Pearson.
3. Barry J. Witcher& Vin Sum Chau (2010), *Strategic Management Principles & Practice*, UK : Cengage Learning


JOURNALS:

1. Financial Management, CIMA
2. Insight, e-magazine, CIMA
3. Velocity, CIMA
4. Thought leadership, CIMA
5. CGMA newsletter, CGMA

Website(s):

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

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

	FINA1041	OPERATIONAL CASE STUDY ANALYSIS	L	T	P	S	J	C
			3	0	0	0	0	3
	Course Owner	Dept. of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

The Operational level focuses on short term decision making. Students will be able to work with others in your organisation and use appropriate data and technology to translate medium term decisions into short term actionable plans.

- The Operational case study exams are used to test a variety of skills including research and analysis, persuasion and communication and how to present information.
- The format is designed to assess student's ability to apply the theory that you learnt during

your objective test exams in a realistic scenario. There are no calculations required in case study exams, however, you will be expected to analyze and comment on financial data.

Managing finance in a digital world:

- The central role that finance plays in an organisation, and how and why technologies used impact the finance function.
- How to use and examine data collected and processed by machines to create and preserve value for organisations.
- How the finance function is structured and shaped, and how it interacts with other parts of the organisation to achieve the objectives of the whole organisation.

Management Accounting-II:

- Why costing is done and what it is used for, including appropriate costing methods and techniques and where digital costing might be used.
- How budgets are prepared and implemented across the organisation, the impact these have, and how techniques are applied to ensure sound short term decision making, against a backdrop of risk and uncertainty, by using appropriate risk management tools.

Financial Reporting:

- Who the regulators are, what they do and why and how regulations are applied.
- How to prepare basic financial statements using financial reporting standards. How to distinguish between types of taxes, calculate corporation taxes and issues affecting taxation.
- What tools are used to ensure that the organisation has enough cash to ensure its continuing operations?

Syllabus:

Managing finance in a digital world-Role of the finance function-Technology in a digital world-Data and information in a digital world-Shape and structure of the finance function-Finance interacting with the organisation


Management Accounting-II-Cost Accounting for decision and control- Budgeting and budgetary control- Short term commercial decision making- Risk and uncertainty in the short term

Financial Reporting-Regulatory environment of financial reporting- Financial statements-Principles of taxation- Managing cash and working capital

Text Books: CIMA KAPLAN Publishing E1,P1,F1.

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

		ADVANCED FINANCIAL REPORTING I	L	T	P	S	J	C
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			4	0	0	0	0	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							

INTRODUCTION:

This subject aims to understand selected strategic (capital investment) projects to be implemented, funds must be sourced at the right cost and at the right time. This is a key role of the finance function and shows how it enables the organization to create value. It looks at the sources and types of funds and how much they cost. The finance function is responsible for narrating how organizations create and preserve value. Different types of narratives are used for different audiences. Financial reporting is used for external stakeholders. This section examines the building blocks for constructing the narratives in the financial statements. It covers the key financial reporting standards on which the financial statements will be based. Organizations sometimes acquire or merge with other organizations to improve their strategic performance, position and prospects. The performance and position of combined operations are reported through group accounts. And also covers the application of the relevant financial reporting standards to prepare group accounts. The topics covered are those that are essential to conducting conversations with different parts of the business about the performance of the group and its component parts. In a multi-stakeholder world, there has been a call for broader forms of reporting to cover wider audiences and issues of concern to them. The International Integrated Reporting Framework developed by the International Integrated Reporting Council (IIRC) is one of the most influential frameworks that seek to fulfill this role. It introduces candidates to the Framework and its components. The analyses of financial statements enable organizations to explain their performance and to compare their performance and prospects over time and against others. It can show how vulnerable they and their business models are to disruption. This section shows how these analyses are conducted and their limitations.

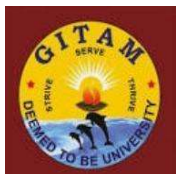
Course Objectives

- Compare and contrast types and sources of long-term funds and calculation of cost of long-term funds
- Explain relevant financial reporting standards for revenue, leases, financial instruments, intangible assets and provisions
- Explain relevant financial reporting standards for group accounts and prepare group accounts based on IFRS
- Discuss additional disclosure issues related to the group accounts
- Discuss the limitations of the tools used for interpreting financial statements
- Discuss the International <IR> Framework activities and Explain the Six Capitals of Integrated Reporting

SYLLABUS:

UNIT-I Sources of Funds - Characteristics of different types of shares and long-term debts - Ordinary and preference shares- Bonds and other types of long-term debt -Operations of stock and bond markets -Issuance of shares and bonds -Role of advisors.

[illegible]

		ADVANCED Management Accounting I	L	T	P	S	J	C
			4	0	0	0	0	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							

Cost management and transformation are priorities for organizations facing intense competition. This section examines how to use cost management, quality and process management, and value management to transform the cost structures and drivers to provide organizations with cost advantage. Organizations have to allocate resources and key strategic initiatives to ensure that their strategies are properly implemented. Capital investment decision-making is the primary means by which such resources are allocated between competing needs. This section covers the criteria, process and techniques that are used to decide which projects to undertake. Of particular interest is the financial appraisal of digital transformation projects.

Course Objectives

- Apply cost management and cost transformation methodology to manage costs and improve profitability
- Apply value management techniques to manage costs and improve value creation
- Explain the steps and pertinent issues in the decision-making process.
- Apply investment appraisal techniques to evaluate different projects
- Discuss various approaches to the performance and control of organizations
- Analyse risk and uncertainty associated with medium-term decision-making and analyze types of risk in the medium term
- Explain the behavioural and transfer pricing issues related to the management of responsibility centres.

SYLLABUS:

UNIT-I Cost Management - Engendering a cost-conscious culture -Logic of ABC as the foundation or managing costs-ABM to transform efficiency of repetitive overhead activities-ABM to analyze and improve customer profitability - ABM to analyze and improve channel performance

UNIT II Quality Management - Impact of JIT and quality management on efficiency, inventory and costs-• Benefits of JIT and TQM- Kaizen, continuous improvement and cost of quality reporting -Elimination of non-value adding activities and the reduction of costs using process re-engineering.

UNIT III Techniques to manage costs and improve value creation - Determination of target costs from target prices - Components of the value chain-Profitability along the value chain - Life cycle costing and its implication for market strategies.

UNIT-IV Capital investment decision-making - Incremental cash flows- Tax, inflation and other factors -Perpetuities -Qualitative issues-Sources and integrity of data-Role of business intelligence systems - Origination of proposals, creation of capital budgets, go/no go decisions -Time value of money. Comparing annuities -Profitability index for capital rationing-Decision to make follow-on investment, abandon or wait (capex as real options) –

UNIT-V Investment Appraisal Techniques - Pay Back Period, Accounting Rate of Return, Net Present Value and Internal Rate of Return; Process and calculation - Strengths and weaknesses-Appropriate usage -Use in prioritization of mutually exclusive projects.

Course Outcomes:

- Able to understand the business model as a framework to understand and manage how to create value.
- Managing people performance to implement organizational goals
- Implementing organizational goals through project management
- Analyse the performance of responsibility centres and preparation of reports

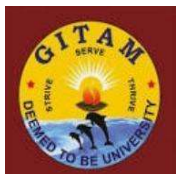
TEXT BOOK

CIMA M2 Advanced Management Accounting Study Text - CIMA publishing

JOURNALS

1. Financial Management, CIMA
2. Insight, e-magazine, CIMA
3. Velocity, CIMA
4. Thought leadership, CIMA
5. CGMA newsletter, CGMA

[illegible]

		Managing Performance	L	T	P	S	J	C
			4	0	0	0	0	4
	Course Owner	Dept. of Operations	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

INTRODUCTION:

The digital world is characterized by disruptions to business models by new entrants and incumbents who seek superior performance and competitive advantage. This section covers the fundamentals of business models and how new business and operating models can be developed to improve the performance of organisations. Human capital is one of the key intangible assets of organisations in an age where intangible assets are the dominant means by which organisations create and preserve value. Leadership is a crucial means for managing individual performance and the relationships between people. This section examines how different styles of leadership can be used to improve the performance of individuals so they can achieve organizational goals. Projects have become pervasive means by which organisations execute their strategies. This section shows candidates how to use project management concepts and techniques to implement strategies effectively and efficiently. It is linked to capital investment decision-making

Course Objectives:

- Explain the ecosystems of organizations
- Explain the elements of business models
- Analyse new business models in digital ecosystems

UNIT-I Business models and value creation - Definition of ecosystems - Participants and roles- Interactions and dynamics - Rules and governance -Technology - Risks and opportunities - Stakeholders and relevant value -Stakeholder analysis -Resources, process, activities and people in creating value

UNIT-II Products, services, customer segments, channels and platforms to deliver value-Distribution of value to key stakeholders - Disruption-Ways to build disruptive and resilient business models- Creating digital operating models - Types of digital operating models

UNIT-III Managing people performance - Power, authority, delegation and empowerment -Contingent and situational leadership -Transactional and transformational leadership -Leadership of virtual teams - Leadership and ethics Target setting and employee alignment-Employee empowerment and engagement - Performance reporting and review

UNIT-IV Rewards and sanctions in managing performance-Different approaches to coaching and mentoring to improve performance -Diversity and equity practices -Health and safety- Organisational culture- Characteristics of high-performing teams -Motivating team members -Communication process-Digital tools for communication -Negotiation process -Strategies for negotiation-Sources and types of conflicts -Strategies for managing conflicts-Leadership and ethics

UNIT-V Managing projects- Overall project objectives -Objectives relating to time, cost and quality - Purpose and activities associated with key stages of the project life cycle – Work streams -Work breakdown schedule, Gantt charts, network analysis -PERT charts - Sources and types of project risks - Scenario planning -Managing project risks-Project management software - Project structures and their impact on project performance-Role of project manager -Role of key members of project team - Life cycle of project teams -Managing key stakeholders of projects- Leading and motivating project team

Course outcomes:

- On completion, candidates should be able to use data and relevant technology to: manage organisational and individual performance;
 - translate long-term decisions into medium-term plans; allocate resources to implement decisions; monitor and report implementation of decisions;
 - provide feedback up and down the organisation;
- prepare and interpret financial statements to show the performance, position and prospects of their organisations

TEXT BOOK

CIMA E2 Project and Relationship Management Study Text - CIMA publishing

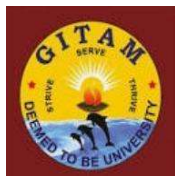
REFERENCES

4. *Fact or fiction?* The independent business partner
5. C. Thomas L. Wheelen and J. David Hunger (2011), *Concepts in Strategic Management and Business Policy*, New Delhi:, Pearson.
6. Barry J. Witcher& Vin Sum Chau (2010), *Strategic Management Principles & Practice*, UK : Cengage Learning

JOURNALS

1. Financial Management, CIMA
2. Insight, e-magazine, CIMA Velocity, CIMA
3. Thought leadership, CIMA
4. CGMA newsletter, CGMA

[illegible]

		ADVANCED FINANCIAL REPORTING II	L	T	P	S	J	C
			4	0	0	0	0	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							

Introduction:

The performance and position of combined operations are reported through group accounts. And also covers the application of the relevant financial reporting standards to prepare group accounts. The topics covered are those that are essential to conducting conversations with different parts of the business about the performance of the group and its component parts. In a multi-stakeholder world, there has been a call for broader forms of reporting to cover wider audiences and issues of concern to them. The International Integrated Reporting Framework developed by the International Integrated Reporting Council (IIRC) is one of the most influential frameworks that seek to fulfill this role. It introduces candidates to the Framework and its components. The analyses of financial statements enable organizations to explain their performance and to compare their performance and prospects over time and against others. It can show how vulnerable they and their business models are to disruption.

Course Objectives

- Discuss additional disclosure issues related to the group accounts
- Discuss the limitations of the tools used for interpreting financial statements
- Discuss the International <IR> Framework activities and Explain the Six Capitals of Integrated Reporting

Syllabus

Advanced Financial Reporting II

UNIT-I Group accounts – Consolidated Statement of Financial Position and Consolidated Statement of Comprehensive Income. **UNIT II Group Accounts (Contd.)** - Consolidated Statement of Changes in Equity and Consolidated Statement of Cash Flows.

UNIT-III Integrated Reporting - Context of integrated reporting -• International Integrated Reporting Council -Integrated thinking -International Integrated Reporting Framework-Benefits and limitations of the Frame Work. Definition of the six capitals-Measurement and disclosure issues relating to the six capitals

UNIT-IV – Analysis of Financial Statements - Ratio analysis-Interpretation of ratios - Reporting of ratios along the dimensions of the Gartner Data Analytics maturity model — descriptive, diagnostic, predictive and prescriptive -Link to organization’s business model.

UNIT V - Action based on analysis of financial statements: Linkages between different areas of performance -Predictive and prescriptive ratios - Impact of recommendations on wider organizational ecosystem - Quality and type of data used - Comparability — both in segment and internationally.

Course Outcomes

- Financial reporting standards for preparing group accounts
- Prepare group accounts for stakeholders and Integrated reporting in a multi-stakeholder world


TEXT BOOK

CIMA F2 Advanced Financial Reporting Study Text - CIMA publishing

JOURNALS

1. Financial Management, CIMA
2. Insight, e-magazine, CIMA
3. Velocity, CIMA
4. Thought leadership, CIMA
5. CGMA newsletter, CGMA

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

		ADVANCED Management Accounting II	L	T	P	S	J	C
			4	0	0	0	0	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							

Introduction Capital investment decision-making is the primary means by which such resources are allocated between competing needs. This section covers the criteria, process and techniques that are used to decide which projects to undertake. Of particular interest is the financial appraisal of digital transformation projects.

Course Objectives

- Discuss various approaches to the performance and control of organizations Analyze risk and uncertainty associated with medium-term decision- making and analyze types of risk in the medium term
- Explain the behavioral and transfer pricing issues related to the management of responsibility centres.

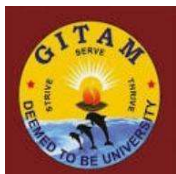
Syllabus

Advanced Management Accounting II

UNIT-I Pricing Decisions - Pricing decisions for maximizing profit in imperfect markets-Types of pricing strategies -Financial consequences of pricing strategies.

UNIT-II Analysis of Performance of Responsibility Centres- Objectives of each responsibility

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

	FINA1071	Management Case study analysis	L	T	P	S	J	C
			4	0	0	0	0	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							

The aim of the Management case study is to apply the knowledge you have learnt across the whole management level. At the Management level, the role simulated is that of a finance manager. The capstone Case Study Examination provides a simulated context allowing candidates to demonstrate that they have acquired the required knowledge, skills, techniques and the mindset required for that role. This case study will be structured around core activities. There are 5 at management level:

- Evaluate opportunities to add value
- Implement senior management decisions
- Manage performance and costs to aid value creation
- Measure performance
- Manage internal and external stakeholder.

Managing Performance:

- The fundamentals of business models and how new business and operating models can be developed to improve the performance of organisations.
- How different styles of leadership can be used to improve the performance of individuals to achieve organisational goals and how to use performance management concepts and techniques to implement strategies effectively and efficiently.
- Use of project management concepts and techniques useful in implementing strategies. (Project management is linked to capital investment decision-making which is covered in P2D).

Advanced Management Accounting

- How to use cost management, quality and process management and value management to provide organisations with cost advantage.
- The criteria, process and techniques that are used to decide which projects to undertake, how to manage the performance of organisational units to ensure that they achieve their objectives.
- How to analyse risks and uncertainties that organisations face in the medium term, especially capital investment decision making, and managing those risks in the implementation of such decisions.

Advanced Financial Reporting:

- The sources and types of funds and how much they cost.
- The key financial reporting standards on which financial statements will be based and the application of those standards to prepare group accounts.
- The International Integrated Reporting Framework and its components and how to conduct

analyses of financial statements and their limitations.

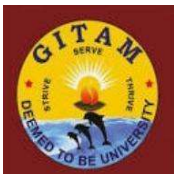
Syllabus:

Managing Performance- Business models and value creation- Managing people performance- Managing projects

Advanced Management Accounting - Managing the costs of creating value- Capital investment decision making- Managing and controlling the performance of organisational units- Risk and control

Advanced Financial Reporting- Financing capital projects- Financial reporting standards- Group accounts-D. Integrated reporting- Analysing financial statements

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

	IENT1091	Strategic Management I	L	T	P	S	J	C
			3	0	0	0	0	3
	Course Owner	Dept. of Entrepreneurship	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

INTRODUCTION:

Strategy is at the heart of what organizations do. This subject provides the foundation of strategic management for the organization. It introduces the strategy process that is elaborated on in the rest of the subject. Every organization inhabits an ecosystem within which it adapts and evolves. This ecosystem comprises markets and society, has its players and its own system of governance. Organizations can also join with others to form a smaller ecosystem within the broader one to reflect their strategic preferences. It also provides candidates with an understanding of the dynamics of the ecosystem (both the wider and the smaller more deliberate ones formed by organizations) and how it affects the strategy of the organization. The strategic options have to be generated in various areas of the organization's operations using different tools.

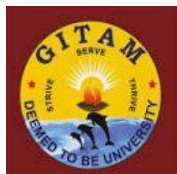
Course Objectives:

- Explain the purpose of strategy and discuss the types and levels strategy
- Analyse the elements of the ecosystem and discuss drivers of change in the ecosystem
- Describe the impact of ecosystem on organizational strategy and generate strategic options using a variety of analytical tools.

SYLLABUS:

UNIT-I The Strategy Process - Different definitions of strategy -Essential features and characteristics of strategy - Intended and emergent strategy - Corporate, business and functional

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		Risk Management I	L	T	P	S	J	C
			3	0	0	0	0	3
	Course Owner	Dept. of Finance		Syllabus version			1.0	
	Course Pre-requisite(s)			Contact hours			60	
	Course Co-requisite(s)			Date Approved				
	Alternate Exposure							

Not all intended strategies are implemented due to various factors. These factors constitute the operating enterprise-wide risks of the organization. This section covers how to identify, evaluate and manage these risks. A fundamental risk of the organization is that its strategy is the wrong one and that even if implemented perfectly, it will achieve the wrong outcome for the organization. In addition, some risks are of such high significance that they can affect the very existence of the organization. This section covers where these risks emanate from, evaluates them and explains how oversight of such risks is critical to the governance of the organization.

Control systems are an integral part of managing risks. Various control frameworks have been developed to assist in this process. In addition, the internal audit function performs a vital role in helping to implement and monitor implementation and adherence to the control frameworks. This section covers how internal control systems can be used effectively in the risk management process. In a digital world one of the major threats is cyber risk. How are data and operating systems protected from unauthorized access and manipulation? How are breaches identified, analyzed, remedied and reported? These are some of the questions covered in this section.

Course Objectives

- Analyse sources and types of risk and Discuss ways of managing risks
- Analyse risks associated with formulating strategy and Evaluate the sources and impact of reputational risks
- Analyse internal control systems and recommend internal controls for risk management
- Discuss various issues relating to internal audit in organizations
- Discuss cyber security tools and technique and Evaluate cyber risk reporting
- .

SYLLABUS:

UNIT-I Sources and Types of Risk - Enterprise risk - Upside and downside risks -• Risks arising from internal and external sources-• Risks arising from international operations -• Strategic and operational risks.

UNIT - II Evaluation of Risk Quantification of risk exposure -Risk maps.

UNIT – III Managing Risks - Role of board and others in the organization for identifying and managing risks -Risk mitigation including TARA – transfer, avoid, reduce, accept -Assurance mapping- Risk register -Risk reports and responses - Ethical dilemmas associated with risk management.

UNIT-IV Strategic risk - Analysis of strategic choice -Scenario planning Stress-testing strategy - Risks of unethical behaviour - Impact on brand and reputation of organization-

UNIT V Strategic Risk (Contd.) - Separation of the roles of CEO and chairman -Role of non-

executive directors -Roles of audit committee, remuneration committee, risk committee and nomination committee-Directors' remuneration.

Course Outcomes:

- Identify and evaluate enterprise risks and their sources that can impede the implementation of strategy
- Evaluate the use of internal controls to manage enterprise risks
- Develop processes to identify, evaluate and manage cyber risks.

Develop appropriate responses to strategic risks

TEXT BOOK

CIMA P3 Risk Management Study Text - CIMA publishing

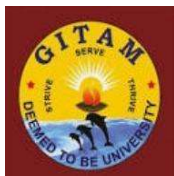
ADDITIONAL READING

1. *Fact or fiction?* The independent business partner
2. C. Thomas L. Wheelen and J. David Hunger (2011), *Concepts in Strategic Management and Business Policy*, New Delhi :, Pearson.
3. Barry J. Witcher& Vin Sum Chau (2010), *Strategic Management Principles & Practice*, UK :Cengage Learning.

JOURNALS

1. Financial Management, CIMA
2. Insight, e-magazine, CIMA

[illegible]

		Financial Strategy I	L	T	P	S	J	C
			4	0	0	0	0	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							

The overall strategy of the organization must be supported by how its finances are organized. This requires an understanding of the different strategic financial objectives and policy options that are open to organizations. The choice of these objectives and policy options will be heavily influenced by the financial market requirements and the regulatory environment in which the organization operates. What types of funds are available to organizations to finance the implementation of their strategies? How much of each type should they go for? And what is the impact on the organization? Where and how do they get these funds? And how do they provide incentives to providers of such funds so that the funds are available at the right time, in the right quantities and at the right cost? There is always a risk that the organization will not be able to attract enough funds to finance its operations and in extreme conditions will fail to survive as a result. This section covers the sources of such risks and how to evaluate and manage such financial risks appropriately. The primary objective of all strategic activity is to create and preserve value for organizations. How does the organization know whether it has succeeded in this objective? Sometimes, in order to implement strategies, organizations have to acquire other organizations. How does the acquirer determine the value of its acquisition? This section covers how to use techniques in business valuation to answer such questions

Course Objectives

- Advise on strategic financial objectives and analyze strategic financial policy decisions
- Discuss the external influences on financial strategic decisions
- Evaluate the capital structure of a firm and Analyse long-term debt finance
- Discuss the context of valuation, Evaluate the various valuation methods and analyze pricing and bid issues
- Discuss the sources and types of financial risks and evaluate financial risks
- Recommend ways of managing financial risks
- .

SYLLABUS:

UNIT-I Financial policy decisions - Profit and not-for-profit organizations-Quoted and unquoted companies -Private and public sector organizations- Value for money, maximizing shareholder wealth-Earnings growth, dividend growth. Impact of underlying economic conditions and business variables on financial objectives -Enhancing the value of other non-financial capitals (human capital, intellectual capital and social and relationship capital) – United Nations Sustainability Development Goals.

Unit II - Strategic Financial Policy Decisions and External Influence - Use of policy decisions to meet cash needs of entity -Sensitivity of forecast financial statements and future cash position to these policy decisions-Consideration of the interests of stakeholders- Lenders' assessment of creditworthiness

-Consideration of domestic and international tax regulations -Consideration of industry regulations

UNIT-III Capital Structure - Capital structure theories (traditional theory and Miller and Modigliani (MM) theories) -Calculation of cost of equity and weighted cost of capital to reflect changes in capital structure -Impact of choice of capital structure on financial statements - Structuring debt/equity profiles of companies in a group.

UNIT-V Equity Finance - Methods of flotation and implications for management and shareholders - Rights issues, choice of discount rates and impact on shareholders- Calculation of theoretical ex-rights price (TERP) and yield adjusted TERP- Features and criteria-Impact on shareholder value and entity value, financial statements and performance

- Analyse and evaluate the sources of long-term finances to meet the organization's financing requirements.
- Make financial policy decisions that align to the organization's strategic objectives
- Identify, assess and manage financial risks associated with cash flows and capital projects

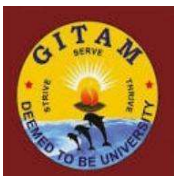
TEXT BOOK

REFERENCE BOOKS

- ## JOURNALS:

1. Financial Management, CIMA
2. Insight, e-magazine, CIMA
3. Velocity, CIMA
4. Thought leadership, CIMA
5. CGMA newsletter, CGMA

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	IENT1101	Strategic Management II	L	T	P	S	J	C
			3	0	0	0	0	3
	Course Owner	Dept. of Entrepreneurship	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Introduction

Strategy is at the heart of what organizations do. This subject provides the foundation of strategic management for the organization. Once options have been generated in various areas of the organization's operations the organization has to choose between the alternatives. The choice is based on predefined criteria and an evaluation of the options against these criteria. The various options chosen must then be integrated into a coherent whole to form the organization's strategy. This section covers how the options are evaluated, chosen and integrated coherently to form the strategy of the organization. Once strategy has been formulated, it has to be implemented. This involves developing and communicating action plans, allocating resources and monitoring the implementation of the plans. In addition, implementing strategy involves significant change. The nature of these changes should be evaluated and appropriate ways of managing change have to be developed and implemented. This section examines how these implementation objectives are achieved and how change is managed. Strategy takes place within specific organizational contexts and ecosystems. The primary characteristics of the current context are digital transformation. Organizations need to think through their approach to strategy within this perspective. This section covers how to introduce thinking about digital transformation in the strategy of organizations.

Course Objectives

- Develop strategic performance management system and advise on resource allocation to support strategy implementation
- Recommend change management techniques and methodologies
- Analyse digital transformation, discuss the various elements of digital strategies and the governance of digital transformation

UNIT-I Making strategic choices - Suitability, acceptability and feasibility framework - Value chain analysis - Managing product portfolio.

UNIT II Strategic control- Action plans -Target setting -Critical success factors (CSFs)- Key performance indicators (KPIs)- Audit of key resources and capabilities required to implement strategy - Matching resources to strategy

UNIT III Strategic Control (Contd.) - Types of change-Impact of change on organizational culture -Resistance to change -Approaches and styles of change management -Role of change leader in communication

UNIT-IV Digital strategy - Role of board and senior leadership in digital strategy - Cloud computing -Big data analytics - Process automation -Artificial intelligence -Data visualisation - Blockchain -Internet of things -Mobile - 3-D printing.

UNIT-V Digital Strategy (Contd.) - Business case for digital transformation
- Participants, interactions and dynamics of ecosystem and impact on strategy

- Trends in consumption (e.g., hyper personalisation, move from products and services to experience)
- New metrics (scale, active usage and engagement metrics) -Leadership in digital transformation.

Course outcomes:

- Develop a coherent strategy by the integration of strategic choices
- Apply various action plans to control the strategic performance
- Illustrate the change management techniques that prepare the organization for digital transformation
- Determine the strategies for digital transformation and governance of digital transformation

TEXT BOOKS:

CIMA E3 Strategic Management Study Text - CIMA publishing


REFERENCE BOOKS:

1. *Fact or fiction?* The independent business partner
2. C. Thomas L. Wheelen and J. David Hunger (2011), *Concepts in Strategic Management and Business Policy*, New Delhi :, Pearson.
3. Barry J. Witcher & Vin Sum Chau (2010), *Strategic Management Principles & Practice*, UK : Cengage Learning.

JOURNALS:

1. Financial Management, CIMA
2. Insight, e-magazine, CIMA
3. Velocity, CIMA
4. Thought leadership, CIMA
5. CGMA newsletter, CGMA

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		Risk Management II	L	T	P	S	J	C
			3	0	0	0	0	3
	Course Owner	Dept. of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Introduction:

As the world is witnessing a paradigm shift in terms of technological advancements, increased scale of business operations, enhanced market competition with constant system integration and other factors, risk assessment has become even more dynamic and a continuous phenomenon. With such a significant rise in societal risk, organizations are enforced to safeguard their business operations by developing innovative and effective risk management strategies to predict and mitigate them. Acknowledging the above fact this particular subject will discuss about the role of internal control systems and also analyze how auditing process within the organization enhances the risk management plans.

Being a part of this contemporary technological world, cyber security is an area which have to be assessed further as it is one of the root causes of the losses in business and student will also get an idea of the various tools and techniques that would help organizations to mitigate risk impact and get an viewpoint of the cyber risk reporting process and governance.

Course Objectives:

- To discuss the role of internal controls and organization governance for risk management.
- To analyse the steps involved in audit and fraud investigation to facilitate effective internal audit.
- To discuss the concept of cyber security and its processes for centralized monitoring.
- To evaluate cyber risk phenomenon and discuss its tools and techniques.
- To understand the overall cyber risk reporting process.

UNIT-I Internal Control Systems and Internal Controls for Risk Management - Internal controls - Role of risk manager as distinct from internal auditor -Control systems in functional areas - Operational features of internal control - Governance and culture-Strategy and objective setting - Performance-Review and revision - Information, communication and reporting- Identifying and evaluating control weakness and compliance failures.

UNIT-II Internal Audit - Compliance audit, fraud investigation, value for money audit and management audit -Operation of internal audit -Assessment of audit risk -Process of analytical review -Independence, staffing and resourcing of internal audit - Preparation and interpretation of internal audit reports.

UNIT-III Cyber Threats & Cyber Security Processes - Cyber risks – Malware-Application attacks - Hackers -Result of vulnerabilities including downtime, reputational loss, customer flight, legal and industry consequences. Protection, detection and response - Centralised management - Centralised monitoring.

UNIT IV Cyber Security Tools and Techniques - System level analysis, storage analysis and network analysis -Reverse engineering, decompilation and disassembly -Network discovery,

UNIT V – Cyber Risk Reporting - Description criteria including nature of business and operations, nature of information at risk, risk management programme objectives, cybersecurity risk governance structure etc.

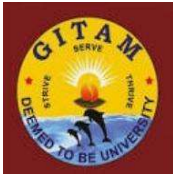
- Understand the concepts of internal control systems and internal controls.
- Preparation and interpretation of audit reports.
- Steps to overcome the cyber risk and understand the operational process.
- Idea regarding the right use of cyber security tools for effective organization reporting.

CIMA P3 Risk Management Study Text - CIMA publishing

4. *Fact or fiction?* The independent business partner
5. C. Thomas L. Wheelen and J. David Hunger (2011), *Concepts in Strategic Management and Business Policy*, New Delhi :, Pearson.
6. Barry J. Witcher& Vin Sum Chau (2010), *Strategic Management Principles & Practice*, UK : Cengage Learning.

3. Financial Management, CIMA
4. Insight, e-magazine, CIMA

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		Financial strategy II	L	T	P	S	J	C
			3	0	0	0	0	3
	Course Owner	Dept. of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Introduction:

A financial strategy enables you to assess the company's financial needs in order to plan for continued growth and sustainability. The way to success and sustainability depends upon the how well organizations manage the risks.

Course Objectives:

1. To equip the students with knowledge of advanced topics in financial strategy.
2. To make students comprehend the different types of risks faced by the business.
3. To value intangible assets in the context of mergers and acquisitions.
4. To make students comprehend the concept, terms and types of mergers and acquisitions.

Unit-I Dividend Policy – Cash dividend, scrip dividend and share repurchase agreements – Features and criteria – Impact on Shareholder value and Entity value.

UNIT-II Types and Evaluation of Financial risks - Economic risk -Political risk -Currency risk - Interest rate risk - Theory and forecasting of exchange rates (e.g. interest rate parity, purchasing power parity and the Fisher Effect)- Value at risk

Unit III Managing Financial Risks - Responses to economic transaction and translation risks - Operations and features of swaps, forward contracts, money market hedges, futures and options - Techniques for combining options in order to achieve specific risk profile such as caps, collars and floors - Internal hedging techniques

UNIT-IV Business valuation - Reasons for M&A and divestments - Taxation implications -Process and implications of management buy-outs -Acquisition by private equity and venture capitalist -Asset valuation - Valuation of intangibles -Different methods of equity valuation (share prices, earnings valuation, dividend valuation, discounted cash flow valuation) -Capital Asset Pricing Model (CAPM) - Efficient market hypothesis

UNIT-V Mergers and Acquisitions - Forms of consideration -Terms of acquisition -Target entity debt -Methods of financing cash offer and refinancing target entity debt -Bid negotiation - Post-transaction value incorporating effect of intended synergies-M&A integration and synergy benefit realization - Exit strategies.

Course Outcomes:

After the completion of the course the student shall be able to:

1. Summarize the types of dividends.
2. Solve to arrive at value of intangibles and equity.
3. Use techniques to solve for financial risk
4. Discuss consideration, target entity debt and synergy benefit realization in a merger and acquisition.

TEXT BOOK

CIMA F3 Financial Strategy Study Text - CIMA publishing

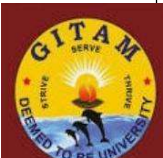
REFERENCE BOOKS

3. *Fact or fiction?* The independent business partner
4. C. Thomas L. Wheelen and J. David Hunger (2011), *Concepts in Strategic Management and Business Policy*, New Delhi :, Pearson. Barry J. Witcher& Vin Sum Chau (2010), *Strategic Management Principles & Practice*, UK : Cengage Learning.

JOURNALS:

6. Financial Management, CIMA
7. Insight, e-magazine, CIMA
8. Velocity, CIMA
9. Thought leadership, CIMA
10. CGMA newsletter, CGMA

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

		Strategic case study analysis	L	T	P	S	J	C
			3	0	0	0	0	3
	Course Owner	Dept. of Finance	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

Strategic level is the third and final level of the CIMA Professional Qualification and consists of three subject areas and the Strategic level case study exam. The Strategic level focuses on long term strategic decision making. You will be able to support organisational leaders to craft strategy; evaluate and manage risks that might prevent organisations from successfully implementing strategy; value organisations; and source financial resources required to implement of strategy. At the Strategic level, the role simulated is that of the senior finance manager.

The Following three subjects knowledge is required for Strategic Level Case study:

Strategic Management: E3

- The foundation of strategic management and an understanding of the dynamics of the organisational ecosystem and how it affects the strategy of the organisation.
- Strategic choice and how options are generated, linking them to the purpose, values and vision of the organisation and how the options are evaluated, chosen and integrated coherently to form the strategy of the organisation.

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