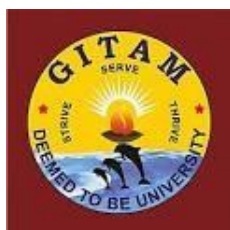


GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)
(Deemed to be University)
VISAKHAPATNAM * HYDERABAD * BENGALURU

Accredited by NAAC with A⁺ Grade



CURRICULUM AND SYLLABUS
OF

B.Com. (H) with ACCA, UK

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

PROGRAM OUTCOMES (POs) 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.

PROGRAMMESPECIFICOUTCOMES(PSO)

Aftertheculminationofthecoursestudentswillbeabletoacquire:

PSO1	Integrate and interpret necessary skills and understanding to take up advanced topics in accounting, auditing, and taxation
PSO2	The industry and entrepreneurship-oriented curriculum offers a number of specializations and practical exposures which would equip the student to face the contemporary challenges in the field.
PSO3	The holistic outlook of the program with a number of value-based and personality development courses ensures that students are groomed into up-to-date, assertive, and effective business executives with strong leadership skills and social consciousness.

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 (Softskills 1)	0	0	2	0	0	1
CLAD1011	1	Leadership Skills & Quantitative Aptitude (Softskills 2)	0	0	2	0	0	1
CLAD1021	1	Verbal Ability & Quantitative Ability (Softskills 3)	0	0	2	0	0	1
CLAD1031	1	Practicing Verbal Ability & Quantitative Aptitude (Softskills 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	Softskills 5A/5B/5C	0	0	2	0	0	1
CLAD20XX	2	Softskills 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/Sway am/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 (Softskills 5A)	0	0	2	0	0	1
CLAD2011	2	Preparation For Higher Education (GRE/ GMAT) - 1 (Softskills 5B)	0	0	2	0	0	1
CLAD2021	2	Preparation for CAT/ MAT - 1 (Softskills 5C)	0	0	2	0	0	1
CLAD2031	2	Preparation For Campus Placement - 2 (Softskills 6A)	0	0	2	0	0	1
CLAD2041	2	Preparation For Higher Education (GRE/ GMAT) - 2 (Softskills 6B)	0	0	2	0	0	1
CLAD2051	2	Preparation for CAT/ MAT - 2 (Softskills 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	Throw ball	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
IENT1001	1	Business Economics	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

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	S	J	C
FINA1011	1	Business & Technology	4	0	0	0	0	4
ACCN1051	1	Management Accounting	4	0	0	0	0	4
ACCN1031	1	Financial Accounting	4	0	0	0	0	4
ACCN1101	1	Financial Reporting-I	4	0	0	0	0	4
ACCN1111	1	Financial Reporting -II	4	0	0	0	0	4
HRMG1031	1	Corporate and Business laws	3	0	0	0	0	3
ACCN1121	1	Performance Management	4	0	0	0	0	4
FINA 1091	2	Taxation (UK)	4	0	0	0	0	4
FINA 1101	2	Audit and Assurance	4	0	0	0	0	4
FINA 1061	2	Financial Management	4	0	0	0	0	4
FINA 1111	2	Strategic Business Reporting 1	4	0	0	0	0	4
FINA 1121	2	Strategic Business Reporting 2	4	0	0	0	0	4
FINA 1131	2	Strategic Business Leader 1	4	0	0	0	0	4
FINA 1141	2	Strategic Business Leader 2	4	0	0	0	0	4
	3	Advanced Financial Management 1	4	0	0	0	0	4
	3	Advanced Financial Management 2	3	0	0	0	0	3
	3	Advanced Audit & Assurance -1	3	0	0	0	0	3
	3	Practice School Report (Internship)	2	0	0	0	0	2
	3	Advanced Taxation	4	0	0	0	0	4
	3	Advanced Performance Management	4	0	0	0	0	4
	3	Advanced Audit and Assurance -2	4	0	0	0	0	4
	3	Comprehensive Viva	2	0	0	0	0	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)	18	15%
Program Core (PC)	81	67.5%
Open Electives (OE)	9	7.5%
Total	120	100%

CSEN1001:ITProductivityTools

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 this course work.

Course Objectives

- To enable the learner, the skill in preparing technical documents of professional quality using docs, sheets and forms.
- To involve the student in designing and creating of websites and acquaint the student with the skill of processing audio, images, documents etc.
- To create awareness in analyzing data using pivot tables, query manager etc.
- To create awareness in composing emails, mail merge, e-mail merge etc.
- To provide the exposure to work with collaborative tools.

List of Experiments

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

Course Outcomes

- Create/alter documents/Technical Paper /Project report with text, pictures, and graphs of different styles.
- Create/modify power

- point presentations with text, multimedia and to add animation using/creating templates.
- Perform basic calculations/retrieve data/create pivot tables/charts using a spreadsheet application.
- Create simple diagrams/charts using online tools like: www.draw.io.
- Manage documents, presentations, spreadsheets and websites in collaborative mode.

Text Books:

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

References/Online Resources

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

LANG1001: Communication Skills in English- Beginners

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

Course Description:

Communication Skills in English (Beginner) is the first of the three-level courses for a developmental enhancement of learners' communication skills in English. This course focuses on giving learner 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 (roleplay)
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
- learnenglishteen.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:CommunicationSkillsinEnglish

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

Course Description:

CommunicationSkillsinEnglish(Intermediate)isthesecondofthethree-levelgradedcoursesforadevelopmentalenhancementofcommunicationskillsinEnglish.Basedonthelearningoutcomessetinthebeginnerlevelsyllabus, this course focuses on giving learners more exposure to the useof language for communicative purposes and equip them with next level skills (ref. Bloom'staxonomy) and practice in terms of complexity and cognitive engagement. This course alsoincludes inferential level of comprehension (listening and reading) that involves analysis andapplication of the language skills and decision-making skills while speaking/writing with anawareness for social and personality-based variations in communication. This course emphasizesguided writing through adequate tasks with pre and postcontextbuilding. The focus is onstimulationandapplicationofcriticalthinkinginadditiontoschematicthinkingforcommunicatio ninreal-lifesituations.

CourseObjectives

- Train learners to actively listen to short audio texts with familiar content; guided activitylike question-making and responding to others' questions based on the audio text wouldhelplearnersengageintransactionaldialogue;extendedactivitieslikeextrapolating/critiquingtheresponseswouldhelplearnersenhancetheirschematicthinking.(Bloom's TaxonomyLevel/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 textssuch as op-ed articles from newspapers, and reports on contemporary problems. (Bloom'sTaxonomyLevel/s:4&5)
- Helplearnersunderstandvariousaspectsandtechniquesofeffectivepresentations(group/individual) through demonstration and modelling, and enabling them to developtheirpresentation skillsby providing trainingin using the tips and strategies given.Learners would be encouraged to observe and express opinions on teacher-modelling.Reflectiononissueslikeanxiety,stage-fear,confidence,andlevelsoffamiliaritywithtopicandaudiencewouldbeaddressed.Practicewouldbegivenontone,pitch,clarityandotherspeech aspects. Detailed peer feedback and instructor's feedback would cover all thesignificantaspects.(Bloom's TaxonomyLevel/s:2&4)
- Enable learners to become aware of the structure and conventions of academic writingthroughreading,demonstration,scaffoldingactivities,anddiscussion.Correctiveindividual feedback would be given to the learners on their writing. (Bloom's TaxonomyLevel/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	Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion

	idiomatic expressions.	
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, pairwork, 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/viewson 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 a higher level of skills/input processing (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course includes advanced level of comprehension i.e. analytical, evaluative and extra-polative processing (listening and reading) and involves problem-solving, logical reasoning and decision-making skills in terms of application of the learning (speaking/writing) with an awareness for social and personality based variations in communication. This course provides opportunities with activity-based practice of advanced oral and written communicative skills besides building awareness on the finer nuances of language use for various purposes. This course emphasizes free writing through meaningfully engaging tasks with a pre and post context building. There is ample scope for application of critical thinking through simulated activities for effective communication in real life situations.

Course Objectives

1. Enable learners to listen actively become aware of tone and attitude in speech, and demonstrate their comprehension of fairly complex lines of argument presented by a variety of speakers in talks/presentations/discussions. (Bloom's Taxonomy Level/s: 2&4)
2. Enable learners to become aware of tone and attitude in written texts, and demonstrate their comprehension of fairly complex lines of argument and points of view presented in a variety of texts by equipping them with upper intermediate to advanced level reading skills and strategies. (Bloom's Taxonomy Level/s: 2&3)
3. Make effective presentations, engage in formal group discussions, and write structured essays/ short reports to highlight the significance of actions/decisions/experiences, and sustain views by providing relevant evidence and argument. (Bloom's Taxonomy Level/s: 3&4)
4. Equip learners with the skills and strategies to communicate effectively in speech and writing using the language with a degree of fluency, accuracy and spontaneity, and fairly good grammatical control adopting a level of formality appropriate to the context. Encourage learners to apply their knowledge of language and their communication skills in real life situations. (Bloom's Taxonomy Level/s: 3&5)

List of Activities & Tasks for Assessment

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

8	Formal Group Discussion on topics of current interest and relevance; focus on effective participation, reflection on control over argument/counter argument, and adherence to the conventions of formal GD	Noticing strategies from AV modeling, teachers scaffolding through open-house discussion, Note-making (Group work), Group Discussion (free), post-performance discussion, Feedback	2
9	Mind-mapping for advanced reading, making correlations across texts, extending author's point of view	Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting 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), Interviewing 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/event 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, groupwork (collaboration), oral corrective, task distribution, presentation, feedback	5
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Course Outcomes

- Listen to extended lectures, presentations, and discussions on a wider 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 wider range of topics of contemporary interest, demonstrating awareness of standard/widely accepted conventions. (Bloom's Taxonomy Level/s: 3)
- Read and demonstrate understanding of the writer's stance/viewpoint in articles and reports on a wider 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 Set of Conversation Cards With an Accompanying Activity Sheet Containing Vocabulary, Idioms and Grammar. Poland: Create Space 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:EmotionalIntelligence &ReasoningSkills(SoftSkills1)

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 team effectively
- Students will be able to solve questions based on non-verbal and analytical reasoning, data sufficiency and puzzle

References:

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

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

CLAD1011:LeadershipSkills&QuantitativeAptitude (SoftSkills2)

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 InterpersonalCommunication, <i>Non-Verbal Communication</i> : Body Language, Posture, EyeContact, Smile, Tone of Voice, <i>Barriers to Communication</i> .Effective	5

	Listening Skills: Active Listening, Passive Listening, Asking Questions, Empathizing, Being NonJudgemental, Being OpenMinded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations	
2	Focus on Audience Needs, Focus on the Core Message, Use Body Language and Voice, Start Strongly, Organizing Ideas & Using Visual Aids: SPAM Model, Effective Opening and Closing Techniques, Guy Kawasaki's Rule (10-20-30 Rule), Overcoming Stage Fear, Story Telling	3
3	Problem Solving & Decision Making: Difference Between the Two, Steps in Rational Approach to Problem Solving: Defining the Problem, Identifying the Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies	3
4	Group Discussion: Understanding GD, Evaluation Criteria, Nine Essential Qualities for Success, Positive and Negative Roles, Mind Mapping, Structuring a Response, Methods of Generating Fresh Ideas	4
5	Number Theory: Number System, Divisibility rules, Remainders and LCM & HCF	3
6	Numerical Computation and Estimation- I: Chain Rule, Ratio Proportions, Partnerships & Averages, Percentages, Profit-Loss & Discounts, Mixtures, 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, Career Launcher 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:

- Discover 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!

Timespent 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 whom you may 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, how to persuade people, and how to create economic and social values in many different contexts.

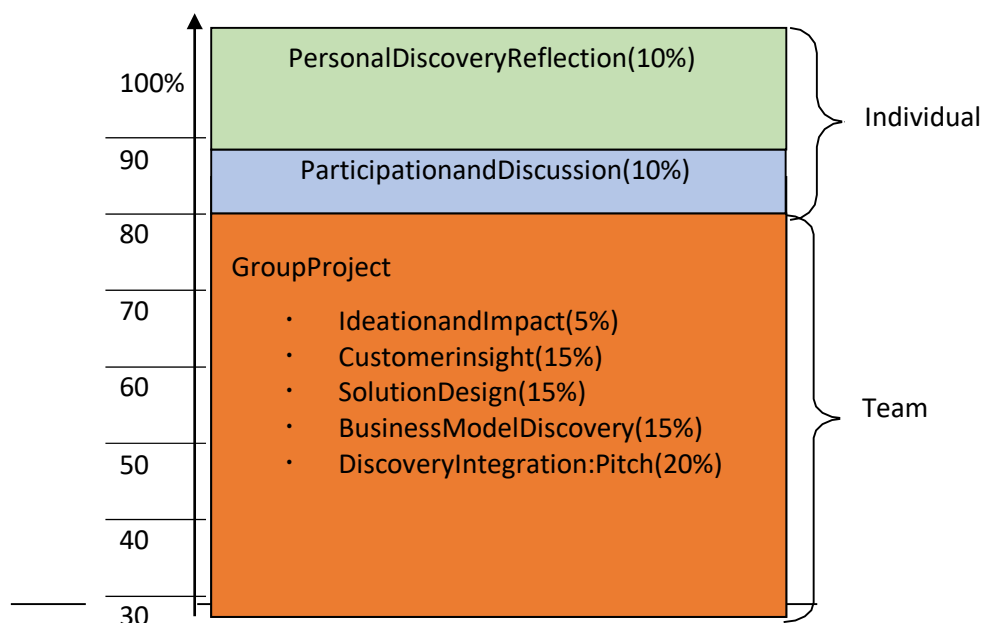
Talking to customers is one of the most important steps in investigating your business because your entrepreneurial vision must correspond to a true market opportunity. With your group, select 5-6 potential customers willing to be interviewed. They should represent a cross-section of our target market 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 Template, 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 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 explanation 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%

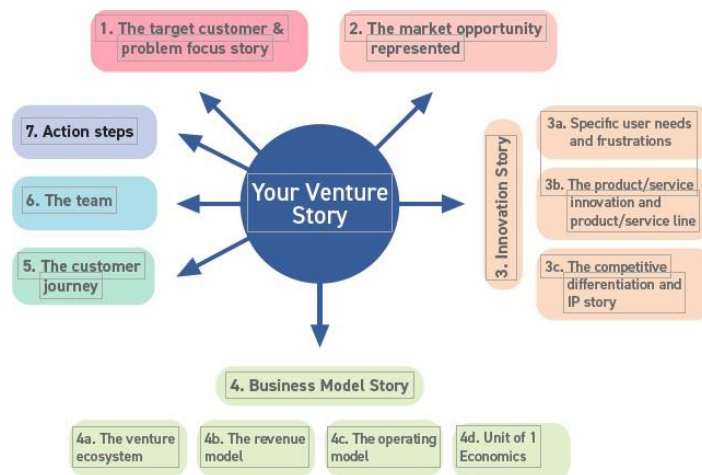
- Industry Analysis Templates: Step 12, Pages 153 and 154
- Illustrate the Business Model Template: Step 13, Page 170

(Use different colours or line patterns to show the flow 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

DiscoveryIntegrationHand-inPackage:20%

- BusinessandSocialVisionImpactStatementTemplate:Step18, Page210.
- PerUnitProfitabilityTemplate:Step19,Page229
- YourVentureStoryPitch: Step 20(PowerPoint)
- OverallPitchDesignTemplate:Page264



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 of 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 are 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 to) using a couple of templates. After that session, you will have a quiet moment to think about yourself, your career, and your happiness in your life. Please write a 2-page reflectional journal about 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 template 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) Level 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 06)	Ideation Methods <ul style="list-style-type: none"> • An in-class ideation exercise 	Team: <ul style="list-style-type: none"> • Problem to Solve Templates, Step 4, Page 62, and 63

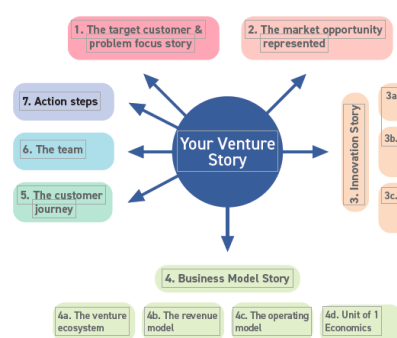
	6	p06)	Increasing the Impact of an Idea. (The Eat-Your-Coffee Video – a good example of ideation)	Team: • Idea Impact Template, Step 6, Page 69
4	7	User Insights Frameworks (Step 07)	<ul style="list-style-type: none"> Identify and find the right target users. Interview style and methods The Customer Interview template. 	Team: • Customer Interviews Template, Step 7, Pages 75 • Edit interview template for our 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 Fieldwork check-in 	Team: • Latent Needs Template, Step 7, Page 93 • Fieldwork – customer interviewing
	10		<ul style="list-style-type: none"> Think about innovation across the entire use case Fieldwork check-in 	Team: • Full Use Case Template, Step 7, Page 99 • Fieldwork – customer interviewing
6	11	User Insights Interpreting Results (Step 07)	<ul style="list-style-type: none"> Interpreting customer interview results Fieldwork check-in 	Team: • Fieldwork – customer interviewing • Also talk to retailers/dealers if appropriate
	12		<ul style="list-style-type: none"> Idea Reshaping based on Customer Interviews Fieldwork 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: • 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 Blueeo 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 (Step12)	<ul style="list-style-type: none"> • Team report 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 (Step13)	<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

Week	Session	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 validate 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 template towards the final presentation, provided in Step 20, Page 264 • Business Model Design Hand-in Package

	28	Creating Value (Step19)	<ul style="list-style-type: none"> Develop a project of the profitability in make low volumes for a product, a service, and a Webapp. 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
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Week	Session	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 analyse the competition for the product
4. Create business models for revenue generation and sustainability of their business

5. Come up with a pitch that can be used as the basis for actually starting a company based on an impactful innovation and societal impact

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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CourseDescription

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 ofthe fundamental concepts such asrules ofplay, game variations
3. Understanding ofthe governing structure andadministrationofthe sport
4. Understand the event management ofthe sport
5. Apply sport concepts into anactive physical lifestyle

Reference:

1. Handbook of the Badminton World Federation (BWF)

DOSP1011: Chess

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

Course Objectives:

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

List of Activities:

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

Instructional Plan:

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

Course Outcomes:

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

Reference:

1. International Chess Federation (FIDE) Handbook

DOSP1031: Football

CourseDescription

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:

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

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 ofthe fundamental concepts such asrules ofplay, game variations
3. Understanding ofthe governing structure andadministrationofthe sport
4. Understand the event management ofthe 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*

CourseDescription

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 ofthe fundamental concepts such asrules ofplay, game variations
3. Understanding ofthe governing structure andadministrationofthe sport
4. Understand the event management ofthe 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*

CourseDescription

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 ofthe fundamental concepts such asrules ofplay, game variations
3. Understanding ofthe governing structure andadministrationofthe 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*

CourseDescription

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

Course Objectives:

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

List of Activities:

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

Instructional Plan:

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

Course Outcomes:

1. Learn to play Basketball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport

4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

Reference:

1. FIBA Basketball Official Rules

DOSP1111: Throw ball

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

Course Description

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

Course Objectives:

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

List of Activities:

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

Instructional Plan:

1. Introduction to Throw ball - 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 Throw ball
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 Throw ball Federation - Rules of the Game

DOSL1001:ClubActivity– Participant

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

Course Description

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

Course Objectives

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

List of Student Club Activities

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

List of Activities

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

Text Books

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

Students(CalNewport)

References

1. Makingthemost ofcollege:Studentsspeaktheir minds(author-RichardLight)
2. FailingForward:TurningMistakesintoSteppingStonesforSuccess(JohnCMaxwell)
3. TheLastLecture(RandyPausch)
4. Leanin(SherylSandberg)
5. Youtube- Introductiontovariousclubactivities

CourseOutcomes

Uponsuccessfulcompletionofthecourse,studentwillbe able to

- Identifypersonalinterestareas
- Learnfromdiverseperspectivesandexperiences
- Gainexposuretovariousactivitiesandopportunities forextra-curricularactivities
- Learntomanagetimeeffectively
- gainconfidence

DOSL1011: Club Activity – Member of the Club

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

Course Description

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

Course Objectives

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

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, 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 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
- Explored 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:CommunityServices -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. Rainwater 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. Apathappears: 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:CommunityServices -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. Rainwater 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. Apath 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 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 volunteers 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:	Noof Hours: 12
Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness. Natural resources and associated problems. Uses and overexploitation of Forest resources, Water resources, Mineral resources, Food resources, Energy resources, Land resources. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles. Activity:		
<ol style="list-style-type: none"> 1. Planting trees saplings 2. Identification of water leakage in house and institute-Rectify or report 3. Observing any one day of a week as Car/bike/vehicle free day. 		
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, Caselet, video lectures, self-reading		
UNIT–II	Ecosystem and biodiversity	No of Hours: 12
Ecosystem: Structure components of ecosystem: Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, Energy flow in the ecosystem (10% law), Ecological succession. Biogeochemical cycle: (Nitrogen, carbon, Phosphorus cycle).		
Biodiversity: Definition, Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic and optional values. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching, man wildlife conflicts. Conservation of biodiversity: In-situ and Ex-situ		
Activity”		
1. Visit to Zoological Park - Noting different ecosystem		
2. Biodiversity register - Flora and fauna in the campus		
Learning Outcomes:		
After completion of this unit, the student will be able to		

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

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

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies. Waste land reclamation.		
Activity:		
<ol style="list-style-type: none"> 1. Observing zero hour at individual level- documentation. 2. Eco friendly idols. 3. Rain water 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 waste land reclamation.	L5
Pedagogy tools: Blended learning, Caselet, video lectures, self-reading		
UNIT-V	Human Population and the Environment and Environment Protection Act and Fieldwork	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 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, Caselet, video lectures, self-reading		
Text Book(s)		
5. Erach Bharucha. Textbook of environmental studies for undergraduate 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 K and 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):		
<ol style="list-style-type: none"> 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		

	ProgrammeObjectives(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 personalized 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: Practicing Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning.
3. Quantitative Aptitude: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
4. Reasoning: Logical and Verbal Reasoning

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: Practicing 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, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

FINA3001: Personal Financial Planning

Course Description

L	T	P	S	J	C
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.

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

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

Course Objectives:

This course intends the students to

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

Unit I: Business Environment Hours - 9

No of

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 Hours- 9

No of

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

9

No of Hours-

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

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

Hours–9

No of

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 L4
- Describe and criticize recommendations of Birla Committee 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. Paul, Justin, Business Environment Text and Cases, Tata Mc Graw Hill, New Delhi

References:


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

Other Readings:

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

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

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

	IENT1001	Business Economics	L	T	P	S	J	C
			3					3
	Course Owner	Dept. of Entrepreneurship	Syllabus version				1.0	
	Course Pre requisite(s)	Indian Business Environment	Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

Introduction

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

Course Objectives

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

Unit - I Introduction to Managerial Economics

No of Hours:8

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

Learning Outcomes:

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

- Explain the concepts of Managerial Economics L1
- Describe the nature, scope and importance of Managerial Economics L1

- Explain the application of managerial economics in business decision making

L1

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

UNIT–II Demand and Supply Analysis

No of Hours: 9

Demand and Supply Analysis: Determinants of demand, types of demand, Law of Demand, determinants of supply, law of supply, market equilibrium, price mechanism. Elasticity of demand, types of elasticity, methods to measure elasticity. Demand forecasting, Methods (Qualitative and Quantitative) of demand forecasting.

Learning Outcomes:

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

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

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

UNIT–III Production and Cost analysis

No of Hours:9

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

Learning Outcomes:

After completion of this unit, the student will be able to L3

- Describe different types of production functions. L2
- Differentiate between various cost concepts L3
- Co-relate the relationship between production and cost analysis decisions L3
- List out various economies and diseconomies of scale L3

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

UNIT-IV Market Structure

No of Hours: 10

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

Learning Outcomes:

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

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

L3

- Compare pricing decisions in the short run and long run L2
- List out various reasons for market Failure L1

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

UNIT-V Macroeconomics No of Hours: 9

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

Learning Outcomes:

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

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

Course Outcomes:

1. Explain the concepts of Managerial Economics
2. Evaluate different methods of demand forecasting
3. Distinguish between various cost concepts
4. Evaluate various types of market structures
5. Explain various macroeconomic indicators

Text Books:

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

Publication New Delhi, 2014. **Additional Reading:**

Reference Books:

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

Journals

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

Website(s):

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

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

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

LANG1081: SPECIAL ENGLISH

COURSE OBJECTIVES

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

LEARNING OUTCOMES

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

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

UNIT -I

Poetry

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

LEARNING OUTCOMES

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

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

UNIT-II

Short Stories

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

LEARNING OUTCOMES

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

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

UNIT-III

Essays

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

LEARNING OUTCOMES

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

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

UNIT-IV:

Contemporary Issues

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

LEARNING OUTCOMES

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

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

UNIT-V:

Coursera Courses:

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

Book/Film Review

COURSE OUTCOMES

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

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

LANG1091: HINDI

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

उपवाचकविभाग(Non Detailed Text)

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

व्याकरणविभाग

- I. निर्देश के अनुसार वाक्यों को बदल कर लिखिए

(Rewriting of sentences as directed)

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

II. शुद्धकीजिए (correction of sentences)

1. चाहिएप्रयोग
2. लिंगऔरवचनसंबंधी

III. वाक्यप्रयोग (make your own sentences)

IV. कार्यालयहिंदी: प्रशासनिक

शब्दबली / परनाम (karyalay Hindi : Administrative terminology)

1. कार्यालयो केनाम
2. पदनाम

V. संधिविच्छेद

VI. विलोमशब्द

VII. पत्रलेखन

VIII. गंधाशकेआधारपरदिगयेप्रश्नोकाउत्तरदेनाचाहिए

VIII. निबंध

COURSE OUTCOMES

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

TEXT BOOK

1. Prose Text: Dr. Ajaya Kumar Patnaik, **Gadya Gaurav**, Sonam Prakashan, Badamdadi, Cuttak.
2. Non, Detailed Text: Dr. Gulam Moinuddin Khan, **Charchit Kahaniyan**, Shabnam Pustak Mahal, Badamdadi, Cuttak. Text: Dr.T.Nirmala & Dr. S. Mohan, Padya Manjari, Rajkamal Prakashan, New Delhi.* Latest Editions

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

INTRODUCTION

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

COURSE OBJECTIVES

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

SYLLABUS

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

GRAMMAR

DECLENSIONS:

Nouns ending in Vowels:

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

SANDHI:

- Swara Sandhi : Savarnadeergha, Ayavayava, Guna, Vrddhi, Yanadesa
- Vyanjana Sandhi : Scutva, Stutva, Anunasikadhitva, Anunasika, Latva,
Jastva
- Visarga Sandhi : Visarga Utva Sandhi, Visargalopa Sandhi, Visarga

Repha Sandhi, Ooshma Sandhi

SAMASA :

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

CONJUGATIONS

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

IIInd 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.

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

INTRODUCTION

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

COURSE OBJECTIVES

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

SYLLABUS

ప్రాచీనకవిత్వం:

1. నన్నయ - గవంగాశవంతనులకథ
ఆవంధ్రమహాభారతవం- ఆదిపర్వం-
నాల్గవఆశ్వాసం(120-165)
“నరనరుడగుశవంతనునకు”
నువండి“దివ్యభూషణాలవంకృత” వరకు
2. తిక్కన - మూషికమార్థాలవృత్తవంతవం
ఆవంధ్రమహాభారతవం- శ్వంతిపర్వం-
మూడవఆశ్వాసం(202 - 242) అడవిలోనొకమట్టి
నువండిసౌఖ్యము
బవందెన్.
3. అల్లసానిపెద్దన - హవంసీచక్రవాకసవంవాదవం
మనుచరిత్రము- ఆరవఆశ్వాసం(62-68) “గవంగాతరవంగిణి”
నువండి“జవంభారిభిదురసవంరవంభవంబు” వరకు
4. తరిగవండవంగమావంబ - ఎఱుకతశ్రీవంకటాచలమాహాత్మ్యంఆశ్వాసం(4-51)
“వకుళనునేనావివాహప్రయత్నవంబు”
నువండి“అనియిట్ల” వరకు

ఆధునికకవిత్వం

5. గరిమెళ్ళసత్యనార్యణ- మాకొద్దతెల్లదొరతనము
6. శ్రీశ్రీ - మహాప్రసాధానవం
7. జాషువ - ముసాపరులు
8. పుట్టపరీతనార్యణాచార్యులు-
మేఘదూతముకథానికలు
9. పాలగుమ్మపద్మర్థు - గాలివాన
10. కొలకటూరిజనాక్ - ఆకలి
11. కేతువిశ్వాధరెడిడి- నమ్మకున్ననేల
12. పాట్లపల్లెలర్వూర్ -

జైలువీయకరణం

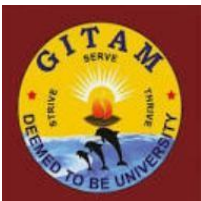
13. సవంధులు - సవర్ణధ్వ, గుణ, యణాదేశ, వృదిధి, త్రిక, గ, స, డ, దవాదేశ,

రుగాగమ, ట్లాగమ, ఆప్రేడిత, ఆత్సవంధిమొదలైనవి.

14. సమాసాలు- తతుపురుష, కర్మధారయ, ద్వంధ్, దిగు, 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
	IENT1021	Entrepreneurship	2					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
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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)

Course Outcomes

- 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 Grah Hill Education, New Delhi

REFERENCES

1. Arya Kumar, *Entrepreneurship: Creating and Leading an entrepreneurial organization*, Pearson Publications, New Delhi
2. Poornima M. Charantimath, *Entrepreneurship Development – Small Business Enterprises*, Pearson Publications, New Delhi
3. Rajeev Roy, *Entrepreneurship*, Oxford Higher Education, New Delhi
4. Ernesto J. Poza (2017), *Family Business*, New Delhi: Cengage Learning, 4th Edition.
5. Raj Shankar (2012), *Entrepreneurship Theory and Practice*, New Delhi: Tata Mc Graw Hill.


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

JOURNALS AND NEWS PAPERS

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

	Programme Outcomes (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

	BUAN1041	Emerging Technologies	L	T	P	S	J	C	
			2					2	
	Course Owner	Dept of Business Analytics	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				60		
	Course Co-requisite(s)		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
CO1	1	0	0	1	1								1	0	0
CO2	1	1	1	1	0								2	0	2
CO3	0	0	0	2	2								2	2	2
CO4	0	0	2	1	2								2	2	2
CO5	1	0	0	1	2								2	0	2

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

	BUAN1031	Excel	L	T	P	S	J	C
			2					2
	Course Owner	Department of Business Analytics	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				30	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

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

Course Objectives

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

Unit 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:

Evaluate how to use solver for optimization problem

Evaluate how to use solver for optimization problem

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

[illegible]

		Goods & Service Tax	L	T	P	S	J	C	
			3					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 course aims to develop knowledge and skills relating to the Indian in direct 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. Jobwork. Electronic commerce assessment. GST audit.

UNIT-IV: GST demands and Recovery- Inspection, search, seizure and arrest of 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

- The students should know all the concepts of Indirect taxation.
- The students should learn to compute sales tax, service tax


TEXTBOOK

Material prepared by Chartered Accountants internet sources Ebooks.

JOURNALS

- Chartered Financial Analyst -ICFAI -Hyderabad.
- 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	2	3	2	0	3								3	3	3
CO2	0	3	3	3	0								0	0	0
CO3	3	3	3	2	2								3	3	3
CO4	3	3	2	2	2								3	3	3
CO5	3	3	2	2	2								3	3	3

	FINA1011	Business & Technology	L	T	P	S	J	C
			4					4
	Course Owner	Department of Finance	Syllabus version				1.0	
	Course Pre requisite(s)		Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

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

Course Objectives

1. Identify and describe the key environmental influences and constraints on how the business operates in general and how these affect the accounting function in particular
2. Identify and explain the functions of accounting systems and internal controls in planning, monitoring and reviewing performance and in preventing fraud and business failure
3. Recognize the principles of authority and leadership and how teams and individuals behave and are managed, disciplined and motivated in pursuit of wider departmental and organizational aims and objectives

UNIT – I The Business Organization, its Stakeholders and the external environment - No of Hours: 10

Learning Outcomes:

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

- Learn different types and purpose of business organization L1
- Understand stakeholders in business organization L2
- Identify Macro and Micro Economic and Environmental factors L2
- Understand how these factors influence and affect the business L2
- Recognize the actions of various Departments to overcome the L3 challenges of these internal and external factors

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

UNIT – II Business organizational structure, No of Hours: 15

Learning Outcomes:

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

- Understand about formal and informal types of Business Organizations L2
- Will recognize the roles and understand the structure and design of Business Organizations L3
- Understand various role of Committees in business Organizations L2
- Identify the Governance and social responsibility in business L2

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

UNIT – III Accounting and reporting systems, controls and compliance No of Hours: 15

Learning Outcomes:

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

- Understand the scope of Accounting & Finance within the Business Organizations. L2 • Understand the law and regulations governing Accounting & Auditing. L2
- Analyze the sources and purpose of Internal and External financial information, L4 provided by Business.
- Understand financial systems, procedures and related IT Applications. L2 • Analyze Internal Controls, authorization, security of data and compliance within business. L4 • Understand about Fraud, Fraudulent behavior and their prevention in Business, including L2 money Laundering.

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

UNIT – IV Leading and managing individuals and teams No of Hours: 10

Learning Outcomes:

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

- Understand about Leadership, Management and Supervision, L2 Recruitment and selection of employees.
- Compare different styles of Individual and Group behavior in business Organizations. L3 • Understand Learning and training at work, Review and appraisal of individual Performance. L2

Pedagogy tools: Blended learning, video lectures, self-reading, role models, ppts

UNIT – V Personal effectiveness and communication No of Hours: 10

Learning Outcomes:

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

- Understand Personal effectiveness techniques, consequences of ineffectiveness at work. L2
- Draw the Competence frameworks and Personal Development. L3 • Learn about the different sources of conflicts and techniques for conflict. L2 • understand Resolution and referral, communicating in business, Professional L2 ethics in accounting and business
- Learn fundamental principles of ethical behavior, the role of Regulatory and L1 professional bodies in promoting ethical and professional standards in the accountancy profession, Corporate codes and ethics, Ethical conflicts and dilemmas

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

Course Outcomes:

Learn different types and purpose of business organization

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

work.

Textbook(s):

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

Additional Reading: MIT Open Courseware

Reference Book(s):

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

Journal(s):


1. GITAM Journal of Management, GITAM
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.acowtancy/acca/bt

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

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

	ACCN1051	Management Accounting	L	T	P	S	J	C
			4					4
	Course Owner	Department of Accounting	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				62	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

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

Course Objectives

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

UNIT - I The nature, source and purpose of Management information No of Hours : 08

Accounting for management, Sources of data, Cost classifications, presenting information

Learning Outcomes:

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

- Understand the cost classification L2
- Differentiate between the financial and management accounting L2
- Understand how the companies present the cost information L2

Pedagogy tools: Classroom lectures, self-reading

UNIT - II Cost accounting techniques No of Hours :12

Accounting for material, labor and overheads, Absorption and marginal costing, Cost accounting methods, Alternative cost accounting principles

Learning Outcomes:

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

- Solve materials and labor expense L3
- Can draft the cost sheet based on the absorption

and marginal costing techniques L3 • Apply the alternative cost accounting principles L3

Pedagogy tools: Classroom lectures, self-reading

UNIT - III Budgeting No of Hours : 13

Nature and purpose of budgeting, Statistical techniques, Budget preparation, Flexible budgets, Capital budgeting and discounted cash flow, budgetary controls and reporting, Behavioral aspects of budgeting

Learning Outcomes:

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

- Understand and prepare various budgets L2
- Apply the statistical techniques in budgeting L3 • Apply the concept of present value in budgeting L3 • Understand the behavioral aspects in budgeting L2

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

UNIT - IV Standard costing No of Hours : 14 Standard costing system, Variance

calculations and analysis, Reconciliation of budgeted and actual profit

Learning Outcomes:

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

- Compute materials labor and overhead variances L3 • Solve for analysis of the variances are done L3 • Reconcile the budgeted profit with the actual profit L2 • Understand and analyze the impact of changes in the variables in computation of variances L5

Pedagogy tools: Classroom lectures, self-reading

UNIT - V Performance measurement No of Hours : 13

Overview, Performance measurements application, Cost reductions and value enhancement, Monitoring performance and reporting.

Learning Outcomes:

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

- Apply performance measurements application. L3 • Understand the cost reductions techniques L2 • Evaluate the performance measurement L6

Pedagogy tools: Classroom lectures, self-reading

Course Outcomes

1. Understand the cost classification
2. Solve materials and labor expense
3. Apply the statistical techniques in budgeting
4. Compute materials labor and overhead variances

5. Apply performance measurements application

TEXT BOOK

Management Accounting – BPP or Kaplan Publications, the latest publication.

ADDITIONAL READING: MIT Open Courseware

REFERENCE BOOKS

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.

JOURNALS


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

Websites :

<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	1												1		
CO2			1	3		1								3	
CO3		2			2										2

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

	ACCN1031	Financial Accounting	L	T	P	S	J	C
			4					4
	Course Owner	Dept.of Accounting	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

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

Course Objectives

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

UNIT – I Nature and Scope of Financial Accounting and Systems No of Hours: 15 Nature and Scope of Financial Accounting and Systems - Principles - Accounting Concepts and conventions - Accounting Cycle – Double Entry System – Accounting equation - Preparation of Journals – Preparation of Ledgers. L1

Learning Outcomes:

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

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

UNIT – II Subsidiary books No of Hours :13 Types of Subsidiary Books - Cash Book – Types of cash book – Preparation of Triple Column Cash Book. (NP)

Learning Outcomes:

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

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

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

Learning Outcomes:

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

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

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

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

Learning Outcomes:

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

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

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

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

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

Learning Outcomes:

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

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

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

Course Outcomes

1. Understand the Principles - Accounting Concepts and conventions
2. To prepare Subsidiary Books
3. Prepare Trial Balance
4. prepare a Trading Account
5. understand the Importance of BRS

Textbook(s):

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

Additional Reading

Reference Book(s):

1. Maheswari S.N& MaheswariS.K (2010),Introduction to Financial Accounting, New Delhi: Vikas Publishing House. 2. Tulsian P.C (2011),Financial Accounting, Volume I and Volume II,New Delhi: Pearson Education.


Journal(s):

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

Website(s):

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

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	ACCN1101	Financial Reporting 1	L	T	P	S	J	C
			4					4
	Course Owner	Dept. of Accounting	Syllabus version					1.0
	Course Pre-requisite(s)		Contact hours					60
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

The course aims to develop knowledge and skills in understanding and applying accounting standards and the theoretical framework in the preparation of financial statements of entities, including groups and how to analyse and interpret those financial statements.

Course Objectives:

1. Financial reporting should provide information that is useful to present and potential investors and creditors and other users in making rational investment, credit, and similar decisions.
2. Financial reporting should provide information to help present and potential investors and creditors and other users to assess the amounts, timing, and uncertainty of prospective cash receipts.
3. Financial reporting should provide information about the economic resources of an enterprise; the claims to those resources (obligations); and the effects of transactions, events, and circumstances that cause changes in resources and claims to those resources.

UNIT - 1 INTRODUCTION TO PUBLISHED ACCOUNTS

No. of Hours - 10

LEARNING OUTCOMES:

After completion of this chapter, students will be able to:

- Understand how to prepare entity's financial statements in accordance with prescribed structure and content. L1
- Understand how to prepare and explain the contents and purpose of the statement of changes in equity. L1
- Understand the meaning of published accounts, application of accounting standards in preparation of financial statements of not for profit organizations. L1

Pedagogy Tools: Class room lectures, Self Reading

UNIT – 2 THE CONCEPTUAL AND REGULATORY FRAMEWORK FOR FINANCIAL REPORTING

No. of Hours - 10

LEARNING OUTCOMES:

After completion of this chapter, students 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 L4
- Understand about need and scope for corporate governance regulations and different approaches to corporate governance regulations. L2

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

UNIT - 3 NON CURRENT ASSETS

No. of Hours - 15

LEARNING OUTCOMES:

After completion of this chapter, students will be able to:

- Understand the meaning of non current asset, recognition of non current assets, difference between capital and revenue expenditure and its accounting treatment as per IAS 16 L2
- Understand the meaning of borrowing cost and its accounting treatment as per IAS 23 L2
- Apply provisions of IAS 20 and IAS 40 in relation to government grants and investment properties respectively. L3
- Apply the provisions of IAS 38 for treatment of intangible assets and accounting treatment of research and development expenditure. L4
- Apply the provisions of IAS 36 in relation to impairment calculation and its accounting treatment. L4
- Apply the provisions of IFRS 5 in relation to accounting treatment of non current assets held for sale. L5

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

UNIT - 4 OTHER ACCOUNTING STANDARDS

No. of Hours - 15

LEARNING OUTCOMES: After completion of this chapter, students will be able to:

- Understand the difference between an accounting policy and accounting estimate. L1
- Apply provisions of IAS 8 in relation to accounting treatment of changes in accounting policy and accounting estimate. L1
- Understand the meaning and calculation of fair value in accordance with IFRS 13 L2
- Apply provisions of IAS 2 in relation to valuation of inventory. L4
- Understand the meaning and how to value agriculture items as per the provisions of IAS 41 L2

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

UNIT - 5 FINANCIAL INSTRUMENTS

No. of Hours - 10

LEARNING OUTCOMES:

- Understand the meaning of financial asset, financial liability and need for an accounting standard on financial instruments. L2
- Understand various categories of financial instruments, how they should be measured and how any gains and losses from subsequent measurement be treated in the financial statements. L2
- Apply how fair value through profit or loss financial instruments should be measured and how any gain/losses from subsequent measurement be treated in the financial statements. L3
- Understand the accounting treatment for issue of debt instruments and issue of redeemable preference shares. L2
- Understand the accounting treatment for compound financial instruments and derecognition of financial instruments including surrounding factoring. L2

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

Course Outcomes:

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

TEXT BOOKS:

Financial Reporting – BPP or Kaplan Publications, 2019

ADDITIONAL READINGS:


REFERENCE BOOKS :I

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

JOURNALS :

1. Accounting research journal
2. Advances in accounting behavioral research

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	ACCN1111	Financial Reporting II	L	T	P	S	J	C
			4					4
	Course Owner	Dept of Accounting	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

The course aims to develop knowledge and skills in understanding and applying accounting standards and the theoretical framework in the preparation of financial statements of entities, including groups and how to analyse and interpret those financial statements.

Course Objectives:

1. Financial reporting should provide information that is useful to present and potential investors and creditors and other users in making rational investment, credit, and similar decisions.
2. Financial reporting should provide information to help present and potential investors and creditors and other users to assess the amounts, timing, and uncertainty of prospective cash receipts.
3. Financial reporting should provide information about the economic resources of an enterprise; the claims to those resources (obligations); and the effects of transactions, events, and circumstances that cause changes in resources and claims to those resources.

UNIT - 1 EARNINGS PER SHARE, LEASES, PROVISIONS, EVENTS OCCURRING AFTER THE REPORTING DATE

No. of Hours - 10

LEARNING OUTCOMES:

After completion of this chapter, students will be able to:

- Understand the meaning of lease agreement, sale and lease back transactions, different types of leases. L2
- Apply provisions of IFRS 16 for accounting right to use the asset and lease liability in the books of lessee. L3
- Apply IAS 33 for computation of basic EPS, diluted EPS and EPS in case of bonus and right shares. L3
- Application of events occurring after the reporting period in preparation and presentation of financial statements in accordance with provisions of IAS 37 and IAS 10. L4
- Understand the circumstances which requires provision and which don't require provision. L2

Pedagogy Tools: Class room lectures, Self Reading

UNIT – 2 OTHER ACCOUNTING STANDARDS

No. of Hours - 15

LEARNING OUTCOMES:

After completion of this chapter, students will be able to:

- Understand the meaning of presentation and functional currencies L2
- Apply provisions of IAS 21 to record transactions that are in foreign currency. L3
- Understand issues relating to revenue recognition, 5 step approach with regards to revenue recognition. L2
- Apply provisions of IFRS 15 to record revenue in relation to contracts satisfied at L3

a point in time, contracts satisfied over a period of time and contracts with customers.

- Understand the meaning of accounting income, taxable income and effect of temporary difference on accounting and taxable income. L2
- Understand accounting for income taxes in accordance with IAS 12 Income Taxes. L2
- Understand how to prepare cash flow statement for a single entity using indirect method in accordance with IAS 7. L2
- Evaluate and interpret statement of cash flows to assess the performance and financial position of an entity.. L4

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

UNIT - 3 CONSOLIDATED FINANCIAL No. of Hours – 13 **STATEMENTS**

LEARNING OUTCOMES:

After completion of this chapter, students will be able to:

- Understand the meaning of a group, subsidiary, parent company, controlling interest, non controlling interest and the objectives of consolidated financial statements. L2
- Understand and identify circumstances which requires preparation of consolidated financial statements and when exemption can be claimed.L2
- Understand how to prepare consolidated balance sheet of parent and subsidiary company. L2
- Understand how to prepare consolidated profit and loss account of parent and subsidiary company. L2
- Understand how to prepare consolidated cash flow statement of parent and subsidiary company.L2

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

UNIT – 4 ACCOUNTING FOR ASSOCIATES AND No. of Hours – 12 **GROUP DISPOSALS**

LEARNING OUTCOMES: After completion of this chapter, students will be able to:

- Understand the meaning of associate and equity method of accounting for an associate L2
- Apply equity method in preparing consolidated statement of financial position to include an associate and subsidiary.L3
- Apply equity method in preparing consolidated statement of profit and loss account to include an associate and subsidiary. L3
- Apply how a disposal is treated in parent company financial statements.L3
- Apply how a disposal is treated in consolidated financial statements. L3

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

UNIT - 5 RATIO ANALYSIS No. of Hours - 10

LEARNING OUTCOMES:

- Understand the meaning, importance and purpose of ratio analysis L2
- Analyse the financial information using various ratios L3
- Evaluate various ratios in relation to financial statements. L4

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

Course Outcomes

1. Understand the meaning of lease agreement, sale and lease back transactions, different types of leases
2. Understand the meaning of presentation and functional currencies
3. Understand the meaning of a group, subsidiary, parent company, controlling interest, non controlling interest and the objectives of consolidated financial statements.
4. Understand the meaning of associate and equity method of accounting for an associate
5. Understand the meaning, importance and purpose of ratio analysis

TEXT BOOK

Financial Reporting – BPP or Kaplan Publications, 2019

ADDITIONAL READINGS

REFERENCE BOOKS

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


JOURNALS

1. Accounting research journal
2. Advances in accounting behavioral research

Website(s):

	Programme Outcomes (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

	HRMG 1031	Corporate and Business Laws	L	T	P	S	J	C
			3					3
	Course Owner	Dept. of HRM	Syllabus version					1.0
	Course Pre-requisite(s)		Contact hours					48
	Course Co-requisite(s)	Course era	Date Approved					
	Alternate Exposure	Repeating exercises, either with the same participants or with others, with the help of semi-scripted Role Plays. Extracted Cases from prescribed book of ACCA.						

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

Course Objectives:

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

Unit I Essential elements of legal systems No. of Hours - 10

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

Learning Outcomes:

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

- Understand the meaning of Law and its significance. L1
- Classify the evolution of legal system of different countries. L2
- Describe various essential elements of the Trade . L3
- Analyze the Alternative Dispute Resolution system L3

Pedagogy tools: Blended learning, Case let, Video lectures, Guest lectures.

Unit II International business transactions No. of Hours - 9

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

Learning Outcomes:

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

- Define the concept of Sale and Executed sale L1
- Relate the importance of Sale with Ownership and Possession L2
- Analyze various types and characteristics of the Sale of Goods Act. L3
- Evaluate Unpaid seller rights and remedies. L4

Pedagogy tools: Blended learning, Case let, Video lectures, Guest lectures.

Unit III Transportation and payment**No. of Hours - 10**

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

Learning Outcomes:

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

- Understand the Transportation required documentation L1
- Analyze the need Various payment transactions. L2
- Evaluate the different levels of Bills of Lading documentation L3

Pedagogy tools

Blended learning, Case let, Video lectures, Guest lectures.

Unit IV The formation and constitution of business organization No. of Hours - 9

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

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

- Understand the Significance of Company Law. L1
- Analyze and Evaluate various documentation procedure for Registration. L2
- Evaluate Agency and Partnership relationships. L3
- Evaluate the Doctrines of the Company Law. L3

Pedagogy tools: Blended learning, Case lets, Video lectures, Guest lectures.

Unit V Capital and the financing of companies**No. of Hours - 10**

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

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

- Understand the role and significance of Capital sources L1
- Analyse the Statutory components of the Capital Resources L3
- Understand and Analyse the Management and Administration of companies L3
- Understand and Analyse Fraudulent and Criminal Behaviour. L3

Course Outcomes

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

TEXTBOOK:

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

ADDITIONAL READINGS:**REFERENCE BOOKS:**

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


JOURNALS

1. GITAM Journal of Management, Visakhapatnam.
2. Indian Labour Law Journal
3. Chartered Secretary
4. Labour Law Report

Website(s):

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

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

	ACCN1121	Performance Management	L	T	P	S	J	C
			4					4
	Course Owner	Dept of Accounting	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				60	
	Course Co-requisite(s)		Date Approved					
	Alternate Exposure							

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

Course Objectives

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

UNIT – I Specialist cost and management accounting techniques

No of Hours: 16

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

Learning Outcomes:

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

- Understand the concept of Activity-based costing and can solve problems in ABC Costing. L2
- Learn about Target Costing and do the problems in the same L2
- Learn theory and problems in Lifecycle costing L3
- Understand Throughput Costing and the required formulas to solve problems L2
- Learn Environmental Accounting. L1

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

UNIT – II Decision-making techniques

No of Hours: 12

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

Learning Outcomes:

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

- Understand about Relevant cost analysis L1
- Will recognize the importance of Cost Volume analysis L3
- Will understand limiting factors and Pricing Decisions L2
- Identify Make or Buy or other Short term decisions L2
- Understand how to deal with risk and uncertainty in decision making. L3

Pedagogy tools: Blended learning, video lectures, self-reading, ppts, Exam Kits

UNIT – III Budgeting and control

No of Hours: 12

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

Learning Outcomes:

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

- Understand the Budgetary system & types of Budgets. L1
- Learn Quantitative Analysis in budgeting. L2
- Analyze Standard Costing, Material mix and yield variances and also
- Sales mix and quantity variances. L2
- Understand Planning and operational variances. L3
- Performance analysis and Behavioral aspects L3

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

UNIT – IV Performance measurement and control

No of Hours: 12

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

Learning Outcomes:

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

- understand Performance Management Information Systems L3
- analyze various Sources of Management Information. L3
- learn how to prepare Management Report. L2

Pedagogy tools: Blended learning, video lectures, self-reading, role models, ppts

UNIT – V Performance analysis in private sector Organizations

No of Hours: 6

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

Learning Outcomes:

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

- Understand divisional Performance and transfer pricing concept. L2
- Analyze Performance analysis in not-for-profit Organizations and the Public Sector. L3
- Understand the External considerations and behavioral aspects. L2

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

Course Outcomes

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


Textbook(s):

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

Reference Book(s):

1. Khan & Jain. Latest publication, *Cost Accounting*, New Delhi: Tata Mc-Graw Hill Publishing House.

[illegible]

	FINA1091	Taxation(UK)	L	T	P	S	J	C	
			4					4	
	Course Owner	Dept of Finance	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				60		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

The subject considers the separate taxes that an accountant would need to have a detailed knowledge of, such as income tax from self-employment, employment and investments, the corporation tax liability of individual companies and groups of companies, the national insurance contribution liabilities of both the employed and self-employed persons, the value added tax liability of businesses, the chargeable gains arising on disposal of investments by both individuals and companies, and the inheritance tax liabilities arising on chargeable lifetime transfers and on death.

Course Objectives:

- able to compute tax liabilities
- explain the basis of their calculations,
- apply tax planning techniques for individuals and companies
- identify the compliance issues for each major tax through a variety of business and personal scenarios and situations.

Unit I: The UK tax system and its administration 1. The overall function and purpose of taxation in a modern economy 2. Principal sources of revenue law and practice 3. The systems for self-assessment and the making of returns The time limits for the submission of information, claims and payment of tax, including payments on account 5. The procedures relating to compliance checks, appeals and disputes 6. Penalties for non-compliance.

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

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

Unit IV: Inheritance tax 1. The basic principles of computing transfers of value 2. The liabilities arising

Unit V: Corporation tax liabilities

1. The scope of corporation tax
2. Taxable total profits
3. Chargeable gains for companies
4. The comprehensive computation of corporation tax liability

Taxation - United Kingdom

(The effect of a group corporate structure for corporation tax purposes
The use of exemptions and reliefs in deferring and minimising corporation tax liabilities)

F Value added tax (VAT)

1. The VAT registration requirements
2. The computation of VAT liabilities
3. The effect of special schemes.


L2

- Understand UK tax system
- Explain the basis of tax calculation
- Compute tax planning techniques

1. Taxation—BPP or Kaplan Publications, the latest publication.

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

This subject is to develop knowledge and understanding of the process of carrying out the assurance

	FINA1101	Audit & Assurance	L	T	P	S	J	C	
			4					4	
	Course Owner	Dept of Finance	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				60		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

engagement, and its application in the context of the professional regulatory framework.

COURSE OBJECTIVES:

1. Explain the nature, purpose and scope of assurance engagements including the role of the external audit and its regulatory and ethical framework
2. Describe and evaluate information systems and internal control risks and their potential consequences, making appropriate recommendations
3. Identify and describe the work and evidence required to meet the objectives of audit engagements and the application of the International Standards on Auditing.

UNIT-I: Students will be able to learn:

Students will be able to Understand Audit framework and regulation : The concept of audit and other assurance engagements, external audits, Corporate governance, Professional ethics and ACCA's Code of Ethics and Conduct, Internal audit and governance and the differences between external audit and internal audit, the scope of the internal audit function, Outsourcing and internal audit assignments.

UNIT-II: Planning and risk assessment:

Student will be able to understand the procedure of Obtaining and accepting audit engagements, Objective and general principles, assessing audit risks, Understanding the entity and its environment, fraud, laws and regulations, audit planning and documentation.

UNIT-III: Internal control: Students will be able to assess the Internal control systems, the use and evaluation of internal control Systems by auditors, Tests of control, Communication on internal control.

UNIT-IV: Audit evidence:

Student will be able to apply in various companies balance sheets : Financial statement assertions and audit evidence audit procedures, audit sampling and other means of testing, the audit of specific items, Computer-assisted audit techniques, the work of other Not-for-profit organizations.

UNIT-V: Review and reporting:

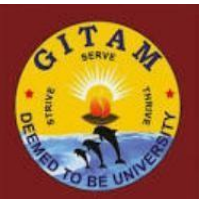
Students will assess various Subsequent events, going concern, written representations, audit finalization and the final review, audit reports.

Course Outcomes:

1. Understand how to prepare entity's financial statements in accordance with prescribed structure and content.
2. Understand about National regulators, IFRS foundation, IASB, International organization for securities commission (IOSCO).
3. Understand the meaning of non current asset, recognition of non current assets, difference between

5. Understand the meaning of financial asset, financial liability and need for an accounting standard on financial instruments.

[illegible]

	FINA1061	Financial Management	L	T	P	S	J	C	
			4					4	
	Course Owner	Dept of Finance	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				60		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

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

COURSE OBJECTIVES:

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

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

UNIT-II: Financial management environment: The economic environment for business, the nature and role of financial markets and institutions, the treasury function.

UNIT-

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

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


UNIT-V: Business finance: Sources of, and raising short-term finance, Sources of, and raising long-term finance, raising short and long term finance through Islamic financing, Internal sources of finance and dividend policy, gearing and capital structure considerations, finance for Small and Medium-size Entities (SMEs)

Cost of capital: Sources of finance and their relative costs, estimating the cost of equity, estimating the cost of debt and other capital instruments.

COURSE OUTCOMES

On successful completion of this paper candidates should be able to:

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

	FINA1111	STRATEGIC BUSINESS REPORTING-1	L	T	P	S	J	C
			4					4
	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 course aims to impart introduce knowledge and understanding of the business and its environment and the influence this has on how organisations are structured and on the role of the accounting and other key business functions in contributing to the efficient, effective and ethical management and development of an organization and its people and systems.

COURSE OBJECTIVES:

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

SYLLABUS

UNIT-I: The professional and ethical duty of the accountant: Professional behavior and compliance with accounting standards, ethical requirements of corporate reporting and the consequences of unethical behavior, Social responsibility. L2

UNIT-II: The legal and financial reporting framework: The applications, strengths and weaknesses of an accounting framework

Unit-III Critical evaluation of principles and practices, the legal requirements relating to the preparation of single entity financial reporting. Statements. L2

UNIT-IV: The financial performance of entities: Performance reporting, on-current assets, financial instruments, leases, Segment reporting, employee benefits, taxation, Provisions, contingencies and events after the reporting date, related parties, Share-based payment. L3

Unit-V: Reporting requirements of small and medium size identities (SMEs) including key differences between the requirements of the IFRS for SMEs and UK GAAP. L4

COURSE OUTCOMES

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

TEXTBOOK

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

REFERENCEBOOKS


- RadhaKrishnanPillai(2014),*CorporateChanakya*,NewDelhi:Jaico publishing house.
- David F. Hawkins (2014), *Corporate financial reporting: the issues,objectives and some new proposals*, Netherlands: Commerce ClearingHouse.

JOURNALS

- GITAMJournalofManagement,GITAMUniversity
- TheCharteredAccountant,NewDelhi.
- TheManagementAccountant,Kolkata,
- Journal ofManagementAccounting andResearch, Jaipur.
- IndianJournalofCommerce,IGNOU,NewDelhi.

Website: www.acowtancy.com/acca/sbr

[illegible]

	FINA1121	Strategic Business Reporting-2	L	T	P	S	J	C
			4					4
	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 course aims to impart introduce knowledge and understanding of the business and its environment and the influence this has on how organisations are structured and on the role of the accounting and other key business functions in contributing to the efficient, effective and ethical management and development of an organization and its people and systems.

COURSE OBJECTIVES:

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

SYLLABUS

UNIT-

I: Financial statements of groups of entities: Group accounting including cash flow statements, continuing and discontinued interests.

Unit II: Changing group structures, foreign transactions and entities - Specialized entities and specialized transactions: Financial reporting in specialized, not-for-profit and public sector entities, entity schemes of arrangement and reconstructions, Implications of changes in accounting regulation on financial reporting, the effect of changes in accounting standards on accounting systems.

Unit III: Proposed changes to accounting standards, the appraisal of financial performance and position of entities, the creation of suitable accounting policies.

Unit IV: Analysis and interpretation of financial information and measurement of performance, Current developments. Environmental and social reporting.

Unit V: Convergence between national and international reporting standards, Current reporting issues.

COURSE OUTCOMES

- The students should learn the position of Accounting in the organization.
- Recognize the principles of Teamwork to achieve departmental aims & objectives.
- Learn appropriate methods and procedures to recruit and develop effective employees.

TEXTBOOK

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

REFERENCEBOOKS

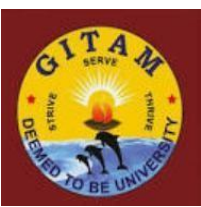
- RadhaKrishnanPillai(2014),*CorporateChanakya*,NewDelhi:Jaico publishing house.
- David F. Hawkins (2014), *Corporate financial reporting: the issues,objectives and some new proposals*, Netherlands: Commerce ClearingHouse.

JOURNALS

- GITAMJournalofManagement,GITAMUniversity
- TheCharteredAccountant,NewDelhi.
- TheManagementAccountant,Kolkata,
- Journal ofManagementAccounting andResearch, Jaipur.
- IndianJournalofCommerce,IGNOU,NewDelhi.

Website: www.acowtancy.com/acca/sbr

[illegible]

	FINA 1131	Strategic Business Leader -1	L	T	P	S	J	C		
			3					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 course aims to develop excellent leadership and ethical skills to set the 'tone from the top' and promote a positive culture within the organization adopting a whole organization perspective in managing performance and value creation.

COURSE OBJECTIVES:

This explains briefly the overall objective of the syllabus and indicates in the broadest sense the capabilities to be developed within the paper. The aim of the syllabus is broken down into several main capabilities which divide the syllabus and study guide into discrete sections. The syllabus is designed to progressively broaden and deepen the knowledge, skills and professional values demonstrated by the student on their way through the qualification.

The specific capabilities within the detailed syllabus and study guides are assessed at one of three intellectual or cognitive levels: Level 1:

Knowledge and comprehension

SYLLABUS

UNIT-I: Leadership-Qualities of leadership-Leadership and organizational culture-Professionalism, ethical codes and the public interest.

UNIT-II: Governance – Agency - Stakeholder analysis and organizational social responsibility- Governance scope and approaches- Reporting to stakeholders- The board of directors - Public sector governance.

UNIT-III: Strategy-Concepts of strategy-Environmental issues-Competitive forces - The internal resources, capabilities and competences of an organization - Strategic choices.

UNIT-IV: Risk- Identification, assessment and measurement of risk- Managing, monitoring and mitigating risk.

UNIT-V: Select Case Studies on Governance—strategy and Risk.


COURSE OUTCOMES

On successful completion of the paper candidates should be able to develop

- Professional skills,
- Communication skills,

- TEXTBOOK**
- Strategic Business Leader study text – BPP or Kaplan Publications** – the latest publication.
- JOURNALS**
- (1) GITAM Journal of Management, GITAM (Deemed to be University)
 - (2) The Chartered Accountant, New Delhi.
 - (3) The Management Accountant, Kolkata,
 - (4) Journal of Management Accounting and Research, Jaipur.
 - (5) Indian Journal of Commerce, IGNOU, New Delhi.
- Website: www.acowtancy.com/acca/sbl

[illegible]

	FINA1141	Strategic Business Leader-2	L	T	P	S	J	C	
			4					4	
	Course Owner	Dept of Finance	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				60		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

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

COURSE OBJECTIVES:

This explains briefly the overall objective of the syllabus and indicates in the broadest sense the capabilities to be developed within the paper. The aim of the syllabus is broken down into several main capabilities which divide the syllabus and study guide into discrete sections. The syllabus is designed to progressively broaden and deepen the knowledge, skills and professional values demonstrated by the student on their way through the qualification.

The specific capabilities within the detailed syllabuses and study guides are assessed at one of three intellectual or cognitive levels. Very broadly, these intellectual levels relate to the three cognitive levels at which the Applied Knowledge, and the Strategic Professional exams are assessed.

Level 2: Application and analysis Level 3: Synthesis and evaluation

SYLLABUS:

UNIT-I: Technology and data analytics- Cloud and mobile technology- Big data and data analytics- E-business: value chain - IT systems security and control.

UNIT-II: ORGANISATIONAL control and audit- Management and internal control systems - Audit and compliance - Internal control and management reporting.

UNIT-III: Finance in planning and decision-making- Finance function- Financial analysis and decision-making techniques- Cost and management accounting.

UNIT-IV: Innovation, performance excellence and change management

- Enabling success: Organising-

Enabling success: disruptive technologies Enabling success: talent management-

Enabling success: performance excellence- Managing strategic change- Innovation and change management

- Leading and managing projects.

UNIT-V: Select Case Studies on Organizational control & audit and on Finance. in planning and decision making.

COURSE OUTCOMES

On successful completion of the paper candidates should be able to develop

- Professional skills,
- Communications skills,
- Commercial acumen,

- Analysisskills,
- Skepticism& Evaluationskills.

TEXTBOOK

StrategicBusinessLeaderstudytext–BPPorKaplanPublications

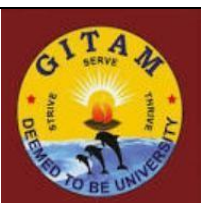
REFERENCEBOOKS

StrategicBusinessLeaderrevisionkit–BPPorKaplanPublications

JOURNALS

- GITAMJournalofManagement,GITAMUniversity
- TheCharteredAccountant,NewDelhi.
- TheManagementAccountant,Kolkata,
- Journal ofManagementAccounting andResearch, Jaipur.
- IndianJournalofCommerce,IGNOU,NewDelhi.

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

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

Course Objectives

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

UNIT - I Title: Introduction

No of Hours : 16

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

Learning Outcomes:

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

- Summarize the corporations role towards stakeholders L3
- Discuss the conflicts involved in stakeholders interest L3

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

UNIT - II Title: MNCs-Economic Environment and Financing Strategies

No of Hours :16

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

Learning Outcomes:

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

- Discuss the financial strategies available for MNCs L3

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

UNIT - III Title : Investment Decision

No of Hours :20

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

Learning Outcomes:

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

- Analyze using capital budgeting techniques for decision making L4

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

UNIT - IV Title: Mergers and Acquisitions

No of Hours:20

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

Learning Outcomes:

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

- Solve for valuations of mergers and acquisitions L3
- Discuss strategies, regulations and processes of mergers Prepare Cash Budgets L3

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

UNIT - V	Title: Corporate reconstruction and re-organization	No of Hours:20
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Learning Outcomes:

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

- Explain types of reconstruction and reorganizations L2
- Solve using risk management techniques L3

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

Course Outcomes:

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

Textbook(s):

1. Advanced Financial Management – BPP or Kaplan Publications

Additional Reading

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

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


Journal(s):

1. Indian Journal of finance
2. Journal of finance
3. The Review of Financial Studies
4. The Chartered Accountant, New Delhi.
5. The Management Accountant, Kolkata,
6. Journal of Management Accounting and Research, Jaipur.
7. Indian Journal of Commerce, IGNOU, New Delhi.

Websites:

1. <https://ocw.mit.edu/courses/sloan-school-of-management>
2. [Corporate Finance - Course \(nptel.ac.in\)](https://www.nptel.ac.in/courses/2017Fall/2017Fall10001)

[illegible]

		Advanced Financial Management-2	L	T	P	S	J	C	
			3						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								

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

Course Objectives

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

Unit I: Ethical issues in financial management, environmental issues and integrated reporting.

Unit II: Valuation: and the use of free cash flows. International investment and financing Decisions.

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

Unit IV: Transfer pricing: emerging issues in finance and financial management: Developments in world financial markets, developments in international trade and finance, developments in Islamic financing.

Unit V: Title: Corporate reconstruction and re-organization. Financing acquisitions and mergers.

Course Outcomes:

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

Textbook(s):

2. Advanced Financial Management – BPP or Kaplan Publications

Additional Reading

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

4. I.M. Pandey (2010), Financial Management, New Delhi: Vikus Publications.
5. R.K. Sharma & Shashi K. Gupta. (2014), Financial Management, Ludhiana: Kalyani Publications.

6. M.Y. Khan & P.K. Jain. (2013), Financial Management, New Delhi: Tata McGraw Hill.


Journals:

1. Indian Journal of finance
2. Journal of finance
3. The Review of Financial Studies
4. The Chartered Accountant, New Delhi.
5. The Management Accountant, Kolkata,
6. Journal of Management Accounting and Research, Jaipur.
7. Indian Journal of Commerce, IGNOU, New Delhi.

Websites:

1. <https://ocw.mit.edu/courses/sloan-school-of-management>
2. [Corporate Finance - Course \(nptel.ac.in\)](#)

[illegible]

		Advanced Audit & Assurance -1	L	T	P	S	J	C	
			3						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 course aims to train students to analyze, evaluate and conclude on the assurance engagement and other audit and assurance issues in the context of best practice and current developments.

COURSE OBJECTIVES

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

COURSE SYLLABUS

UNIT-I: Regulatory Environment: International regulatory frameworks for audit and assurance services, Money laundering, Laws and regulations.

UNIT-II: Planning, materiality and assessing the risk of misstatement, evidence, evaluation and review, Group audits.

UNIT-III: Reporting: Auditor's reports, reports to those charged with governance and Management.

UNIT-IV: Audit of historical financial information: The audit of historical financial information including.


UNIT-V: , , Other reports, Current Issues and Developments, Professional and ethical, transnational audits.

COURSE OUTCOMES

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

TEXTBOOK

JOURNALS

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

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

COURSE OBJECTIVES

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

SYLLABUS

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

UNIT-

II: Corporation tax liabilities in situations involving overseas and further group aspects and in relation to special types of company: The application of additional exemptions and reliefs, Chargeable gains and capital gains tax liabilities in situations involving further overseas aspects and in relation to closely related persons and trusts, and the application of additional exemptions and reliefs.

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

UNIT-IV: The impact of relevant taxes on various situations and courses of action, including the Interaction of taxes: Taxes applicable to a given situation or course of action and their impact, alternative ways of achieving personal or business outcomes may lead to different tax consequences, taxation effects of the financial decisions made by businesses (corporate and unincorporated) and by individual, tax advantages and/or disadvantages of alternative courses of action, Statutory obligations imposed in a given situation, including any time limits for action and the implications of non-compliance.

UNIT-V: Minimizing and/or deferring tax liabilities by the use of standard tax planning measures: Types of

investment and other expenditure that will result in a reduction in tax liabilities for an individual and/or a business, legitimate tax planning measures, by which the tax liabilities arising from a particular situation or course of action can be mitigated.

COURSEOUTCOMES

1. The students should learn to provide advice on minimizing and/or deferring tax liabilities by the use of standard tax planning measures
2. The students should learn to communicate with clients, the Revenue Commissioners and other professionals in an appropriate manner

TEXTBOOK

Advanced Taxation—BPP or Kaplan Publications


REFERENCEBOOKS

1. VinodK.SinganiaandMonicaSinghan(2015),*Studentsguidetoincome tax*, New Delhi:TaxmannAlliedServicesPvt.Ltd.
2. DrRaviGupta,Dr.GirishAhuja(2015),*PracticalApproachtoIncomeTax, Service Tax, VAT and Wealth Tax : Problems and Solutions*, 27thEdition,NewDelhi:Bharat LawHouse.
3. Kirit S Sanghvi(2015), *Losses Under The Income Tax Act 1961 - AStudy*,NewDelhi:CCH India.

JOURNALS

1. GITAMJournalofManagement,GITAMUniversity
2. TheCharteredAccountant,NewDelhi.
3. TheManagementAccountant,Kolkata,
4. Journal ofManagementAccounting andResearch, Jaipur.
5. IndianJournalofCommerce,IGNOU,NewDelhi.

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

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

COURSE OBJECTIVES

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

SYLLABUS

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

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

UNIT-III: External influences on organizational performance: Changing business environment, Impact of external factors on strategy and Performance. Performance measurement and the reward systems, other behavioral aspects of performance Measurement.

UNIT-IV: Performance measurement systems and design: Performance management information systems, Sources of management information, Recording and processing methods, Management reports. Performance evaluation and corporate failure: Alternative views of performance measurement and management, Strategic performance issues in complex business structures, Predicting and preventing corporate failure.

UNIT-V: Strategic performance measurement: Performance hierarchy, Strategic performance measures and financial performance measures in private sector. Current developments and

COURSE OUTCOMES


- ## TEXT BOOK

REFERENCE BOOKS

- ## JOURNALS

- Website: www.acowtancy.com/acca/apm

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

		Advanced Audit & Assurance-2	L	T	P	S	J	C	
			4						4
	Course Owner	Dept of Finance	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				60		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

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

COURSE OBJECTIVES

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

COURSE SYLLABUS

Unit

I: Professional and Ethical Considerations: Code of Ethics and Conduct, Fraud and error, Professional liability.

Unit

II: Practice Management: Quality control, Advertising, publicity, obtaining professional work and fees, tendering, Professional appointments.

Unit III: Other assignments: Audit-related and assurance services, Prospective financial information.

Unit IV: forensic audits, internal audit, Outsourcing, Auditing aspects of insolvency (and similar procedures).

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

COURSE OUTCOMES

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

TEXTBOOK

JOURNALS

