

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

Accredited by NAAC with A⁺ Grade



CURRICULUM AND SYLLABUS

OF

Bachelor of Business Administration (BBA)

(for 2021-22 admitted batch)

Academic Regulations

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

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

Bachelor of Business Administration (BBA)

(Effective from academic year 2021-22 admitted batch)

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO 1	The three-year BBA program aims at developing a student's intellectual ability, executive personality and management skills through an appropriate blending of business and general education.
PEO 2	The program assists the student in understanding and developing the unique leadership qualities required for successfully managing business functions in an organizational unit or an enterprise.
PEO 3	The program also seeks to prepare students for higher education in business at home and abroad.
PEO 4	The program enables the students to perform various functional management responsibilities like marketing, hrn and finance.
PEO 5	The program assists the students to become future ready entrepreneurs.

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	Evaluate and adopt the changing business environment.
PSO2	Design various functional management strategies like HR, Finance, Marketing etc and execute them successfully.
PSO3	Apply analytics techniques to analyze and interpret the data.

4.4. Curriculum Structure

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

* Pass/Fail courses

Opt any three courses among the five

^ Online/Swayam/NPTEL Courses

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

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

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

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

Faculty Core (FC)								
Course code	Level	Course Title	L	T	P	S	J	C
IENT1001	1	BusinessEconomics	3	0	0	0	0	3
ACCN1001	1	FinancialAccounting	4	0	0	0	0	4
OPTS1001	1	BusinessMathematics	3	0	0	0	0	3
IENT1011	1	IndianBusiness Environment	3	0	0	0	0	3
HRMG1001	1	Principles and Practice of Management	3	0	0	0	0	3
LANG1XXX	1	Second Language	3	0	0	0	0	3
FINA1031	1	Principles and Practice of Banking	3	0	0	0	0	3
HRMG1021	1	Human Resource Management	3	0	0	0	0	3
MKTG1001	1	Marketing Management	3	0	0	0	0	3
ACCN1071	1	Cost and Management Accounting	4	0	0	0	0	4
OPTS1101	1	Fundamentals of Business Statistics	3	0	0	0	0	3
	2	Excel	2	0	0	0	0	2
	2	Entrepreneurship	2	0	0	0	0	2
	2	Emerging Technologies	2	0	0	0	0	2

	2	Business Laws	3	0	0	0	0	3
	2	Financial Management	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

Program Core (PC)								
Course code	Level	Course Title	L	T	P	S	J	C
	2	Organizational Behavior	3	0	0	0	0	3
	2	Production & Operations Management	3	0	0	0	0	3
	2	Strategic Management	4	0	0	0	0	4
	3	Self -Awareness Personality Development	3	0	0	0	0	3
	3	Industrial Project Report & Viva-voce	0	0	0	2	0	2
	3	Business Simulation	2	0	0	0	0	2
	3	Comprehensive Viva	0	0	0	0	2	2

Program Electives (PE)								
Course code	Level	Course Title	L	T	P	S	J	C
Marketing Basket								
	3	Consumer Behavior	3	0	0	0	0	3
	3	Sales and Distribution Management	3	0	0	0	0	3
	3	Customer Relationship Management	3	0	0	0	0	3
	3	Advertising and Brand Management	3	0	0	0	0	3
Finance Basket								
	3	Stock Market Operations	3	0	0	0	0	3
	3	Indian Financial System	3	0	0	0	0	3
	3	Insurance Management	3	0	0	0	0	3
	3	Income Tax Law & Practice	3	0	0	0	0	3
HR Basket								
	3	Human Resource Development	3	0	0	0	0	3
	3	Management of People Performance	3	0	0	0	0	3
	3	Industrial Relations	3	0	0	0	0	3
	3	Employment Laws	3	0	0	0	0	3

Entrepreneurship Basket								
	3	Social Entrepreneurship	3	0	0	0	0	3
	3	Family Business Management	3	0	0	0	0	3
	3	Contemporary Business Models	3	0	0	0	0	3
	3	Design Thinking & Frugal Innovation	3	0	0	0	0	3

Opt six courses from two functional areas and earn 18 credits

Open Elective (OE)#

Opt eligible PC/PE courses from other programs as an open elective course and earn 24 credits. Open Electives (OE): Eight Courses and 24 Credits

Total credit distribution

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

CSEN1001:ITProductivityTools

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

Course Description:

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

Course Objectives

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

List of Experiments

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

Course Outcomes

- Create/alter documents/Technical Paper /Project report with text, pictures,

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

Text Books:

1. Katherin Murray, 'Microsoft Office 365 Connect and collaborate virtually anywhere, anytime', Microsoft Press, ISBN: 978-0-7356-5694-9
2. EXCEL 2021 The Comprehensive Beginners to Advanced Users Guide to Master Microsoft Excel 2021. Learn the Essential Functions, New Features, Formulas, Tips 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 a 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 pairwork (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
- learnenglishteens.britishcouncil.org
- <https://eslflow.com/>
- <https://www.englishclub.com/>

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

LANG1011: Communication Skills in English

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

Course Description:

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

Course Objectives

- Train learners to actively listen to short audio texts with familiar content; guided activity like question-making and responding to others' questions based on the audio text would help learners engage in transactional dialogue; extended activities like extrapolating/critiquing the responses would help learners enhance their schematic thinking. (Bloom's Taxonomy Level/s: 2&4)
- Equip learners with strategies to read actively and critically and understand the writers' viewpoints and attitude by providing reading comprehension tasks using authentic texts such as op-ed articles from newspapers, and reports on contemporary problems. (Bloom's Taxonomy Level/s: 4&5)
- Help learners understand various aspects and techniques of effective presentations (group/individual) through demonstration and modelling, and enabling them to develop their presentation skills by providing training in using the tips and strategies given. Learners would be encouraged to observe and express opinions on teacher-modelling. Reflection on issues like anxiety, stage-fear, confidence, and level of familiarity with topic and audience would be addressed. Practice would be given on tone, pitch, clarity and other speech aspects. Detailed peer feedback and instructor's feedback would cover all the significant aspects. (Bloom's Taxonomy Level/s: 2&4)
- Enable learners to become aware of the structure and conventions of academic writing through reading, demonstration, scaffolding activities, and discussion. Corrective individual feedback would be given to the learners on their writing. (Bloom's Taxonomy Level/s: 2&3)

List of Tasks and Activities

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

11	Collaborative work (speaking and writing) in small groups of 3 or 4 learners: discussing a general/discipline-specific topic: creating outline, assigning specific roles to members of the group; and group presentation followed by peer and instructor feedback	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), feedback
12	Independent reading of different text types using appropriate reference sources by adapting suitable reading styles and speed. Focus on active reading for vocabulary: low-frequency collocations and idiomatic expressions.	Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion
13	Role-play (specific social and academic situations): planning (making notes), understanding nuances of speaking in context, coordinating with situational clues and fellow speakers/participants	Peer discussion for outline, A-V support, observing (teacher modelling), role play (guided), role-play (free), feedback
14	Writing instructions: Guidelines - Flowcharts - Procedures to be followed	Pre-task reading, 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)

ReferenceBooks

1. P.KiranmayiDutt,GeethaRajeevan.(2007).BasicCommunicationSkills.FoundationBooks.CUP
2. Harmer,J.(1998).HowtoteachEnglish.Longman
3. SanjayKumar &PushpLata.(2018).CommunicationSkills:AWorkbook.OUP.
4. CambridgeIGCSE:EnglishasaSecondLanguageTeacher'sBookFourthEdition.ByPeterLucantoni.CUP(2014).
5. CambridgeAcademicEnglish:AnIntegratedSkillsCourseforEAP(UpperIntermediate)ByMartinHewings,CUP(2012)
6. Richards,J.C.andBohlke, D.(2012).FourCorners-3.Cambridge:CUP.
7. HeadwayAcademicSkills:Reading,Writing,andStudySkillsStudent'sBook,Level-2bySarahPhilpot.OUP
8. Latham-Koenig,C. &Oxenden, C. (2014).AmericanEnglishFile.Oxford:OUP.
9. McCarthy,M.&O'Dell.F.(2016).AcademicVocabularyinUse.Cambridge:CUP

OnlineResources

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://libriovox.org/>

LANG1021: Advanced Communication Skills in English

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

Course Description:

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

Course Objectives

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

List of Activities & Tasks for Assessment

S.No.	Tasks	Activities	CO
1	Evaluative and extrapolative reading of a long text/short texts on a current topic related to technology and society, identifying and questioning the author's intention, post-reading discussion in small groups, maintaining group dynamics, arriving at a consensus	Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading reflection and brief presentation of thoughts/ideas/opinions on the theme of the text	3
2	Debate in pairs based on listening to two recorded contemporary speeches by well-known leaders in different fields. Peer feedback and instructor feedback.	Pre-recorded audio/video for listening, student checklist for noticing 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 for formal and polite speech, and managing bias	Listening to group discussions/debates, reading newspaper articles on the current issues and expressing opinions in favour or against the topic (in GDs, debates or writing argumentative essays).	3
6	Role-play (complex social and academic/professional situations): Focus on significant aspects of delivery including clarity, tone, and use of contextually appropriate vocabulary and conventions, observation, reflective discussion, and self-reflective writing	Reading newspaper/magazine articles/blog posts on current social issues, listening to talks/discussions/debates etc. and participating in role-plays using expressions appropriate to the context.	1

7	Collaborative writing in groups of 3 -4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback	Pre-task modelling (peer), general discussion on structure, group work (collaboration), presentation, peer feedback, Open-class discussion	5
8	Formal Group Discussion on topics of current interest and relevance; focus on effective participation, reflection on control over argument/counter argument, and adherence to the convention of formal GD	Noticing strategies from AV modeling, teacher scaffolding through open-house discussion, Note-making (Group work), Group Discussion (free), post-performance discussion, Feedback	2
9	Mind-mapping for advanced reading, making correlations across texts, extending author's point of view	Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting 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/events etc. by actively involving in such events and giving a short oral presentation on the same.	4
13	Speaking on abstract and complex topics beyond his/her own area of interest/field of study, using the language flexibly and effectively.	Reading texts on abstract topics and comprehending the author's perspectives. Similarly, listening to talks and discussions on an abstract topic of other discipline and making short oral presentation by sharing views and opinions.	3

14	Self-reflection on own speech in context (recorded): tone, pitch, relevance, content; extending the reflections/ideas to others	Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc.	1
15	Collaborative and individual task: planning, preparing (preparing an outline, structure, setting objectives and presenting the plan of a fiction) 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

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: CreateSpace Independent Publishing Platform
5. Zemach, D. E., Islam, C. (2011). Writing Paragraphs: From Sentence to Paragraph. Germany: Macmillan Education.
6. Stewart, J. P., Fulop, D. (2019). Mastering the Art of Oral Presentations: Winning Orals, Speeches, and Stand-Up Presentations. United Kingdom: Wiley.

7. Kroehnert, Gary. (2010). Basic Presentation Skills. Sidney: McGraw Hill.
8. Cunningham, S. & Moor, P. (nd). Cutting Edge (Advanced) With Phrase Builder. Longman Publishers. CUP
9. McCarthy, M & O'Dell, F. (2017). English Idioms in Use (Advanced). Cambridge: CUP.

Online Resources

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

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

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

Course Description:

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

Course Objectives:

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

Unit	Topics	Hours
1	Self Awareness & Self Regulation: Introduction to Emotional Intelligence, Self Awareness: Self Motivation, Accurate Self Assessment (SWOT Analysis), Self Regulation: Self Control, Trustworthiness & Adaptability	3
2	Importance, Practising Social Awareness, Building Relationships, Healthy and Unhealthy Relationships, Relationship Management Competencies- Influence, Empathy, Communication, Types of Conflicts, Causes, Conflict Management	3
3	Social Media: Creating a blog, use of messaging applications, creating a website to showcase individual talent, creation of a LinkedIn Profile	2
4	Goal Setting & Time Management: Setting SMART Goals, Time Wasters, Prioritization, Urgent Vs Important, Q2 Organization	3

5	Teamwork: Team Spirit, Difference Between Effective and Ineffective Teams, Characteristics of High Performance Teams, Team Bonding, Persuasion, Team Culture, Building Trust, Emotional Bank Account	4
6	Verbal Reasoning: Introduction, Coding-decoding, Blood relations, Ranking, Directions, Group Reasoning	6
7	Analytical Reasoning: Cubes and Dices, Counting of Geometrical figures	3
8	Logical Deduction: Venn diagrams, Syllogisms, Data Sufficiency, Binary logic	4
9	Spatial Reasoning: Shapes, Paper Cutting/Folding, Mirror images, Water images and Rotation of figures	2
Total Hours		30

Course Outcomes

- Students will be able to relate more effectively to themselves, their colleagues and to others
- Students will be able to set their short term and long term goals and better manage their time
- Students will be able to manage conflicts in an emotionally intelligent manner and work in 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:The Communication Process, Elements of InterpersonalCommunication, Non-Verbal Communication: Body Language, Posture, EyeContact, Smile, Tone of Voice, Barriers to Communication.Effective ListeningSkills:ActiveListening,PassiveListening,AskingQuestions,Empathizing,BeingNonJudgemental,Being OpenMinded,MassCommunication:DesignofPosters, Advertisements,notices,writing formalandinformalinvitations	5

2	Focus on Audience Needs, Focus on the Core Message, Use Body Language and Voice, Start Strongly, Organizing Ideas & Using Visual Aids: SPAM Model, Effective Opening and Closing Techniques, Guy Kawasaki's Rule (10-20-30 Rule), Overcoming Stage Fear, Story Telling	3
3	Problem Solving & Decision Making: Difference Between the Two, Steps in Rational Approach to Problem Solving: Defining the Problem, Identifying the Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies	3
4	Group Discussion: Understanding GD, Evaluation Criteria, Nine Essential Qualities for Success, Positive and Negative Roles, Mind Mapping, Structuring a Response, Methods of Generating Fresh Ideas	4
5	Number Theory: Number System, Divisibility rules, Remainders and LCM & HCF	3
6	Numerical Computation and Estimation - I: Chain Rule, Ratio Proportions, Partnerships & Averages, Percentages, Profit-Loss & Discounts, Mixtures, Problems on Numbers & Ages	6
7	Data Interpretation: Interpretation and analysis of data in Tables, Caselets, Line-graphs, Pie-graphs, Box-plots, Scatter-plots and Data Sufficiency	3
8	Mental Ability: Series (Number, Letter and Alphanumeric), Analogy (Number, Letter and Alphanumeric) and Classifications	3
Total Hours		30

Course Outcomes

- Students will be able to communicate 'one-on-one' and 'one-on-many' confidently using both verbal and non-verbal messages and deliver impressive talks/ presentations to a group both with and without the use of PPTs and create posters, advertisements, etc.
- Students will be able to apply the rational model of problem solving and decision making in their problem solving and decision making efforts.
- Students will be able to solve questions based on numbers and arithmetic given in various competitive examinations
- Students will be able to solve questions based on data interpretation, progressions and series.

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, 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

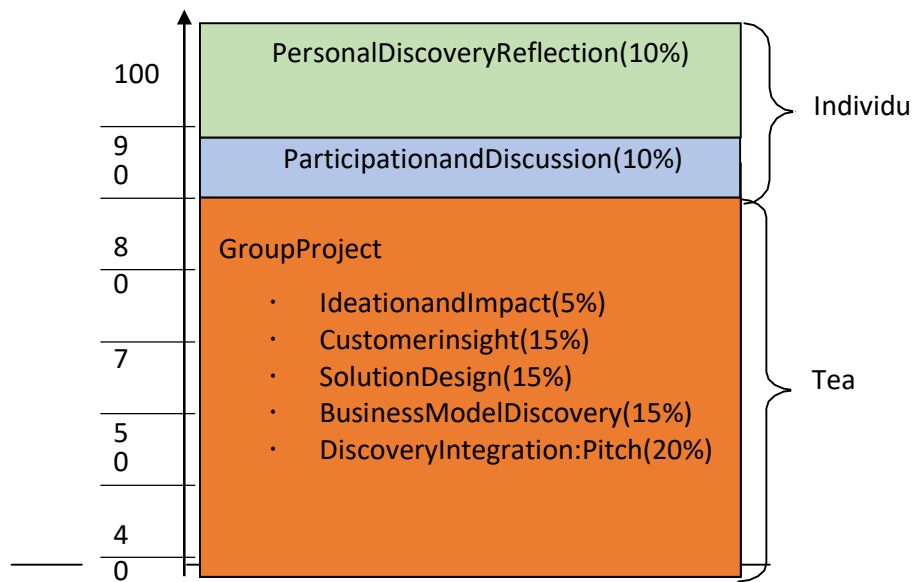
This is a semester length project and the cornerstone component of the course. The group project will give you the opportunity to apply the course concepts to a real situation. You will learn about the entrepreneurship for your own business or your work in organizations. Even if you are not going to 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



STEP 06	STEP 07	STEP 08	STEP 09	STEP 10	STEP 11						
Ideation & Impact	User Insight	Concept Design	Product Line Strategy	Prototyping Solutions	Reality Check						
<p>Personal Discovery through Entrepreneurship!</p>											
						STEP 05	Mission Statement	STEP 12	Business Model Design		
						STEP 04	Define Purpose	STEP 13	Understand the Industry		
						STEP 03	Build a Team	STEP 14	Types of Business Models		
						STEP 02	Excite & Excel	STEP 15	Define Revenue Models		
						STEP 01	Personal Values	STEP 16	Define Operating Models		
						STEP 20	STEP 19	STEP 18	Discovery Integation	STEP 17	STEP 16
						Tell Your Story	Create Value	Define Company Impact	Validate Business Model	Define Customer Journey	
						Personal Discovery GO!					

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

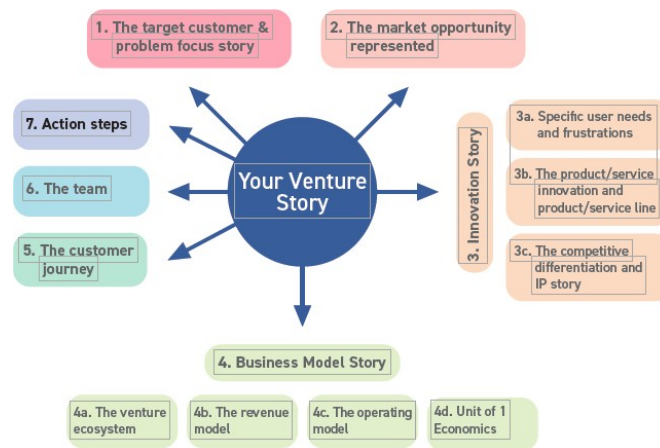
(Use different colours or line patterns to show the flow of product, money, and information)

- 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

Discovery Integration Hand-in Package: 20%

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



Assemble the templates from all your work above, plus any others that you found particularly meaningful, and from these, create your Team's Innovation Pitch. The book has lists 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 haven't 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 on) using a couple of templates. After

that sessions, you will have a quiet moment to think about yourself, your career, and your happiness in your life. Please write 2-page reflectional journal what you feel and learning through the personal discovery sessions.

2) Insight Learning Reflection Journal (10%)

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

Course Schedule

Week	Session	Topics and Steps	Key CONCEPTS Introduced in Classes	Class Focus Activity
1	1	Course Overview	<ol style="list-style-type: none"> 1. Why is entrepreneurship important? 2. What is Personal Discovery through Entrepreneurship? 3. Four Stages; Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration 4. Preparation (finding interesting areas) 	Lecture and Discussion
	2	Personal Discovery (Step 01, Step 02)	<ol style="list-style-type: none"> 1. Personal Values 2. Strength and Weakness 	Individual: <ul style="list-style-type: none"> • Work with the templates provided on pages: • Core values: 22, 23 • Skills: 27, 28, 29, 30, 31 • Societal Contribution: 33, 34
2	3	Find Teammates (Step 03)	<ol style="list-style-type: none"> 1. Review Problem Area Template at the beginning of the book to find classmates who want to work on the same problem area. 2. Find teammates <ol style="list-style-type: none"> (1) Shared values (2) 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 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 	<p>Team:</p> <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)	<p>Ideation Methods</p> <ul style="list-style-type: none"> • An in-class ideation exercise 	<p>Team:</p> <ul style="list-style-type: none"> • Problem to Solve Templates, Step 4, Page 62, and 63
	6		<p>Increasing the Impact of an Idea. (The Eat-Your-Coffee Video – a good example of ideation)</p>	<p>Team:</p> <ul style="list-style-type: none"> • Idea Impact Template, Step 6, Page 69
4	7	User Insights Frameworks (Step 07)	<ul style="list-style-type: none"> • Identify and find the right target users. • Interview style and methods • The Customer Interview template. 	<p>Team:</p> <ul style="list-style-type: none"> • Customer Interviews Template, Step 7, Pages 75 • Edit interview template for your project.
	8		<p>Laddering methods for interviews</p>	<p>Team:</p> <ul style="list-style-type: none"> • Latent Needs Template, Step 7, Page 93
5	9	User Insights Customer Interviews (Step 07)	<ul style="list-style-type: none"> • Finding latent needs • Fieldwork check-in 	<p>Team:</p> <ul style="list-style-type: none"> • 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 	<p>Team:</p> <ul style="list-style-type: none"> • 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 	<p>Team:</p> <ul style="list-style-type: none"> • 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 	<p>Teams prepare results of results from customer interviews and how the original ideas have been reshaped & improved.</p>

7	13	User Insights Interpreting Results (Step 07)	<ul style="list-style-type: none"> • Customer Research Reports • Implications for product and service design 	<ul style="list-style-type: none"> • Teams prepare PPTs for class presentation • Customer Insight Template Hand-in Package
	14			
8	15	Concept Design (Step 08)	<ul style="list-style-type: none"> • Defining Customer Value • Understanding Customer Value Proposition 	Team: <ul style="list-style-type: none"> • Customer Value Proposition • Template: Step 8, Page 107 • Draft the CVP
	16			
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			
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 Blueero Video is a good example of iterative prototyping driven by customer discovery.) 	Team: <ul style="list-style-type: none"> • Prototype sketch, and for Web apps, a wireframe. For physical products, an initial bill of materials. • Underlying bubble chart showing your decision process. • Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126
11	21	Reality Check (Step 11)	<ul style="list-style-type: none"> • The purpose of the Reality Check, testing the product concept, channel preferences, and much other. 	Team: <ul style="list-style-type: none"> • Reality Check Survey Template and Results: Step 11, Page 141, 143-144

	22		<ul style="list-style-type: none"> • Guidance on the number or additional customers for the reality check survey • How to analyze and interpret the results 	<ul style="list-style-type: none"> • Customize the Reality Check template for your venture. • Do a quick round of customer surveying. Aim for 12 more interviews.
12	23	Industry Analysis (Step 12)	<ul style="list-style-type: none"> • Team reports on Reality Check Results • Examine major components of an Industry Analysis • Review Templates 	<p>Team:</p> <ul style="list-style-type: none"> • Prepare and present the results of your reality check, plus any pivots you wish to make. • Concept Design (and Test) Hand-in Package • Industry Analysis Templates: Step 12, Pages 153 and 154s
	24	Business Model (Step 13)	<ul style="list-style-type: none"> • Defining the Business Model: • Lecture on basic structure and different types. • Illustrating it as the flow of product, money, and information. 	<p>Team:</p> <ul style="list-style-type: none"> • Business Model Illustration Template, Step 13, Page 170

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 	<p>Team</p> <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 Manufacturersto validating pricing, channels, and costs.
	26		<ul style="list-style-type: none"> • 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.) 	

14	27	Impact Visioning (Step18)	<ul style="list-style-type: none"> • Develop clear statements for business and societal impact. • Look at good existing examples of companies that do both. 	<p>Team:</p> <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 Web app. • Discuss applications of the framework to your venture. 	<p>Team:</p> <ul style="list-style-type: none"> • Develop and present Unit of 1 Economics Template, Step 19, Page 229 • Keep working on the Final presentation

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: <ol style="list-style-type: none"> (1) Title Slide with names and contact information (2) The Target Customer and the Problem to be Solved (3) The Market Opportunity (4) The Innovation Story (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		<ul style="list-style-type: none"> • If you have built a prototype during the class, please bring it and show it to us! 	<ul style="list-style-type: none"> • Practice, practice, practice! • Not too many words on one slide • Use pictures • Use template to develop your thinking, but try to create slides that are not just the templates.
Final Course Deliverables			Due on the Monday after the weekend of the final class meeting.	<p>Team: Your Venture PPTs</p> <p>Individual: Insight Learning Reflection Journal</p>

Course Outcomes

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

References:

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

DOSP1001: Badminton

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

Course Description

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

Course Objectives:

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

List of Activities:

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

Instructional Plan:

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

Course Outcomes:

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

Reference:

1. Handbook of the Badminton World Federation (BWF)

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

DOSP1011: Chess

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 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

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

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

Course Objectives:

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

List of Activities:

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

Instructional Plan:

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

Course Outcomes:

1. Learn to play Football
2. Understanding 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. 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: Throwball

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

Course Description

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

Course Objectives:

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

List of Activities:

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

Instructional Plan:

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

Course Outcomes:

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

Reference:

1. World Throwball Federation - Rules of the Game

DOSL1001: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:Students speaktheir 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
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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. Smallmove:bigChange(CarolineArnold)
2. Howto WinatCollege: SurprisingSecretsforSuccessfromtheCountry'sTop 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

- Bethelader oftheclubandimplementthecharter,visionandmissionoftheclub
- Learnfromdiverseperspectivesandexperiences
- Learntoleadtheteam,designandexecuteextra-curricularactivities
- Developmanagementskillsthroughhandsonexperience
- Exploredifferentmanagerialrolesanddevelopcompetencies

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 hrs

6

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

6

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
<p>Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness. Natural resources and associated problems.</p> <p>Uses and over exploitation of Forest resources, Water resources, Mineral resources, Food resources, Energy resources, Land resources. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Planting trees saplings 2. Identification of water leakage in house and institute-Rectify or report 3. Observing anyone 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, videolectures, 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		

- 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, videolectures, 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, videolectures, self-reading		

UNIT-IV	Social Issues and the Environment	NoofHours: 10
<p>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.</p> <p>Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies. Waste land reclamation.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Observing zero hour at individual level- documentation. 2. Eco friendly idols. 3. Rainwater harvesting- creating storage pits in nearby area. 		
Learning Outcomes:		
After completion of this unit, the student will be able to		
•	Examined 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	NoofHours: 12
<p>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</p>		

<p>(Prevention and Control of Pollution) Act. Wildlife Protection Act. Forest Conservation Act. Environmental Protection Act, Issues involved in enforcement of environmental legislation. Public awareness.</p> <p>Activity:</p> <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
•	Theorized 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 undergraduates courses- Universities Press, India Private Limited. 2019.		
6. Kaushik A and Kaushik C. P. Perspectives in Environmental Studies. New Age International Publishers Edition- VI. 2018.		
7. Dave D 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. 6th Edition. 2017.

4. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5th edition. 2005.

Journal(s):

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

Website(s):

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

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

MFST1001: Health & Wellbeing

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

Course Description

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

Course Objectives

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

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

Course outcomes

By the end of the course, student will

- Learn the role of nutrition and diet in maintaining a good health
- Will understand how the exercise, sports and physical activities will improve health

- Will learn mindfulness practices for reducing stress
- Will know the importance of yoga and meditation

CLAD2001: Preparation for Campus Placement-1

(Soft Skills 5A)

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

Course Description

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

Course Objectives

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

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

Course Outcomes

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

References

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.

3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

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

(Soft Skills 5B)

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

Course Description

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

Course Objectives

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

Syllabus

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

Course Outcomes

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

References

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

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

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

Course Description:

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

Course Objectives:

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

Syllabus

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

Course Outcomes:

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

References:

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

CLAD2031: Preparation for Campus Placement-2

(Soft Skills 6A)

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

Course Description

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

Course Objectives

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

Course Outcomes

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

References

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

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

(Soft Skills 6B)

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

Course Description

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

Course Objectives

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

Syllabus

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

Course Outcomes:

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

References:

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

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

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

Course Description:

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

Course Objectives:

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

Syllabus

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

Course Outcomes:

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

References:

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

FINA3001: Personal Financial Planning

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

Course Description

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

This course looks at the many challenges an individual 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.

Faculty Core

Course code	Level	Course Title	L	T	P	S	J	C
IENT1001	1	Business Economics	3	0	0	0	0	3
ACCN1001	1	Financial Accounting	4	0	0	0	0	4
OPTS1001	1	Business Mathematics	3	0	0	0	0	3
IENT1011	1	Indian Business Environment	3	0	0	0	0	3
HRMG1001	1	Principles and Practice of Management	3	0	0	0	0	3
LANG1111/ LANG1101 /LANG1091/ LANG1081	1	Telugu/Sansk rit/Hindi/Spe cial English* (Second Language)	3	0	0	0	0	3
FINA1031	1	Principles and Practice of Banking	3	0	0	0	0	3
HRMG1021	1	Human Resource Management	3	0	0	0	0	3
MKTG1001	1	Marketing Management	3	0	0	0	0	3
ACCN1071	1	Cost and Management Accounting	4	0	0	0	0	4
OPTS1101	1	Fundamentals of Business Statistics	3	0	0	0	0	3
	2	Excel	2	0	0	0	0	2
	2	Entrepreneurship	2	0	0	0	0	2
	2	Emerging Technologies	2	0	0	0	0	2
	2	Business Laws	3	0	0	0	0	3
	2	Financial Management	3	0	0	0	0	3

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

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

Course Objectives

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

Unit - I Introduction to Managerial Economics

No of Hours:8

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

Learning Outcomes:

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

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

- Explain the application of managerial economics in business decision making L1

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

UNIT-IV Market Structure

No of Hours: 10

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

Learning Outcomes:

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

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

L3

- Analyse the price and output decisions under imperfect competitive conditions L3
- Compare pricing decisions in the short run and long run L2
- List out various reasons for market Failure L1

Pedagogy tools: Blended learning, Caselet, 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:

- Geetika, P.Ghosh, P.R.Choudhury, Managerial Economics, McGraw Hill Education Private Limited, New Delhi, 2018.
- 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 Outcomes (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

	Course Code	ACCN1011	L	T	P	S	J	C	
	Course Name	Financial Accounting	4					4	
	Course Owner	Department of Accounting	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				60		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

Every manufacturing and trade business in an economy is intrinsically involved in financial transactions. These financial transactions serve as the foundation for the accounting system, which is just as critical as the technological or legal frameworks. Financial accounting knowledge enables managers to comprehend and evaluate financial reports, critical for making financial decisions and resolving problems. A manager should be capable of understanding the accounting structure to operate the organisation properly.

Course Objectives

1. To know the basics of the accounting and preparation process of Journals and Ledgers.
2. To understand the Prepare Trial Balance with adjustment.
3. To know the accounting framework to prepare Final Accounts of trading concerns.
4. To analyse and interpret the accounting information of financial statements for decision making.
5. To prepare financial statements

UNIT – I Introduction of Accounting No of Hours: 10

Introduction to Accounting: Introduction, need, and definition of Accounting. Importance of Accounting, users of Financial Accounting records, Accounting concepts and conventions – Accounting Equation – Basics of IFRS.

Learning Outcomes:

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

- distinguish the book-keeping and double entry system L1
- understand the accounting concepts and conventions L2
- know the basics of IFRS L1

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

UNIT – II Journal and Ledgers No of Hours: 12

Preparation of Journal and Ledgers – Types of Subsidiary books – Preparation of Triple Column Cash Book. Trial balance: Definition – Importance and methods of preparation. (NP)

Learning Outcomes

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

- prepare journals and ledgers L3
- know the different types of subsidiary books L1

- prepare trial balance from the ledger balances L3

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

UNIT – III Preparation of Financial Statements No of Hours: 13

Preparation of Final Accounts: Objective and need for preparation of Income Statements – Form and contents of income statements. Preparation of Trading Account, Profit and Loss Account with adjustments. Preparation of Balance Sheet – Objectives and need for balance sheet – Form and contents of balance sheet. Preparation of balance sheet with Adjusting Closing Entries relating to Depreciation on Fixed Assets (Straight Line Method and Written down Value Method), outstanding expenses, prepaid expenses, Income received in advance, Accrued income, debtors, creditors and closing stock. (NP)

Learning Outcomes:

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

- understand the form and contents of income statement L1
- prepare trading, and profit and loss account (income statement) L3
- make balance sheet by using adjustments (position statement) L3

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

UNIT – IV Financial Statement Analysis No of Hours: 15

Financial Statement Analysis: Funds flow analysis – Statement of funds from operations – Preparation of Funds flow statement. Cash flow analysis: Statement of cash from operations – Preparation of Cash Flow Statements (NP)

Learning Outcomes:

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

- prepare and analyse the funds flow statement L3
- understand the cash from operations L2
- Analyse cash flow statement and know its uses L5

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

UNIT – V Ratio Analysis No of Hours: 10

Ratio Analysis: Meaning and types of ratios: Return on Capital Employed; Gross and Net Profit Margins; Asset Turnover; Trade Receivables Collection Period and Trade Payables Payment Period; Current and Quick Ratios; Inventory Turnover; Capital Gearing Ratio. (NP)

Learning Outcomes:

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

- know the different types of ratios L1

- analyse and interpret the financial statements with ratio analysis

L5

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

Textbook(s):

1. S.N. Maheshwari, S.K. Maheshwari and CA S.K. Maheshwari (2016). **Accounting for Management.** Vikas Publishing House, 3rd Ed. Noida.
2. S.P. Jain & Narang, “Financial Accounting - I, Kalyani Publishers, 2010.

Course Outcomes

1. Differentiate the book-keeping and double entry system
2. Prepare trial balance from the ledger balances
3. Prepare balance sheets
4. Analyse cash flow statement and know its uses
5. Analyse and interpret the financial statements with ratio analysis

Additional Reading

Reference Book(s):

1. Ambrish Gupta (2016). Financial Accounting for Management: An Analytical Perspective. Pearson Education, 5th Ed. New Delhi.
2. Paul M. Collier (2015). Accounting for Managers: Interpreting Accounting Information for Decision Making. Wiley Publishers, UK.

Journal(s):


1. Management Accounting Research, ISSN: 1044-5005
2. The Management Accountant Journal, ISSN: 09723528

Websites

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

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

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

	Course Code	OPTS1001	L	T	P	S	J	C	
	Course Name	Business Mathematics	3					3	
	Course Owner	Dept. of Operations	Syllabus version				1.0		
	Course Pre-requisite(s)	NIL	Contact hours				60		
	Course Co-requisite(s)	NIL	Date Approved						
	Alternate Exposure								

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

Course Objectives

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

UNIT-I Basic Mathematics

No of Hours: 10

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

Learning Outcomes:

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

- Understand the fundamental knowledge of Basic Mathematics

L2

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

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

UNIT-II Matrix Algebra

No of Hours: 11

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

Learning Outcomes:

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

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

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

UNIT-III Elementary Calculus

No of Hours: 11

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

Learning Outcomes:

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

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

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

UNIT-IV Application of Calculus

No of Hours: 10

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

Learning Outcomes:

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

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

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

UNIT-V Mathematics of Finance

No of Hours: 08

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

Learning Outcomes:

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

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

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

Course Outcomes:

- Understand the basic concepts for solving business problems.
- Apply the analytical techniques in business transactions that would help in solving business problems.
- Analyze and take business decisions in day to day transactions.
- Use the results of mathematical calculations to help evaluate various options in reaching financial decisions.
- Create an edge for the business.

Textbook(s):

1. R.C. Joshi (2013.), Business Mathematics, Jalandhar: New Academic Publishing Co.
2. J.K. Singh (2013), Business Mathematics, Mumbai: Himalaya Publishing House.
3. Dr. Amarnath Dikshit & Dr. Jinendra Kumar Jain (2011.), Business Mathematics, Mumbai: Himalaya Publishing House.

4. Dr.C.SanchetiandV.K.Kapoor(2012),BusinessMathematics,NewDelhi:SultanChand&Sons.

AdditionalReading


ReferenceBook(s):

Journal(s):

Website(s):

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

1-Low, 2-Mediumand3-HighCorrelation

	Course Code	IENT1011	L	T	P	S	J	C	
	Course Name	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
Hours-9

No of

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 No of Hours–9

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

Learning Outcomes:

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

- Describe the importance of corporate governance
L1
- Discuss and analyze the need of corporate governance in India
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., NewDelhi.
5. Misra and Puri, Indian Economy, Himalaya Publishing House. NewDelhi : 2019
6. Joshi& Kapoor, Business Environment, Kalyani Publishers, NewDelhi, 2019


7. Worthing ton,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 Outcomes (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

	Course code	HRMG1001	L	T	P	S	J	C	
	Course Name	Principles and Practice of Management	3					3	
	Course Owner	Department of Human Resource Management	Syllabus version				1.0		
	Course Pre-requisite (s)	NA	Contact hours				45		
	Course Co-requisite(s)	NA	Date Approved						
	Alternate Exposure								

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

Course Objectives

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

Unit I Management Nature and Concept No of Hours - 09

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

Learning Outcomes

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

- understand the nature and scope of Management L2
- know the differences between Management and Administration L4
- describe different contributions of Management through L2
- summarize the Management and its functions L2
- can apply different managerial roles in Business organization L3

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

Unit II Planning**No of Hours- 09**

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

Learning Outcomes:

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

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

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

Unit III Organizing**No of Hours – 10**

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

Learning Outcomes:

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

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

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

Unit IV Leading No of Hours – 09

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

Learning Outcomes:

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

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

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

Unit V Controlling**No of Hours - 09**

Introduction, Concept of Controlling, Purpose of Controlling; Types of Control; Steps in Controlling; Techniques in Controlling.

Learning Outcomes:

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

- understand the concept and purpose of Controlling in Organizations L2
- analyze different types of controls L4
- explain different steps in controlling process L2
- apply different controlling techniques in different situations L3

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

Case Let (Not Exceeding 200 Words)

Course Outcomes

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

Textbooks:

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

Additional Readings:

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

References:

1. Dipak Kumar Bhattacharyya (2012), Principles of Management: Text and Cases, New Delhi: Pearson Publications.
2. Balasubramanian. N. (2012), Management Perspectives, New Delhi: MacMillan India Ltd.
3. Charles Hill, Steven Mc Shane (2012), Principles of Management, New Delhi: Tata Mac Graw Hill
4. Ricky W. Griffin (2012), Management, New Delhi: Cengage Learning.
5. Terry and Franklin (2011), Principles of Management. New Delhi: AITBS Publishers.
6. Robert Kreitner (2012), Principles of Management. New Delhi: Cengage, South-Western 12 E.

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

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

LANG1081: SPECIAL ENGLISH

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

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

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

INTRODUCTION

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

COURSE OBJECTIVES

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

SYLLABUS

गद्य विभाग (Prose Detailed Text)

- | | |
|---------------------------|------------------------------|
| 1. बाजारदर्शन | - श्रीजैनेन्द्रकुमार |
| 2. ईर्ष्या, तूंगईमेरेमनसे | - रामधारीसिंह 'दिनकर |
| 3. आपनेमेरीरचनापढ़ी? | - हज़ारीप्रसादद्विवेदी |
| 4. भारतीयसाहित्यकीएकता | - नन्ददुलारेवाजपेयी |
| 5. अतिथि | - राम विलास शर्मा |
| 6. मेरी रुमाल खो गई | - विद्यानिवासमिश्र |
| 7. कवि और कविता | - आचार्यमहावीरप्रसादद्विवेदी |
| 8. सोनाहिरनी | - महादेवीवर्मा |
| 9. कफ़न | - मुंशीप्रेमचन्द |

उपवाचकविभाग (Non Detailed Text)

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

व्याकरण विभाग

I. निर्देशके अनुसारवाक्योंकोबदलकरलिखिए
(Rewriting of sentences as directed)

1. कारक (case)

2. लिंग (gender)
 3. वचन (number)
 4. वाच्य (voice)
- II. शुद्धकीजिए (correction of sentences)
1. चाहिएप्रयोग
 2. लिंगऔरवचनसंबंधी
- III. वाक्यप्रयोग (make your own sentences)
- IV. कार्यालयहिंदी: प्रशासनिक
शब्दबली / परनाम (karyalay Hindi : Administrative terminology)
1. कार्यालयो केनाम
 2. पदनाम
- V. संधिविच्छेद
- VI. विलोमशब्द
- VII. पत्रलेखन
- VII. गंधाशकेआधारपरदिणयेप्रश्नोकाउत्तरदेनाचाहिए
- VII. निबंध

COURSE OUTCOMES

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

TEXTBOOK

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

LANG1101: SANSKRIT

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

INTRODUCTION

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

COURSE OBJECTIVES

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

SYLLABUS

- POETRY : Lesson No. 1 Saranagathi
From Valmiki Ramayanam Yuddhakanda
17th Canto Slokas 11 – 68
- Lesson No. 2 Ahimsa Paramodharmah
From Srimadbharatam, Adiparva 8th chapter
Sloka 10 – to the end of 11 Chapter
- Lesson No. 3 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, Vadho,
Matr, Phala, Vari & Madhu

SANDHI:

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

SAMASA :

- | | |
|-------------------------|-------------------------|
| (1) 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, Stha, Drhs Labh, Mud,
IInd Conjugation – As ()
IIIrd Conjugation – Yudh,
IV th Conjugation – Ish
VIII Conjugation – Likh, Kri ()
IXth Conjugation – Kreen ()
Xth Conjugation – Kath, Bhash, Ram, Vand,

COURSE OUTCOMES

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

LANG1111: TELUGU

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

పాఠాచార్యుని వివరణ :

1. నన్నయ - గవంగాశవంతనులకథ
ఆవంధ్రమహాభారతవం - ఆదిపర్వం - నాల్గవ ఆశ్వాసం
(120-165) "నరనరుడగుశవంతనునకు" నువండి
"దివ్యభూషణాలవంకృత" వరకు
2. తిక్కన - మూషికమార్జాలవృత్తవంతవం
ఆవంధ్రమహాభారతవం - శ్వంతిపర్వం - మూడవ ఆశ్వాసం
(202 - 242) అడవిలోనొకమట్టి నువండిసౌఖ్యము
బవందెన్.
3. అల్లసానిపెద్దన - హవంసీచక్రవాకసవంవాదవం
మనుచరిత్రము - ఆరవ ఆశ్వాసం (62-68)
"గవంగాతరవంగిణి" నువండి
"జవంభారిభిదురసవంరవంభవంబు" వరకు
4. తరిగవండవవంగమావంబ - ఎఱుకతశ్రీవవంకటాచలమాహాత్మ్యం ఆశ్వాసం
(4-51)
"వకుళనునేనావివాహప్రయత్నవంబు" నువండి
"అనియిట్ల" వరకు

ఆధునికకవిత్వం

5. గరిమెళ్ళసత్యనార్యణ - మాకొద్దేదతెల్లదొరతనము
6. శ్రీశ్రీ - మహాప్రసాధానవం
7. జాషువ - ముసాపరులు
8. పుట్టపరీతనార్యణాచార్యులు-
మేఘదూతముకథానికలు
9. పాలగుమ్మపద్మార్జు - గాలివాస
10. కొలకటూరిఇనాక్ - ఆకలి
11. కేతువిశ్వాధరెడిడి - నమ్మకున్ననోల

12. పాట్లపఱీలర్కారువ -

జైలువ్ యకరణవం


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

రుగాగమ, ళ్లగమ, ఆమ్రేడిత, ఆత్సవంధిమొదలైనవి.

14. సమాసాలు - తతువురుష, 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.

	Course Code	FINA1031	L	T	P	S	J	C	
	Course Name	Principles and Practice of Banking	3					3	
	Course Owner	Dept. of Finance	Syllabus version				1.0		
	Course Pre-requisite(s)	NIL	Contact hours				45		
	Course Co-requisite(s)	NIL	Date Approved						
	Alternate Exposure								

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

Course Objectives

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

UNIT – I Banking System and Structure No of Hours: 9

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

Learning Outcomes:

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

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

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

UNIT – II Risk management and Basel Accords

No of Hours: 9

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

Learning Outcomes:

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

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

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

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

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

Learning Outcomes:

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

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

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

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

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

Learning Outcomes:

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

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

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

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

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

Learning Outcomes:

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

- Explain essential computer systems in Banking lik LAN, WAN, UPS etc L3
- Understand the concept of Digital Banking and application L3
- Summarize various types of cards issued banks to their customers L2

- Familiarize with electronic banking L5
- Be aware of recent trends in communication networks for banking L1

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

Course Outcomes:

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

Textbook(s):

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

Additional Reading

Reference Book(s):

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


Journal(s):

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

Website(s):<https://www.icai.org/>

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

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

	Course Code	HRMG1021	L	T	P	S	J	C
	Course Name	Human Resource Management	3					3
	Course Owner	Dept. of HRM	Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

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

Course Objectives:

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

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

UNIT –I Introduction

No of Hours 10

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

Learning Outcomes:

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

- Understanding the concept of HRM and its importance. L1
- Describe the HR challenges and Skills L2
- Understanding alternative approaches to managing human resources and appreciating the diversity of factors that motivate workers. L5

Pedagogy tools: Blended learning, Case let video lectures, self-reading, corporate reports, and online tools for proper engagement. (Menti Meter, Kahoot)

UNIT –II Procurement

No of Hours 10

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

Learning Outcomes:

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

- Describe the process of workflow analysis and identify why it is essential to HRM. L2
- Briefly discuss the significant challenges and constraints involved in the recruiting process. L3

- Understands various steps in the selection process and why it is so essential to the organization. L1

Pedagogy Tools: Case let, video lectures, self-reading, TED talks, Online dashboards for recruitment and selection, Guest lectures.

UNIT –III Development

No of Hours 10

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

Learning Outcomes:

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

- Understand the concepts of Training and Development L1
- Describe the concepts of gamification, digital learning, and micro-learning and why they have become more critical in today's organizations. L5
- Identify the difference between Training and Development. L2
- Identify some of the methods of training and development. L2

Pedagogy Tools: Case let, video lectures, self-reading, Online survey and assessment, HR executive Interviews.

UNIT –IV Compensation and Integration

No of Hours 10

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

Learning Outcomes:

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

- List various factors determining pay rates. L1
- Understand the concept of executive remuneration and QWL L1
- Understands the difference between primary and supplementary compensation L2
- Understands how Employee Benefits helps for organization effectiveness L4

Pedagogy tools: Case let, video lectures, self-reading, Minor survey and report writing, Report analysis and Trend analysis on compensation, Industrial visit to know about the QWL standards

UNIT – V Separation and Maintaining

No of Hours 10

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

Learning Outcomes:

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

- Analyze the role of the supervisor in employee safety and minimize accidents at the workplace. L4
- Discuss the various provisions to prevent accidents in the workplace L3
- Describe the concept of internal mobility procedure in the company L2

Pedagogy tools: Case let, video lectures, self-reading, Roleplays, Group discussions, Discussions with Union/Welfare officer for industry exposure.

COURSE OUTCOMES

1. Understanding the concept of HRM and its importance.
2. Describe the process of workflow analysis and identify why it is essential to HRM.
3. Understand the concepts of Training and Development
4. List various factors determining pay rates.
5. Analyze the role of the supervisor in employee safety and minimize accidents at the workplace.

Textbook(s):

- Gary Dessler & Biju Varkkey, "Human Resource Management," Pearson, New Delhi, 16th edition.
- George W Bohlander, Scott A Snell, "Principles of Human Resource Management," Cengage Learning, 2017.16th edition.
- Aswathappa, K., Human Resource and Personnel Management: Text & Cases, TMGH
- Subba Rao, P., Personnel and Human Resource Management (Text & Cases), Himalaya

Additional Reading

Reference Book(s):

- Edwin B Flippo, "Personnel Management," Tata McGraw Hill Publishing, New Delhi, 1984
- John H. Bernardin, "Human Resource Management - An Experiential Approach," Tata McGraw Hill, New Delhi, 2013
- Mirza, Saiyadain, "Human Resource Management," Tata McGraw Hill, New Delhi, 2013
- Gary Dessler & Biju Varkkey, "Human Resource Management," Pearson, New Delhi, 2015 14th edition.


Journal(s)

- Harvard Business Review, Harvard Business School Publication USA
- People Matters online Magazine
- Human Capital Magazine
- Vikalpa, Indian Institute of Management, Ahmedabad

Website(s):

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

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

	Course Code	MKTG1001	L	T	P	S	J	C	
	Course Name	Marketing Management	3					3	
	Course Owner	Department of Marketing	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				45		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

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

Course Objectives

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

Unit I Introduction to Marketing

No of Hours- 10

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

Learning Outcomes:

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

- Understand issues of marketing with an emphasis on learning to develop responsive
L1
marketing strategies that meet customer needs
- Explain how marketing creates utility through the exchange process L2
- Discuss the core concepts of marketing L3
- Assess how marketing has developed over the last century L4
- Explore the concept of marketing and marketing Myopia L5

Pedagogy Tools: Case study, Guest lectures, self-reading, polls, Conversation Boards

Unit II: Buyers behavior

No of Hours- 10

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

Learning Outcomes:

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

- Understand the process involved in human perception, learning, memory, and motivation in consumer decisions L1
- Explain the factors influencing buyer behaviour L2
- Outline the steps in consumer decision-making process L3
- Describe the segmentation, targeting, and positioning process L4
- Examine the significance of unique selling proposition to marketers L5

Pedagogy Tools: Case study, Guest lectures, self-reading, polls, Conversation Boards

Unit III: Marketing mix

No of Hours- 10

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

Learning Outcomes:

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

- Describe the various types and levels of product L1
- Understand the concept of the marketing mix and service Mix L2
- Explain the process and issues associated with the development of new offerings L3
- Examine the idea of the product life cycle and identify the different stages L4
- Explore what service is, and describe the characteristics of a service L5

Pedagogy Tools: Case study, Guest lectures, self-reading, polls, Conversation Boards

Unit IV: Pricing and Channels of Distribution

No of Hours- 10

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

Learning Outcomes:

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

- Understand the relationship between price, costs, quality, and value and L1.

understand how to price new offering

- Explain the pricing methods in a business setting L2
- Explore the objectives and factors influencing the pricing policy L3
- Outline the significance of distribution channels in creating value L4
- Assess the types and levels of a distribution channel L5

Pedagogy Tools: Case study, Guest lectures, self-reading, polls, Conversation Boards

Unit V: Promotion Mix No of Hours- 10

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

Learning Outcomes:

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

- Understand the purpose of promotion for the business. L1
- Examine the various promotional tools used by marketers L2
- Explain the emergence of internet and interactive advertising L3
- Discuss the value of marketing communication L4
- Evaluate the role of IMC and social marketing in today's digital world L5

Pedagogy Tools: Case study, Guest lectures, self-reading, polls, Conversation Boards

COURSE OUTCOMES

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

Text Book

1. Philip Kotler, Gary Armstrong, and Prafulla Agnihotri, Principles of Marketing, Pearson India, 17th Edition. New Delhi: 2018

Additional reading

References

1. Philip Kotler and Gary Armstrong, Principles of Marketing, Pearson India, Global Edition, 17th Edition. New Delhi: 2017.

2. Rajan Saxena, Marketing Management, Tata-McGraw Hill, Fifth Edition New Delhi:2015
3. Ramaswamy and Namakumari -Marketing Management- Indian Context -Global Perspective, Sage Publications India Pvt Ltd; Sixth Edition 2018
4. C. B. Gupta and Dr. N. Rajan Nair, Marketing Management: Text and Cases 15th Edition, S. Chand, and Sons 2012
5. N Rajan Nair and Sanjith R Nair, Marketing – Revised Edition, Sultan Chand & Sons – Tb, 2017

Journals

1. Indian Journal of Marketing
2. GITAM Journal of Management, GIM, GITAM University, Visakhapatnam
3. Vikalpa, IIM, Ahmedabad
4. Management Review, IIM, Bangalore


Websites

<https://swayam.gov.in/>

<https://www.coursera.org/search?query=marketing%20management>

	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

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

	Course Code	ACCN1071	L	T	P	S	J	C	
	Course Name	Cost and Management Accounting	4					4	
	Course Owner	Dept. of Accounting	Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				60		
	Course Co-requisite(s)		Date Approved						
	Alternate Exposure								

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

Course Objectives

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

UNIT - I Cost and Management Accounting

No. of Hours 10

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

Learning Outcomes:

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

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

UNIT - II Elements of Different Costs:

No. of Hours 18

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

Learning Outcomes:

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

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

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

UNIT - III Preparation of Cost Sheet

No. of Hours 12

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

Learning Outcomes:

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

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

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

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

No. of Hours 12

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

Learning Outcomes:

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

- To State the different ways of classification of costs. L1

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

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

UNIT - V Budgeting

No. of Hours 8

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

Learning Outcomes:

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

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

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

Course Outcomes:

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

Textbook(s):

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

Additional Reading

Reference Book(s):

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

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

Journal(s):


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

Website(s):

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

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

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

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

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

Course Objectives

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

UNIT - I Introduction to Statistics

No of Hours: 11

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

Learning Outcomes:

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

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

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

UNIT - II Measures of Central Tendency

No of Hours: 12

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

Learning Outcomes:

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

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

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

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

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

Learning Outcomes:

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

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

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

UNIT - IV Probability No of Hours: 10

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

Learning Outcomes:

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

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

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

UNIT - V Time Series Analysis No of Hours:07

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

Learning Outcomes:

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

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

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

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

Course Outcomes:

- Student will be able to enhance their skills on measurement systems and variability.
- Students will be able to plan and execute control processes.
- Student will be able to make data-driven decisions.
- Students will be able to evaluate of the summarizing data, evaluate and to make data-driven decisions
- Student will be able to evaluate competitive advantage for the business.

Textbook(s):

1. J.K.Sharma(2013), Businessstatistics,NewDelhi:PearsonEducation.
2. S.C.Gupta&IndraGupta (2012),BusinessStatistics,Hyderabad:HimalayaPublishingHouse.
3. DavidM.Levine, DavidStephanTimothyC.Krehbiel,MarkL Berenson(2012), Statistics formanagersusingMicrosoft Excel, NewDelhi: PrenticeHallIndia Pvt.
4. AmirD.Aczel,JayavelSunderpandian(2011),CompleteBusinessStatistics,NewDelhi:TataMcGraw Hill.
5. S.P.Gupta&M.P.Gupta(2012),BusinessStatistics,New Delhi:SultanChand &Sons.

Additional Reading


Reference Book(s):

Journal(s):

Website(s):

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

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

	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:

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

	COURSE CODE		L	T	P	S	J	C	
	COURSE NAME	ENTREPRENEURSHIP	2					2	
	Course Owner		Syllabus version				1.0		
	Course Pre-requisite(s)		Contact hours				45		
	Course Co-requisite(s)	NIL	Date Approved						
	Alternate Exposure								

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

COURSE OBJECTIVES

This course intends the students to

1. Describe the nature and characteristics of an entrepreneur.
2. Identify the barriers to start a new business in the present business environment and discuss evaluation of entrepreneurship.
3. Explain the mindset of entrepreneurs and illustrate the business opportunities in different areas.
4. Discuss the sources of business ideas and evaluate the procedures in developing a good business Idea.
5. Evaluate the incentives for start-ups and EDPs to start own business.

COURSE SYLLABUS

UNIT-I : Nature & Characteristics of entrepreneurs

Entrepreneur and Entrepreneurship: Description and definition of entrepreneur – Characteristics of entrepreneur – Functions of an entrepreneur – types of entrepreneurs – concept of entrepreneurship – entrepreneurial culture – entrepreneurial process – entrepreneurial competencies – entrepreneurial mobility.

UNIT-II :Evolution of Entrepreneurship

Genesis of entrepreneur and entrepreneurship : Theories of Entrepreneurship – Role of entrepreneurship in economic development – Barriers of entrepreneurship - Entrepreneurship and current business environment.

UNIT-III: Entrepreneurial Mindset& Motives

Entrepreneurial Motives, Motivating factors of entrepreneurship - Growth of entrepreneurship in India – Agricultural Entrepreneurship to Industry entrepreneurship to Services entrepreneurship – corporate entrepreneurship – women entrepreneurship.

UNIT-IV :Business Idea Generation

Business Idea generation: Sourcing of business ideas, innovative ideas, opportunity identification, scanning of the environment - finding the gaps for new business and new way of business - setting-up new ventures - acquiring existing business – franchising and Entrepreneurship.

UNIT-V : Incentives & EDPs

Incentives for Developing Entrepreneurial Eco System &EDPs: Need and objectives of EDP – Evolution of EDPs – Phases of EDPs – Course content and curriculum of EDPs – Management Education centers and Entrepreneurship Development Programs- Incentives from various organizations and also the important EDPs to start own business through the support of incubation centres- Incubators, Accelerators, start ups .

COURSE OUTCOMES

- Describe the nature of entrepreneurship and functions of an entrepreneur.
- Identify the barriers to start a new business in the present business environment and discuss the evaluation of entrepreneurship.
- Explain the mindset of entrepreneurs and illustrate the business opportunities in different areas.
- Explain sources of business and illustrate step by step procedures in developing a good business Idea.
- Evaluate the incentives for supporting start-ups and EDPs to start own business.

TEXT BOOK


Donald F. Kuratko (2014), Entrepreneurship: Theory, Process, Practice New Delhi: Cengage Learning.

REFERENCES

1. Bill Bolton, John Thompson (2014), Entrepreneurs: Talent, Temperament and Opportunity, Routledge 3rd Ed.
2. Arya Kumar (2014), Entrepreneurship: Creating and Leading an Entrepreneurial Organization, New Delhi: Pearson Publications.
3. S.Anil Kumar & S.C Purnima (2014), Entrepreneurship Development, New Delhi: New Age Publishers.
4. A Shay and V Sharma (2012), Entrepreneurship and New Venture Creation, New Delhi: Excel Books.
5. Vasant Desai (2012), Dynamics of Entrepreneurial Development and Management, New Delhi: Himalaya Publishing House.
6. Poornima M. Charantimath (2012), Entrepreneurship Development – Small Business Enterprises, New Delhi:Pearson

JOURNALS AND NEWS PAPERS

1. Harvard Business Review
2. International Journal Of Entrepreneurial Behaviour And Research
3. International Journal Of Small Business Management
4. International Journal Of Entrepreneurship And Innovation Management
5. The Mint/ The Economic Times/Business Standard/Business Line Daily News Papers.

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

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

Course Objectives

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

Unit - I Introduction to Artificial Intelligence

No of Hours:6

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

Learning Outcomes:

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

- Define AI

L1

- Discuss different applications of AI

L2

- Explain the need of expert systems

L2

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

UNIT–II Introductionto Machine Learning

No of Hours: 6

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

Learning Outcomes:

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

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

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

UNIT–III Understanding Cloud Computing

No of Hours:6

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

Learning Outcomes:

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

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

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

UNIT-IV Introduction to Internet of Things

No of Hours: 6

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

Learning Outcomes:

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

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

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

UNIT-V Introduction to Blockchain

No of Hours: 6

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

Learning Outcomes:

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

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

Course Outcomes:


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

Reference Books

1. Stuart Russell, Peter Norvig, Artificial Intelligence: A Modern Approach, 3rd Edition, Pearson Publications, 2020
2. Blockchain: Blueprint for a New Economy, Melanie Swan O'Reilly Publications
3. Thomas Erl, Ricardo Puttini, Zaigham Mahmood, Cloud Computing: Concepts, Technology & Architecture, Prentice Hall, 2013
4. Adrian McEwen, Hakim Cassimally, Designing the Internet of Things, Wiley, 2013.
5. Saikat Dutt, Subramaniyam Chandramouli, Amit Kumar Das, Machine Learning, Pearson Education

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

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	BUSINESS LAWS	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

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

COURSE OBJECTIVES

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

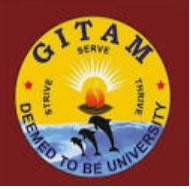
COURSE SYLLABUS

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

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

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

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

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	FINANCIAL MANAGEMENT	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

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

COURSE OBJECTIVES

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

SYLLABUS

UNIT-I: Financial Management - An Introduction

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

UNIT-II: Investment Decisions

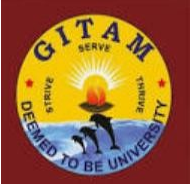
Introduction to Capital Budgeting, Importance of capital Budgeting, Capital Budgeting Process, Techniques of Capital Budgeting - Accounting Rate of Return, Pay Back Period, Net Present Value, Internal Rate of Return and Profitability Index.

UNIT-III: Financing Decisions

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

2 Program Core (PC) :

Course code	Level (1/2/3)	Course Title	L	T	P	S	J	C
	2	Organizational Behavior	3	0	0	0	0	3
	2	Production & Operations Management	3	0	0	0	0	3
	2	Strategic Management	4	0	0	0	0	4
	3	Self -Awareness Personality Development	3	0	0	0	0	3
	3	Industrial Project Report & Viva-voce	0	0	0	2	0	2
	3	Business Simulation	2	0	0	0	0	2
	3	Comprehensive Viva	0	0	0	0	2	2

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	ORGANIZATIONAL BEHAVIOR	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

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


COURSE OBJECTIVES

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

SYLLABUS

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

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

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	PRODUCTION AND OPERATIONS MANAGEMENT	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

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

COURSE OBJECTIVES

- 1) To enable to the students to understand the basic principles of Production Management
- 2) To help them apply techniques of Production Management

SYLLABUS


UNIT-I: Production and Operations Management - Production and Operation Functions - Manufacturing Systems –Differences Between Manufacturing and Service Operations - Functions of Production and Operations Manager.

UNIT-II: Production Planning and Control: Steps in PPC - Techniques of Production Planning and Control

UNIT-III: Plant Location and Layout Planning: Location of Service Facilities -Location Decision -Types of Layout – Factors Affecting Plant Location.

UNIT-IV: Productivity: Factors Affecting Productivity -Job Design -Process Flow Charts - Methods Study -Work Measurement.

UNIT-V: Materials Management: Costs Associated with Inventory - Economic Order Quantity - ABC Analysis – Just in-time Production. Quality Management: Acceptance Sampling -Control Charts –Quality Circle.

	CourseCode	CourseTitle	L	T	P	S	J	C
		Strategic Management	4					4
	CourseOwner		Syllabusversion				1.0	
	CoursePre-requisite(s)	Principles of Management	Contacthours				45	
	CourseCo-requisite(s)	Business Environment	DateApproved					
AlternateExposure								

Any change that a business plans to implement has a strategy. The key to any successful strategy is the thoroughness of its formulation and implementation. Managers as leaders need to make strategic decisions on sound judgement. It is imperative that every management student should be exposed to basic methodology of strategic management and the steps taken for rolling out an effective strategy.

Course Objectives

1. Demonstrate the ability to think critically in relation to a particular problem/situation through real-world scenarios.
2. Analyze the main structural features of an industry and develop strategies that position the firm most favorably in relation to competition.
3. Realize the nature and dynamics of the strategy formulation and implementation processes as they occur in complex organizations.
4. Explain how the evaluation and control of the strategies are crucial in accomplishing the intended results.

Unit I: Basic concepts of Strategic Management

No of Hours - 8

Strategy – Evolution of Strategic Management – Meaning and Scope of Strategic Management – Need and Benefits of Strategic Management – Characteristics of Strategic Decisions – Strategic Management Process – Prescriptive and Emergent Approaches to Strategy Making – Challenges for Strategic Management – Growing Relevance of Strategic Management in India.

Learning Outcomes:

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

- describe the concepts of strategic management, and its evolution L2
- explain the approaches and challenges to strategic management L2
- discuss the growing relevance of strategic management in India L2

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

Unit II
11

Strategic Direction & Strategic Analysis

No of Hours-

Mission, Vision and Objectives – Environmental Analysis: Social and Cultural, Techno-logical, Economic, Political Environment – Industry Analysis: Market Environment, Customer, Demographic Factors, Geographic Factors, Competitor Analysis – Porter’s Five Forces Model, Organization Analysis: Resources, Capabilities, Core Competencies and SWOT analysis.

Learning Outcomes:

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

- explain the tasks of strategic direction viz., mission, vision and objectives
L2
- diagnose the general environment, industry trends
L4
- examine the internal competitive strengths and weaknesses of an organization L4

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

Unit III Strategy formulation & Choice No of Hours - 12

Tools for Strategy Formulation: TOWS Matrix – BCG Matrix – Corporate Level Strategies: Stability, Growth, and Retrenchment Strategies – Business Strategies: Cost Leadership, Differentiation and Focus Strategies – Functional Strategies.

Learning Outcomes:

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

- select appropriate strategies using TOWS matrix and BCG matrix
L3
- apply the concepts to develop strategies at various levels
L3

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

Unit IV : Strategy Implementation No of Hours – 8

No of Hours- N

Steps in Strategy Implementation – Role of Leadership in Implementation – 7S Framework for Successful Strategy Implementation.

Learning Outcomes:

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

- explain the steps involved in the successful implementation of a strategy L2
- identify the role of leadership in Implementation L2
- discuss the significance of 7S framework in strategy implementation L2

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

Unit V: Strategy Evaluation and Control No of Hours - 6

Strategy Evaluation and Control Process – Essential Features of an Effective Evaluation and Control System – Types of Strategic Control.

Learning Outcomes:

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

- discuss the process of evaluating and controlling the chosen strategies for achieving the desired results
L2
- illustrate the features of an effective evaluation and control system
L2
- classify the different types of strategic controls
L2

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

Case Let (Not Exceeding 200 Words)

COURSE OUTCOMES

1. Explain the various Strategic Management factors
2. Interpret the impact of Strategic Management and its policies on the business development.
3. Analyse the growth Policy and Future plan Policy as stabilization techniques.
4. Explain the importance of strategic management and its involvement of business
5. Analyse the need for Strategy & its formulations

Text Book

1. Francis Cherunilam. “Strategic Management”, Himalaya Publishing House Pvt. Ltd., Mumbai, 2016.
2. P. Subba Rao. “Business Policy and Strategic Management”, Himalaya Publishing House Pvt. Ltd., Mumbai, 2016.

References


Thomas L. Wheelan, J. David Hunger, Alan N. Hoffman and Charles E. Bamford "Concepts in Strategic Management and Business Policy", Pearson Education Limited, New Delhi, 2018.

Journals

1. Harvard Business Review, Harvard Business School, USA
2. Vikalpa, Indian Institute of Management, Ahmedabad
3. The Indian Management Researcher, GITAM Hyderabad Business School

	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

	CourseCode	CourseTitle	L	T	P	S	J	C
		Self Awareness And PersonalityDevelopment	4					4
	CourseOwner	Department of HRM	Syllabusversion				1.0	
	CoursePre-requisite(s)	Principles of Management	Contacthours				45	
	CourseCo-requisite(s)	Business Environment	DateApproved					
	AlternateExposure							

INTRODUCTION

Self awareness and personality development is going to build upon the students' basic understanding of intelligence, learning and personality. The course would help in relating their learning to its importance in the present industry context in a dynamic and complex environment where stress is on "HUMAN CAPITAL". The main aim of this course is to equip the students with the required theoretical knowledge to gain insight in personality development and self awareness which would result in better motivation of self and group (team), implementing the same to bring about a cohesive development in their decision making process.

COURSE OBJECTIVES

- 1) To enable the student to gain an insight into the self and the process of Personality Development
- 2) To enable the student to explain the factors that determine personality.

SYLLABUS

UNIT-


I: Personality, Nature and Importance, Individuality, Character, Determinants of Personality, Hereditary Potentials, Environmental Influences, Situational Factors

UNIT-II: Self Esteem, Know Yourself, Develop Self Esteem, Face and Accept Reality, Accept Yourself, Self Improvement, Plan to improve yourself, Visualize your best self, Long term goals, Short term objectives, Action Plans,

Developing Positive Attitudes, Development of Attitudes, Learning Attitudes, Improve your attitudes, Coping with other people's negative attitudes,

UNIT-III: Self Motivation, Sources of Motivation, Willingness to work, Unpleasant tasks, Responsibility, Dependability, Self Management, Efficient work habits, Time Management, Resource Management, Stress Management, Thinking Skills, Thinking Defined, Higher-order thinking abilities, Critical thinking, Creative thinking, Decision Making, Problem Solving,

UNIT-IV: Transactional Analysis, Nature and Importance, Ego States, Life Positions, Transactions, Johari Window, Nature and Importance, Johari Window as a Model of Interpersonal Interactions,

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	BUSINESS SIMULATION	2					2
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

Through this course, students get the chance to develop a holistic understanding of basic business principles from the very beginning in an engaging learning experience. Each business discipline has its broad body of knowledge and can be mastered in theory, but experiencing how business works in practice can be the ideal foundation for deep and ongoing learning.

COURSE OBJECTIVES:

This course is designed to enable students to learn about the private enterprise system and better understand how organizations operate within that environment.

SYLLABUS

Resources: “Foundation™” Web-based Simulation www.capsim.com

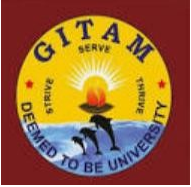
This subscription, web-based simulation offers the experience of making business decisions in a competitive marketplace. By using web based simulation, students learn Business Fundamentals by creating and developing their product line, market their products, manage their production and raise funds to run the company. Also, students learn to read and understand financial statements, the cause and effect between each part of the company and balance competing demands in the changing marketplace. Foundation provides a framework for understanding business processes, decision-making and key financial reports. By giving participants a hands-on opportunity to run a company, students learn the building blocks of business.

COURSE OUTCOMES

- Students will be able to perform various business simulations for better planning and development.

4 Program Electives:

Course code	Level	Course Title	L	T	P	S	J	C
	3	Consumer Behavior	3	0	0	0	0	3
	3	Sales and Distribution Management	3	0	0	0	0	3
	3	Stock Market Operations	3	0	0	0	0	3
	3	Indian Financial System	3	0	0	0	0	3
	3	Human Resource Development	3	0	0	0	0	3
	3	Performance Management	3	0	0	0	0	3
	3	Social Entrepreneurship	3	0	0	0	0	3
	3	Family Business Management	3	0	0	0	0	3
	3	Customer Relationship Management	3	0	0	0	0	3
	3	Advertising and Brand Management	3	0	0	0	0	3
	3	Insurance Management	3	0	0	0	0	3
	3	Income Tax Law & Practice	3	0	0	0	0	3
	3	Industrial Relations	3	0	0	0	0	3
	3	Employment Laws	3	0	0	0	0	3
	3	Contemporary Business Models	3	0	0	0	0	3
	3	Design Thinking & Frugal Innovation	3	0	0	0	0	3

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	CONSUMER BEHAVIOR	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

The Course would emphasis on the Psychological and sociological elements and their impact on consumer decision making. The course will enable students to take a holistic view of the buyer and help equip them with knowledge of various dimensions of consumer behavior and buyer behavior and align the knowledge with appropriate Marketing strategies.

COURSE OBJECTIVES

The objective is to gain the theoretical and conceptual concepts of buyer behavior and apply them to real life marketing situations and practices.

SYLLABUS

UNIT-I:Introduction to Consumer Behaviour: Inter disciplinary approach, consumer behaviour and marketing strategy, determinants of consumer behaviour, impact of consumer behaviour on segmentation, targeting and positioning.

UNIT-II: Consumer Motivation-motivation as a psychological force, the dynamics of motivation,types and systems of needs,the measurement of motives, ethics and consumer motivation,Personality and consumer behavior-Personality meaning ,theories of personality ,personality and understanding consumer diversity, Brand personality ,Self and self Image.

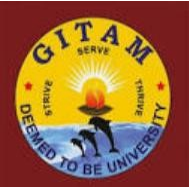
UNIT-III: Consumer perception-Elements of Perception, Dynamics of perception, consumer imagery, Perceived risk.

UNIT-IV: Consumer Learning –The elements of learning, Behavioral Learning theories ,Cognitive learning theories, Measures of consumer learning, Consumer attitude formation and change-meaning of attitude structural models of attitude.

UNIT-V: Communication and consumer behavior-components of communication, the communication process, designing persuasive communications, Consumer decision making and beyond-Decision meaning, Levels of consumer decision making, a model of consumer decision making ,beyond the decision making –Consuming and processing

COURSE OUTCOMES

- Students will be able to examine various behavior Dimensions of consumers and take Marketing Decisions.
- Students will observe factors that influence consumer behavior.
- Students will be able to examine customer perception and personality.
- Students will be able to assess customer attitude and customer learning.
- Students will be able to design marketing mix strategies based on the study of consumer behaviour.

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	SALES AND DISTRIBUTION MANAGEMENT	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

Sales Management focuses on the sales techniques and the management of the sales force. The success of any sales and marketing department lies in the effectiveness of the Sales Force. The goal of the Sales Management course is to examine the elements of an effective sales force as a key component of the organization's total marketing effort. A successful Sales Manager needs to understand the fundamentals of the sales process, the relationship between sales and marketing, sales force structure and issues in recruiting, selecting, training, motivating, compensating and retaining salespeople.

COURSE OBJECTIVES

- To understand the planning and staffing needs in professional sales
- To learn how to manage and motivate a professional sales team as a Sales manager
- To analyze the key success factors for sales executive performance


UNIT-I: Introduction to Sales Management - Evolution of Sales Management, importance of Sales Management, types of Selling, difference between Selling and Marketing, Modern Day Sales Activities, Selling Skills, Selling Strategies, Selling Process.

UNIT-II: Sales Planning and Budgeting: Sales planning process, sales forecasting methods, sales budgeting process, methods used for deciding sales budget, types of quotas and quota setting procedure, reasons for establishing or revising sales territories, routing and scheduling sales persons, market cost analysis.

UNIT-III: Sales Force Management: Recruitment and selection of the sales force, training the sales force, sales force motivation, sales force compensation, sales force control and evaluation.

UNIT-IV: Introduction to Distribution Management - Definition, need for Distribution Channels, designing the Marketing Channels, Motivating and Evaluating Channel Members, Capturing the Customer requirements

UNIT-V: Managing Distribution Channels - Managing Channel Information Systems, reasons for Channel Conflicts, Managing Conflict, Managing Ethical issues in Sales and Distribution Management

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	CUSTOMER RELATIONSHIP MANAGEMENT	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

Customer Relationship Management is all the tools, technologies and procedures to manage, improve, or facilitate sales, support and related interactions with customers, prospects, and business partners throughout the enterprise. At its core, a CRM tool creates a simple user interface for a collection of data that helps businesses recognize and communicate with customers in a scalable way. The goal of the system is to track, record, store in database, and then determine the information in a way that increases customer relations. At its core, a CRM tool creates a simple user interface for a collection of data that helps businesses recognize and communicate with customers in a scalable way.

COURSE OBJECTIVES

This course intends the student to

1. Know the basic concepts of Customer Relationship Management and study customer loyalty.
2. Examine the process of CRM in varied sectors
3. Learn the analytical tools and techniques useful to maintain CRM
4. Recognize the significance of marketing and communication channels in CRM
5. Study the facets of implementation of CRM

COURSE SYLLABUS

Unit I: Introduction to CRM

Need for CRM, benefits of CRM, CRM model, Customer life time value, Customer Retention, Determinants of retention.

Customer Loyalty: attitudinal VS Behavioural loyalty, types of loyalty, loyalty ladder, loyalty classification on profitability and duration, types of loyalty programmes, Process of designing loyalty programme.

Unit II: CRM Process

Process of CRM, CRM process in retailing, CRM in services marketing: Quality dimensions and service gaps. CRM in Business organizations (B2B), Features & advantages of e-CRM; CRM Cycle.

Unit III: Tools and techniques in CRM

Data and its importance in CRM: Customer database, Passive marketing database and Active marketing database

Data Warehouse: Features of Data Warehouse, ETL process, Multidimensional Analysis.

Data Mining: Concept of Data Mining, Techniques. Applications in CRM: Customer Segmentation, Customer Churn Prediction, Market Basket Analysis

Unit IV: CRM & Marketing channels

Distribution Channels: Functions of distribution channels, Factors affecting CRM through distribution channels, Major challenges in facing CRM through distribution channels.

Communication channels: Importance of communication channels, Emerging trends of Communication channels in CRM

Unit V: Implementation of CRM:

Elements of CRM System, CRM implementation – Barriers and Challenges

Case Let (Not Exceeding 200 Words)

COURSE OUTCOMES (CO)


1. Describe the concepts of Customer Relationship Management Classify loyalty in terms of customers, profits, duration, programs
2. Examine the process of CRM in different industries
3. Apply the tools and techniques of CRM in Customer Segmentation, Customer Churn Prediction, Market Basket Analysis
4. Determine the influence of distribution and communication channels on CRM.
5. Explain the issues in implementation of CRM

TEXT BOOKS

1. V. Kumar, and Werner.J.Reinartz, Customer Relationship Management -A Data based Approach, Wiley India Edition.2014
2. Mallika Srivastava, Customer Relationship Management, Vikas Publications, New Delhi,2015.

REFERENCES

1. Alex Berson, Stephen Smith, Kurt Thearling., Building Data Mining Applications for CRM. Tata McGraw Hill, New Delhi,2014.
2. Mohammed, H.Peeru and A.Sagadevan, Customer Relationship Management, Vikas Publishing House, New Delhi,2013.

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	ADVERTISING AND BRAND MANAGEMENT	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

Advertising is the dissemination of information concerning an idea, product or service that induces the need in customer, leading to the sale of the product. Advertising is used for communicating business information to the present and prospective customers. Advertising Management is the process of employing various media to sell a product or service. This process begins quite early from marketing research and encompasses the media campaign that helps to sell the product. In the modern age of large scale production, producers cannot think of pushing sale of their products without advertising. Brand plays a very important role in influencing the minds of the customer. Brand not only creates a distinction from the other competitor brands but also adds value to customer by possessing it. Branding and maintaining brand equity play significant role in marketing of products.

COURSE OBJECTIVES

This course intends the student to

1. Know the concepts of Advertising and the role of Ad Agencies
2. Realize the significance of creativity in development of Ad.
3. Explain the planning and evaluation of media strategy
4. Identify and establish Brand Positioning and brand equity
5. Discover marketing programmes that enhance brand equity

COURSE SYLLABUS

UNIT-I: Introduction to Advertising:

Advertising: Concept, types and objectives of advertising, social, ethical and economic aspects of advertising

Advertising budgets: Factors influencing budgeting decisions, methods of budgeting

Advertising Agencies: types, services of Ad Agencies

Trends in Advertising: Social media, Mobile, Banner & Video, Search and Display Advertising

Unit II: Advertising Creativity

Creativity: Importance of creativity, creativity process

Creativity Implementation and Evaluation: Advertising appeals, Execution styles

Creative Strategy Development: Ad campaigns, Creative brief, major selling ideas

Creative tactics: In print and electronic media.

Unit III: Media Planning and Strategy

Market analysis: Analysis of market, Company's marketing strategy, Creative strategy

Establishing Media objectives

Developing and Implementing Media strategies: The Media Mix, Target Market Coverage, Geographic Coverage, Scheduling, creative aspects, Reach and Frequency, flexibility, budget considerations

Evaluation of Media: Merits and demerits of Broadcast, Print and Support Media.

Unit IV: Introduction to Branding UG

Definition, Benefits of branding, Inputs for branding, Model (David Aker's) to develop brand strategy, Brand management process.

Brand Positioning: Definition and importance of positioning. Positioning Strategy: Target market, Defining competition, Establishing Points of difference and Points of parity, Updating positioning overtime.

Brand Equity: Meaning, Relevance of brand equity to business, Brand elements to build brand equity.

Unit V: Brand Management UG

Designing marketing programme to build brand equity: Developing Product, Price, Distribution channel and IMC strategy.

Product and Brand Extensions: Advantages of Extensions, Disadvantages of Brand Extensions


Case Let (Not Exceeding 200 Words)

COURSE OUTCOMES (CO)

1. Describe the concepts and trends in Advertising, examine the methods of budgeting and specify the services of Ad agencies.
2. Understand and present various styles of execution styles and advertising appeals to target customers and provide major selling ideas
3. Analyze and select right media vehicle to achieve advertising objectives.
4. Learn basics of branding, brand Positioning and brand equity.
5. Familiarize with marketing programmes to build brand equity and Product and brand extension strategies to develop brand equity.

TEXTBOOK

1. **Advertising and Promotion: An Integrated Marketing Communications Perspective**, 11th Edition by George **Belch** and Michael **Belch**
2. **Strategic Brand Management**, 4th Edition. **Kevin Lane Keller**. ©2013 |Pearson |.

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	STOCK MARKET OPERATIONS	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

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

COURSE OBJECTIVES

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

SYLLABUS

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

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


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

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

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

COURSE OUTCOMES

- Students will enhance their knowledge in the structured secondary markets
- Students will analyze various types of investors and their approach
- Students will enhance their knowledge in the listing criteria and requirements of the companies
- Students will enhance their knowledge in various National level and regional level stock exchanges
- Students will enhance their knowledge in the regulations over the Capital market and various departments of SEBI

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	INDIAN FINANCIAL SYSTEM	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

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

COURSE OBJECTIVES

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


SYLLABUS

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

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

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

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

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	INSURANCE MANAGEMENT	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

INTRODCUTION

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

COURSE OBJECTIVES

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

SYLLABUS

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


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

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

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

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

Case let (Not Exceeding 200 Words)

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	INCOME TAX LAW AND PRACTICE	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

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

COURSE OBJECTIVES

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

SYLLABUS


UNIT-I:Introduction: Preliminary Concepts, Definitions, Basis of Charge, Residential Status and Exemption u/s 10.Income from Salaries: Salaries, Deduction from Salaries, Perquisites and Profits in Lieu of Salaries

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

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

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

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

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	HUMAN RESOURCE DEVELOPMENT	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

The corporate world is in the process of transformation driven by human resources and globalization. Organizations have started considering their employees as an inevitable asset – “The Human Capital”. Human Resource Development is now considered as one of the prime thrust areas for organization to sustain in competitive environment. Since human resource can only ensure sustainable competitive advantage, organizations ultimately achieve excellence through development of their people. HRD functions are more strategically structured as a way to compete in the market by ensuring that HRD efforts are linked with their business strategies. This course helps to acquire knowledge regarding how HRD acts as a competitive advantage in this knowledge and competitive world.

COURSE OBJECTIVES

- 1) To make the student understand the concept of Human Resource Development
- 2) To make the student know of application of Human Resource Development practices in Industrial Organizations.

SYLLABUS

UNIT-I: HRD: (Macro Perspectives): Concept, Origin and Need for HRD Approaches to HRD.

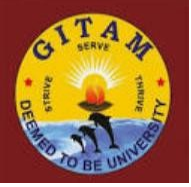
UNIT-II: HRD: Micro Perspective (Organization Context) Definition, Objectives and Significance. HRD Interventions.

UNIT-III: Human Resource Development Profession: HRD as a profession; Duties and responsibilities of HRD Manager; Principles of Learning Training: Concept and Importance - Process of Training.

UNIT-IV: Planning for HRD: HRD climate, assessing HRD needs, preparing HRD plan, assessing culture of the organization.

UNIT-V: Evaluation of Training Effectiveness: Evaluation of Training and Development Programmes; Types of Evaluation: Pre-training Evaluation, Mid-training Evaluation and Post-Training Evaluation. HRD Climate; Concept, Importance and Elements of HRD Climate.

Case Analysis (Not exceeding 250 words).

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	MANAGEMENT OF PEOPLE PERFORMANCE	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

Of all the human resource management functions, performance management has a special place since it is a strong determinant of organizational excellence. Organizations of contemporary era have realized that human resource needs to be continuously excited and provided with opportunities for gratification of motivational needs in order to sustain business growth. Performance management as a concept and practice has substantive potential to fulfil business demands of an organization by integrating its growth with motivational needs of human resource.

COURSE OBJECTIVES

- 1) To understand the basic concepts of 'Performance Management' as a tool to measure performance of employees in the workplace
- 2) To identify the fundamental concepts of Performance management in Case analysis
- 3) To acquire knowledge in measuring performance and managing in organizations

SYLLABUS

UNIT-I: Performance Management: Concept and objectives, prerequisites, dimensions of Performance Management, factors affecting Performance Management.


UNIT-II: Performance Management Systems (PMS) - introduction, objectives, characteristics, Goal Setting Theory, Expectancy Theory.

UNIT-III: Performance Management Process, prerequisites, performance planning, goal setting levels; corporate and individual.

UNIT-IV: Performance Managing: Objectives, importance, process, need for performance standard, performance measurement/assessment, review.

UNIT-V: Performance Management and Performance Appraisal, 360 degree appraisal, Need for employee development, methods of development.

COURSE OUTCOMES

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	INDUSTRIAL RELATIONS	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

The major causes for industrial relationship conflicts are terms of employment (Wages, Dearness Allowance, Bonus and fringe benefits), working conditions (Working Hours, Health, Welfare), non employment (Lay off, Lock out, Retrenchment and Dismissal), personal issues (Discipline, and Promotion), and recognition of Trade Unions. The means adopted by the parties to achieve their objectives vary from simple negotiation to economic warfare which may sometimes adversely affect the community interest. When the community interest is affected, the State cannot remain a silent and helpless spectator and therefore intervenes in different ways to resolve the conflict within the frame work of law.

COURSE OBJECTIVES

- 1) To understand the basic concepts like Industrial Relations, Trade Union, Employer's Organizations Industrial Dispute Code of Discipline, Code of Conduct, and harmonious relations.
- 2) To understand the key actors and their role in IR
- 3) To understand the causes for grievance and managing grievance
- 4) To understand the impact of technology and globalization on IR, recent trends in IR


SYLLABUS

UNIT-I: Industrial Relations Concept and Scope: Importance, key actors in IR, approaches to IR, factors affecting IR, prerequisites for successful IR.

UNIT-II: Trade Union Concept: Functions of Trade Unions in India, problems of Trade Unions and their role in IR, employers organizations - functions and their role in IR, code of discipline and its objectives, unfair labour practices.

UNIT-III: Grievance concept: Causes, managing grievances and grievance redress procedure, Industrial conflicts/disputes, causes and consequences, Concepts of Layoff, Retrenchment, Strike and Lock out.

UNIT-IV: Industrial Disputes Settlement Machinery: Mediation, Consideration, Arbitration and Adjudication. Managing Discipline, Process of Domestic Enquiry.

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	EMPLOYMENT LAWS	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

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

COURSE OBJECTIVES

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

SYLLABUS:


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

Unit II: The Factories Act, 1948.

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

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

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

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	SOCIAL ENTREPRENEURSHIP	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

This course exposes the students into a new orientation and way of thinking to organize and lead sustainable development namely through social entrepreneurship. The course provides students with an understanding of the fields of social entrepreneurship, which are rapidly gaining attention around the world from policy makers, organizations and others. As the traditional lines blur between non-profit enterprises, public services and business, it is critical that students understand the opportunities and challenges in this new landscape, which can be seen as highly relevant in the context of sustainability. The course aims at developing entrepreneurial skills and thinking frames for students who will lead sustainable economic, social and environmental projects in their future professions

COURSE OBJECTIVES

Course intends to enable students to learn on how to

1. Define the field of social entrepreneurship, key traits of social Entrepreneurs and business entrepreneurs.
2. Describe different forms of social enterprise organizations
3. Familiarize the student with the social innovation and social innovation models.
4. Interpret the results of performance measurement of a social enterprise.
5. Plan for sustainable growth of social entrepreneurship.

SYLLABUS

UNIT-I: Social Entrepreneur Description: Definition of social entrepreneur-nature and characteristics of social entrepreneur- importance and role of social entrepreneur in societies, politics and economies- constraints of social entrepreneur-social entrepreneur v/s business entrepreneur- Social entrepreneurship different from other forms of social progress.

UNIT-II: Social Entrepreneurship and Social Enterprise: Concepts and Typologies of Social Entrepreneurship-Elements of social entrepreneurial personality- motives of altruism-collaboration partners- social opportunity recognition – Social Capital -Drivers and Challenges of Social Entrepreneurship - Empowerment of Beneficiaries.

UNIT-III: Social Innovation and Social Enterprise Models: Social innovation in government, public sector and private sector -difference between social innovation and CSR. Opportunity Recognition-Business Models for Social Enterprises-Enterprise Creation-Price Differentiation and Cross Subsidization- Scaling Up of the social enterprises.

UNIT-IV: Performance Measurement of Social Enterprise: Accountability in social enterprise- Impact Measurement- Measuring Outputs and Outcomes- Approaches to Measuring Social Impact- Issues in Measuring the Performance of Social Enterprises.

UNIT-V: Sustainability of Social Entrepreneurship: Impact Investors -Funding Social ventures-Social Marketing Strategy-Managing Growth-Sustainability of Social Enterprise- A case study of Aravind Eye Hospital Model- Grameen Bank Model of Bangladesh- - Barefoot College.

COURSE OUTCOMES

1. Differentiate Social Enterprise from Business Enterprise
2. Identify the drivers and challenges of social entrepreneurship
3. Recognize opportunities to build social business models
4. Analyze the performance measurement indicators of a social enterprise
5. Build a model of sustainable social entrepreneurship

TEXT BOOKS:

Praszkier, R. & Nowak, A. (2015). Social Entrepreneurship: Theory and Practice. Cambridge: Cambridge University Press.


Teresa Chachine.(2016). Introduction to Social Entrepreneurship. Taylor and Francis., CRC Press

REFERENCE BOOKS

1. Levenson, G.L. (2013). Social Entrepreneurship for the 21st Century: Innovation across the Nonprofit, Private and Public Sectors. Berkshire: McGraw-Hill Professional.
2. Pirson, M. (2014). Case Studies in Social Entrepreneurship: The Oikos Collection: 4. Sheffield: Greenleaf Publishing.
3. Volkman, C.K., Tokarski, K.O. & Ernst, K. (2012). Social Entrepreneurship and Social Business: An Introduction and Discussion with Case Studies. Wiesbaden: Springer Gabler.
4. RyszardPraszkier.,Andrzej Nowak.,(2017).Social Entrepreneurship theory and practice., Cambridge University Press.

JOURNALS

1. International Journal of Social Entrepreneurship and Innovation
2. Social Enterprise Journal by Emerald
3. Journal of Social Entrepreneurship.

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	FAMILY BUSINESS MANAGEMENT	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

Family businesses play a crucial role in the economy of most countries. Worldwide, family – managed businesses are playing key role in employment generation, contribution to GDP etc. In India family business have played and will continue to play crucial role. Managing family business is a challenging task because family considerations add additional levels of complexity to the task of management.

COURSE OBJECTIVES

Course intends to enable students to learn on how to

- 1) Classify family businesses and Compare it to general businesses.
- 2) Outline the challenges of family business to its management.
- 3) Plan the family business and its succession.
- 4) Identify the right practices of managing family business to plan for its financial considerations.
- 5) Organize the family business in a professional manner.

SYLLABUS

UNIT-I: Family Business: Description of family business- Importance of Family Business- Characteristics of family business – History of Family business- The 3-Circle model of Family Business- uniqueness of family business- General business v/s family business- Life cycle of family business-Hindu Undivided Family type of business.

UNIT-II: Family Business Dynamics: Family dynamics and business dynamics- Family and ownership of business dichotomy- Responsibilities and rights of shareholders of a family business- age and gender dynamics among the family members and its effect on the business- Advantages and Challenges of family business in India.

UNIT-III: Leadership and imperatives for the family and business: Succession and continuity- Succession- Importance- Continuing entrepreneurship and the next generation- Succession and transfer of power.

UNIT-IV: Best practices for the management of family business: Creating the strategy-Planning the estate-Financial considerations and valuation of the family business- Managing the family business professionally.

UNIT-V: Family Business and Governance: Advisory board and Board of directors- Family communications and family meetings-Family Councils and family offices- Change adoption and innovation-The future of family business-Continuing the spirit of family business- adopting to current business environment, new technologies and global expansion.

COURSE OUTCOMES

1. Explain about the importance of family business and challenges faced by family businesses
2. Study family business strategy and identify similar type of family businesses.
3. Analyze succession planning
4. Evaluate strategies to manage the family business
5. Recommend the ways to expand the family business in a professional manner

Case Study Compulsory.

TEXT BOOK


Ernesto J.Poza (2010), Family Business, New Delhi: Cengage Learning, 4th Edition.

REFERENCE BOOKS

1. Raj Shankar (2012), Entrepreneurship Theory and Practice, New Delhi: Tata Mc Graw Hill.
2. Arya Kumar (2014), Entrepreneurship: Creating and Leading an Entrepreneurial Organization, New Delhi: Pearson Publications.
3. S.Anil Kumar & S.C Purnima (2014), Entrepreneurship Development, New Delhi: New Age Publishers.
4. A Shay and V Sharma (2012), Entrepreneurship and New Venture Creation, New Delhi: Excel Books.
5. Vasant Desai (2012), Dynamics of Entrepreneurial Development and Management, New Delhi: Himalaya Publishing House.
6. MadhurimaLall and ShikhaSahai (2012), Entrepreneurship, New Delhi: Excel Books
7. Poornima M. Charantimath (2012), Entrepreneurship Development – Small Business Enterprises, New Delhi:Pearson

JOURNALS AND NEWS PAPERS

1. Harvard Business Review
2. International Journal of Entrepreneurial Behaviour And Research
3. International Journal of Small Business Management
4. International Journal Of Entrepreneurship And Innovation Management
5. The Mint/ The Economic Times/Business Standard/Business Line Daily News Papers

	COURSE CODE		L	T	P	S	J	C
	COURSE NAME	CONTEMPORARY BUSINESS MODELS	3					3
	Course Owner		Syllabus version				1.0	
	Course Pre-requisite(s)		Contact hours				45	
	Course Co-requisite(s)	NIL	Date Approved					
	Alternate Exposure							

Business conditions have changed significantly since the advent of new technologies and business started demanding from both CEOs and managers entrepreneurial abilities which are in line with latest and contemporary business models in the era of globalization and disruption. Successful innovative products are no longer a guarantee of success in the market. Integrated innovation that moves to the level of permanent monitoring of the adequacy of the business model changing circumstances and design of its improved version is a determining factor in the success of regional and international competition. Disruptive Innovations improve products or services in ways that the market neither demands, nor expects, but which become rapidly recognised as the optimum consumer choice. This course aims to provide various perspectives on contemporary business practices and models which are useful for millennial entrepreneurs to meet the requirements of millennial consumers. This course includes a description of various concepts and practices like management consultancies, freemium economics, Co-creation and disruptive innovation and its implications on business development.

COURSE OBJECTIVES

- To enable students to learn how to operate business primarily through the analysis of existing organizational problems and the development of plans for improvement.
- To provide knowledge about conceptual economic pillars of freemium and a complete understanding of the unique approaches needed to acquire users and convert them from free to paying customers
- To make students realize the need for Co-creation and why it is a management initiative.
- To understand how to bring customer intelligence into innovation process
- To know the importance of disruptive technologies and its importance in business development

SYLLABUS

UNIT-I:Management Consulting :Environment Assessment – Elasticity Test, Strategic Segmentation, Success Factors, Competitive Systems; Strategic Positioning –Value Chain and Value Network, Capabilities, Benchmarking, Generic Models of Competitive Strategy, Strategic Options ; Choosing Growth Strategy – Feasibility Test, Granularity Test, Profitability Model, Growth Test; Business Model Re-design.

UNIT-II: Freemium Economics:Freemium Business Model – Analytics and Freemium Product Development – Freemium Metrics – Lifetime Customer Value – Freemium Monetization – Virality and Growth.

UNIT-III:Co-creation :Collaboration vs. Co-creation – Co-creation Cycle – Strategic Relationship Building Process- Co-creation Framework – Structure, Process, Organizational Alignment – Co-creation as Competitive Advantage.

UNIT-IV:The Middleman Economy:The Bridge – The Certifier – The Enforcer – The Risk Bearer – The Concierge – The Insulator.

UNIT-V: Disruptive Innovation :Introduction – Key concepts, Disruption Lifecycle; Disruptive Design – Product Features, Segmentation, Positioning, Pricing, Messaging – Disruption and Innovation – Disruptive Paths to Innovation – Open Disruption, Structural Disruption, Asset-Based Disruption, Reverse Disruption, Sustainability-driven Disruption, Revival-based Disruption, Data-driven Disruption, Usage-based Disruption, Price-led Disruption, Added-service Disruption, Partnership-led Disruption, Brand-led Disruption, Insight-driven Disruption, Business Model Disruption, Anticipation-driven Disruption – Disruption Strategy.

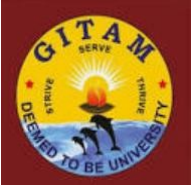
COURSE OUTCOMES

On completion of this course the students would be able to

- Students can analyse different business models adopted by different firms.
- Students will learn about management consultancies and enable them to gain external and objective advice and access to the consultants' specialized expertise
- Knowledge about Freemium Economics will provide student an overview on a practical, instructive approach to successfully implementing freemium into business by building analytics into product design from the earliest stages of development.
- Students will learn the process where brands and consumers work together to create better ideas, products and services. In building the brand why customers have a seat at the in the decision making.
- Students will learn why every CEO and or manager must consider which disruptive innovations might influence their value chain and plan to respond to them or figure out whether they should use it in their business.

REFERENCE BOOKS

- 1.Strategic Consulting: Tools and methods for successful strategy missions, Philippe Chereau and Pierre-Xavier Meschi, Palgrave MacMillan, 2018
- 2.Freemium Economics Leveraging Analytics and User Segmentation to Drive Revenue, Eric Benjamin Seufert, Elsevier

	Course Code	Course Title	L	T	P	S	J	C	
		Design Thinking and Frugal Innovation	3					3	
	Course Owner	GIM	Syllabus version				1.0		
	Course Pre-requisite(s)	NIL	Contact hours						
	Course Co-requisite(s)	NIL	Date Approved						
	Alternate Exposure								

Design Thinking and Frugal Innovation concepts are increasingly getting attention and practiced in many emerging markets and developing countries. Design Thinking is involved in promoting a mechanism of working with user-centred innovation to solve problems where previous knowledge is unavailable. Design Thinking has emerged as a critical acumen for management and innovation, as it is presumed to develop creativity among individuals. Frugal innovation, on the other hand, stands on the competence and ingenuity of innovators/designers to develop solutions through a non-linear process. Frugal innovation provides insights into how business and entrepreneurs develop products that meets the needs of the people at the Bottom of the Pyramid (BoP) by generating social, economic and environment value for society and making profits.

Course Objectives

- 1) To introduce and explain the significance of design thinking in innovation and comprehend its applications when implemented in organizations
- 2) To enable students to think innovatively and out of the box
- 3) To proliferate the knowledge about frugal innovation from the innovation management perspective and implement this perspective in different case studies.
- 4) To interpret and analyze the applicability of frugal innovation in various sectors such as, energy, health, agriculture, water and sanitation
- 5) To create awareness in students about the possibility and challenges of launching ventures engaged in frugal innovation in India.

Unit – I – Title – Understanding Design thinking

No of Hours:8

Understanding Design Thinking, Timing of Design Thinking for usage, Theory and Practice in Design Thinking, Process of Design Thinking, Creative Thinking, Human- Centered designing and Rapid Prototyping.

Learning Outcomes:

- After completion of this unit, the student will be able to
- Implement design thinking for innovation and product development L3
 - To understand the concept of rapid prototyping L3
 - Analyze the various roles of design thinking L2
 - Recognize the value of creative thinking L5
 - Evaluate the various dimensions of design thinking and its usages L1

Pedagogytools:Blendedlearning, Caselet,videlectures,self-reading

UNIT–II - Title- Design Thinking tools

No ofHours:8

Design Thinking Processes - Double Diamond Process, 5-Stage School Process. Empathy for design, Real-Time design interaction capture and analysis, Define, Ideate, Prototype and Test, Lean, Agile, Industrial Concepts, Product Development Cycles, Design for Sustainability.

LearningOutcomes:

Aftercompletionofthisunit,thestudentwillbeableto

- Applying design thinking for identifying the need for new products and improving an existing product L3
- To understand the concept of design for sustainability and lean, agile concepts L3
- Analyze the stages in design thinking process L2
- Recognize the value of different steps in design thinking and its tools L5
- Evaluate the various techniques and tools used in design thinking L1

Pedagogytools:Blendedlearning, Caselet,videlectures,self-reading

UNIT–III - Title- Design Driven Innovation

No ofHours:8

Relation between design and innovation, Innovation, Types of Innovation, Innovation in Organizations, Top-Down Innovation, Bottom-up innovation, Innovation for low resource or resource constrained settings, Bottom of the pyramid, Understanding emerging markets, Difference between emerging markets and developed markets

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

- Students will be able to understand emerging markets, different types of innovation practice in organizations L2
- To understand the concept of Bottom of the Pyramid (BoP) and emerging markets L3
- Analyze the various factors in design driven innovation L3
- Recognize the importance of innovation and design for the BoP Markets L4
- Evaluate the different outcomes in design driven innovations L4

Pedagogytools:Blendedlearning, Caselet,videlectures,self-reading

UNIT-IV - Title- Frugal Innovation

No ofHours:8

Innovation under Constraint, The Question of Frugal Innovation, The Conceptual Framework, Conceptualising Innovation and Innovation under Constraints, Need for Frugal Innovation, Scope of Frugal innovation, Principles of Frugal Innovation, Intersection of Technology and Social Innovation, Intersection of Institutional and Social Innovation, Intersection of Technology and Institutional Innovation, The Technology–Social–Institutional Nexus, Test of Models Using Secondary Cases

LearningOutcomes:

Aftercompletionofthisunit,thestudentwillbeableto

- Students will be able to implement the concept of frugal innovation for societal transformation and steer development from an entrepreneurial perspective L3
- Learn about the importance of frugal innovations L3

- Analyze the different institutes in social innovations L2
- Recognize the importance of intersection of technology, society, innovations L5
- Assess the various functionalities in frugal innovation L1

Pedagogytools:Blendedlearning, Caselet,videlectures,self-reading

UNIT-V - Title - Frugal Innovation and Sustainability

Emerging Concepts in Innovation, Historical Precursor to Frugal Innovation, opportunity identification to use frugal technology, Profitability through Competency, Frugal Innovation and Circular Economy, Sustainable Frugal Business Models, Implications and Challenges of Frugal Innovation, Institutional and Regulatory framework of Frugal Innovation

Learning Outcomes:

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

- Students will be aware of different challenges and opportunities associated with frugal innovation to launch a social enterprise in emerging markets L3
- Students will be able to understand various business models associated with frugal innovation and acknowledge the concept of circular economy. L3
- Analyze about the sustainability in frugal innovations L4
- Evaluate about the various advantages in frugal innovations L5
- Assess the circular economy, sustainability, regulatory frameworks in frugal innovations L5

CourseOutcomes

- Explainabouttheimportanceofdesign thinking and its application
- Apply the design thinking process to innovative problem solving
- Classify different types of innovation and recognize the importance of innovation and design for different types of markets
- Analyse the importance of frugal innovation for societal transformation and steer development from an entrepreneurial perspective various aspects related with frugal innovation in India
- Explain the circular economy, concept of frugality for sustainable development and regulatory frameworks in frugal innovations

Teaching Notes:

1. Design thinking relevant case studies for managerial decisions.
2. Cases of Jaipur Leg, Mitticool, Tata Nano, General Electric Portable electrocardiogram (ECG), Mac 400-Godrej Chotukool and Chotuwash, Aakash the \$35 tablet, Narayana Health Cardiac Hospital etc.

Text Books:

1. Tim Brown, Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation,
2. Hasso Plattner, Christoph Meinel, Larry Leifer, Understanding Design Thinking, Springer,

Reference Books:

- Liedtka, J. (2018). Why Design Thinking Works. Harvard Business Review, 96(5), 72–79.

