



ROYAL SCHOOL OF BUSINESS (RSB)

COURSE STRUCTURE & SYLLABUS (BASED ON NATIONAL EDUCATION POLICY 2020)

FOR

**Bachelor of Business Administration
(4 YEARS SINGLE MAJOR)**

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Preamble

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education, n will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC, introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practises that the various communities of India—including the tribal communities—have evolved, refined and

preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy, Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.”

Abbreviations

1. Cr. - Credit
2. Major - Core Courses of a Discipline
3. Minor - May/may not be related to Major.
4. SEC - Skill Enhancement Course
5. VAC - Value Addition Course
6. AECC - Ability Enhancement Compulsory Course
7. GEC - Generic Elective Course
8. IKS - Indian Knowledge System
9. AICTE - All India Institute of Technical Education
10. CBCS - Choice Based Credit System
11. HEIs - Higher Education Institutes
12. MSDE - Ministry of Skill Development and Entrepreneurship
13. NAC - National Apprenticeship Certificate
14. NCrF - National Credit Framework
15. NCVET - National Council for Vocational Education and Training
16. NEP - National Education Policy
17. NHEQF - National Higher Education Qualification Framework
18. NSQF - National Skill Qualifications Framework
19. NTA - National Testing Agency
20. SDG - Sustainable Development Goals

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|-----------|-------------------------------------|
| 21. UGC | - University Grants Commission |
| 22. VET | - Vocational Education and Training |
| 23. ME-ME | - Multiple Entry Multiple Exit |
| 24. OJT | - On Job Training |
| 25. NCH | - Notional Credit Hours |

Section 1: Overview

1. 1. Introduction:

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher order thinking capacities, problem-solving abilities, teamwork, communication skills, more in- depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
- iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
- v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management. vi.

- Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.
- vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
 - viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

1.2. Credits in Indian Context:

1.2.1. Choice Based Credit System (CBCS) By UGC

Under the CBCS system, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be earned by the students. This framework is being implemented in several universities across States in India. The main highlights of CBCS are as below:

- The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and learning hours.
- The CBCS provides for a system wherein students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.
- CBCS also provides opportunity for vertical mobility to students from a bachelor's degree programme to master's and research degree programmes.

1.3. Definitions

1.3.1. Academic Credit:

An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instructions offered per week. As per the National Credit Framework.

1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)

Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)

30 Notional Credit Hours		
Lecture/Tutorial	Practicum	Experiential Learning
1 Credit = 15 -22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

3.2. Course of Study:

Course of study indicate pursuance of study in a particular discipline/programme.

Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

1.3.3. Disciplinary Major:

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

1.3.4. Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.

1.3.5. Courses from Other Disciplines (Interdisciplinary):

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

- i. Natural and Physical Sciences:* Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.
- ii. Mathematics, Statistics, and Computer Applications:* Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

iii. Library, Information, and Media Sciences: Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

iv. Commerce and Management: Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

v. Humanities and Social Sciences: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

1.3.6. Ability Enhancement Courses (AEC): Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

1.3.7. Skill Enhancement Course (SEC): These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing handson training, competencies, proficiency, and skill to students. SEC course will be a basket course to

provide skill-based instruction. For example, SEC of English Discipline may include Public Speaking, Translation & Editing and Content writing.

A student shall have the choice to choose from a list, a defined track of courses offered from 1st to 3rd semester.

1.3.8. Value-Added Courses (VAC):

- i. *Understanding India:*** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- ii. *Environmental science/education:*** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.
- iii. *Digital and technological solutions:*** Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.
- iv. *Health & Wellness, Yoga education, sports, and fitness:*** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities

will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promote critical thinking. Indian knowledge systems; scientific temperament of students.

1.3.9. Summer Internship /Apprenticeship:

The intention is induction into actual work situations. All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the *summer term*. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term to get a UG Certificate.

1.3.9.1. Community engagement and service: The curricular component of 'community engagement and service' seeks to expose students to the socioeconomic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

1.3.9.2. Field-based learning/minor project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio- economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given

opportunities to gain a firsthand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

1.3.10. Indian Knowledge System:

In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the ***total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits (i.e., min. 8 credits for a 4 yr. UGP & 6 credits for a 3 yr. UGP)***. The students may be encouraged to take these courses, preferably *during the first four semesters of the UG programme*. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects.

Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG programme.

1.3.11. Experiential Learning:

One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student. Experiential learning is of two types:

- a. ***Experiential learning as part of the curricular structure*** of academic or vocational program. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program- internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to certain NSQF level only). In case where experiential learning is a part of the

curricular structure the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.

- b.** ***Experiential learning as active employment*** (both wage and self) post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for assignment of credits. This could be either Full or Part time employment after undertaking an academic/ Vocation program.

In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by virtue of relevant experience would enable learners to progress in their career through the work hours put in during a job/employment.

Section 2: Award of Degree

The structure and duration of undergraduate programmes of study offered by the University as per NEP 2020 include:

2.1. Undergraduate programmes of either 3 or 4-year duration with Single Major, with multiple entry and exit options, with appropriate certifications:

2.1.1. UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

2.1.2. UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

2.1.3. 3-year UG Degree: Students who will undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

2.1.4. 4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in Table 6 in Section 5.

2.1.5. 4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

(Note: *UG Degree Programmes with Single Major:* A student must secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Mathematics with a minimum of 60 credits will be awarded a B.Sc. in Mathematics with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Chemistry with a minimum of 80 credits will be awarded a B.Sc. (Hons. /Hon. With Research) in Chemistry in a 4-year UG programme with single major. Also the **4-year Bachelor's degree programme with Single Major** is considered as the preferred option since it would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.)

2.2. The Post Graduate Programme structure and duration of study offered by the University will include:

2.2.1. 2-year PG programme (with the option of having the second year devoted entirely to research) for those who have completed a 3-year Bachelor's programme.

2.2.2. 1-year PG programme for students who have completed a 4-year Bachelor's degree; and

2.2.3. Integrated 5-year Bachelor's/Master's programme.

2.2.3. 2-year PG programme (with the option of having the second year devoted entirely to research) for those who have completed a 4-year Bachelor's programme may also opt for a 2 years PG.

2.3. The Ph.D. programme shall require a PG degree or a 4-year Bachelor's degree.

Table: 1: Award of Degree and Credit Structure with ME-ME

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (Yrs)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	x	x	x
4-year UG Degree (Honours)	4	160	x	x	x
Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs)	Years to Complete
4-year UG Degree (Honors with Research):	4	160	Students who secure cumulative 75% marks and above in the first six semesters		

Section 3: Credit, Credit Points & Credit hours for different types of courses

3.1. Introduction:

'**Credit**' is recognition that a learner has completed a prior course of learning, corresponding to a qualification at a given level. For each such prior qualification, the student would have put in a certain volume of institutional or workplace learning, and the more complex a qualification, the greater the volume of learning that would have gone into it. Credits quantify learning outcomes that are subject achieving the prescribed learning outcomes to valid, reliable methods of assessment.

The **credit points** will give the learners, employers, and institutions a mechanism for describing and comparing the learning outcomes achieved. The credit points can be calculated as credits attained multiplied with the credit level.

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. Refer to the Section 1.3.1

A course can have a combination of **lecture credits, tutorial credits, practicum credits and experiential learning credits**.

The following types of courses/activities constitute the programmes of study. Each of them will require a specific number of hours of teaching/guidance and laboratory/studio/workshop activities, field-based learning/projects, internships, and community engagement and service.

- **Lecture courses:** Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.
- **Tutorial courses:** Courses involving problem-solving and discussions relating to a field or discipline under the guidance of qualified personnel in a field of learning, work/vocation, or professional practice. Should also refer to the Remedial Classes, flip classrooms and focus on both Slow and Fast Learners of the class according to their merit.
- **Practicum or Laboratory work:** A course requiring students to participate in a project or practical or lab activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation, or professional practice under the supervision

of an expert or qualified individual in the field of learning, work/vocation or professional practice.

- **Seminar:** A course requiring students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.
- **Internship:** A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations. Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.
- **Studio activities:** Studio activities involve the engagement of students in creative or artistic activities. Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual- or aesthetic-focused experiential work.
- **Field practice/projects:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.
- **Community engagement and service:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of ‘community engagement and service’ will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

Table:2: Course wise Distribution of Credits

Broad Category of Course	Minimum Credit Requirement	
	3-year UG	4-Year UG
Major (Core)	60	80
Minor Stream	24	32
Interdisciplinary	9	9
Ability Enhancement Courses (AEC)	8	8
Skill Enhancement Courses (SEC)	9	9
Value Added Courses common for all UG	6	6
Summer Internship	4	4
Research Project / Dissertation	NA	12
Total	120	160

Table 3: Credit Distribution for 3-year Course

Se m	Course Credits							
	Maj or	Min or	I D	AEC	SEC	VAC	SI	To tal
I	6	3	3	2	3	3	0	20
II	6	3	3	2	3	3	0	20
III	8	4	3	2	3	0	0	20
IV	12	6	0	2	0	0	0	20
V	12	4	0	0	0	0	4	20
VI	16	4	0	0	0	0	0	20
	60	24	9	8	9	6	4	120

Table 4: Credit Distribution for 4-year Course

Sem es	Course Credits								Total
	Maj or	Min or	ID	AEC	SEC	VAC	SI	RP	
I	6	3	3	2	3	3	0	0	20
II	6	3	3	2	3	3	0	0	20
III	8	4	3	2	3	0	0	0	20
IV	12	6	0	2	0	0	0	0	20
V	12	4	0	0	0	0	4	0	20
VI	16	4	0	0	0	0	0	0	20
VII	16	4	0	0	0	0	0	0	20
VIII	4	4	0	0	0	0	0	12	20
	80	32	9	8	9	6	4	12	160

Section 4: Level of Courses

4.1 NHEQF levels:

The NHEQF levels represent a series of sequential stages expressed in terms of a range of learning outcomes against which typical qualifications are positioned/located. NHEQF level 4.5 represents learning outcomes appropriate to the first year (first two semesters) of the undergraduate programme of study, while Level 8 represents learning outcomes appropriate to the doctoral-level programme of study.

Table: 5: NHEQF Levels

NHEQF level	Examples of higher education qualifications located within each level	Credit Requirements
Level 4.5	Undergraduate Certificate. Programme duration: First year (first two semesters) of the undergraduate programme, followed by an exit 4- credit skills-enhancement course(s).	40
Level 5	Undergraduate Diploma. Programme duration: First two years (first four semesters) of the undergraduate programme, followed by an exit 4-credit skills-enhancement course(s) lasting two months.	80
Level 5.5	Bachelor's Degree. Programme duration: First three years (Six semesters) of the four-year undergraduate programme.	120
Level 6	Bachelor's Degree (Honours/ Honours with Research). Programme duration: Four years (eight semesters).	160
Level 6	Post-Graduate Diploma. Programme duration: One year (two semesters) for those who exit after successful completion of the first year (two semesters) of the 2-year master's programme	160
Level 6.5	Master's degree. Programme duration: Two years (four semesters) after obtaining a 3- year Bachelor's degree (e.g. B.A., B.Sc., B.Com. etc.).	80
Level 6.5	Master's degree. Programme duration: One year (two semesters) after obtaining a 4 -year Bachelor's degree (Honours/ Honours with Research) (e.g. B.A., B.Sc., B.Com. etc.).	40
Level 7	Master's degree. (e.g., M.E./M.Tech. etc.) Programme duration: Two years (four semesters) after obtaining a 4-year Bachelor's degree. (e.g., B.E./B.Tech. etc.)	80
Level 8	Doctoral Degree	Credits for course work, Thesis, and published work

4.2. Course Code based on Learning Outcomes:

Courses are coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

- i. 0-99: *Pre-requisite courses*** required to undertake an introductory course which will be a pass or fail course with no credits. It will replace the existing informal way of offering bridge courses that are conducted in some of the colleges/ universities.
- ii. 100-199: *Foundation or introductory courses*** that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses.
- iii. 200-299: *Intermediate-level courses*** including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.
- iv. 300-399: *Higher-level courses*** which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.
- v. 400-499: *Advanced courses*** which would include lecture courses with practicum, seminar-based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year postgraduate theoretical and practical courses.
- vi. 500-599: *Courses at first-year PG degree level*** for a 2-year post-graduate degree programme.
- vii. 600-699: *Courses for second year of 2-year PG*** or 1-year post-graduate degree programme
- viii. 700 -799 & above:** Courses limited to doctoral students.

Section 5: Course Structure of the Framework

Table 6. Semester wise and component wise distribution of credit (Four Year UGP - Single Major)

Year	Semester	Component	Course code	Number of Courses	Credit per Course	Total credit in the component
First	I	Major (Core)	C-101, C-102	2	3	6
		Minor (May or may not be related to major)	M-101	1	3	3
		Interdisciplinary	IDC-1	1	3	3
		AEC1- Language	AEC-1	1	2	2
		SEC- (To choose from a pool of courses. To be related to Major)	SEC-1	1	3	3
		VAC- (To choose from a pool of courses)	VAC-1	1	3	3
				7		20
	II	Major (Core)	C-103, C-104	2	3	6
		Minor (May or may not be related to major)	M102	1	3	3
		Interdisciplinary	IDC-2	1	3	3
		AEC1- Language	AEC-2	1	2	2
		SEC (To choose from a pool of courses. To be related to Major)	SEC-2	1	3	3
VAC- (Choose from a pool of courses)		VAC-2	1	3	3	
			7		20	
Second	III	Major (Core)	C-201, C-202	2	4	8
		Minor (May or may not be related to major)	M-201	1	4	4
		Interdisciplinary	IDC-3	1	3	3
		AEC1- Language	AEC-3	1	2	2
		SEC- (To choose from a pool of courses. To be related to Major)	SEC-3	1	3	3
				6		20
	IV	Major (Core)	C-203, C-204, C- 205	3	4	12
		Minor (May or may not be related to major)	M-202, M-203	2	3	6
		AEC1- Language	AEC-4	1	2	2
			6		20	

Year	Semester	Component	Couse code	Number of Courses	Credit per Course	Total credit in the component
Third	V	Major (Core)	C-301, C-302, C- 303	3	4	12
		Minor (May or may not be related to major)	M-301	1	4	4
		Internship		1	4	4
				5		20
	VI	Major (Core)	C-304, C-305, C- 306, C-307	4	4	16
		Minor (May or may not be related to major)	M-302	1	4	4
			5		20	
Fourth	VII	Major (Core)	C-401, C-402, C- 403, C-404	4	4	16
		Minor (May or may not be related to major)	M-401	1	4	4
				5		20
	VIII	Major (Core)	C-405 (RM301)	1	4	4
		Research Methodology	M-402	1	4	4
		Dissertation/Research Project		1	12	12
Or 400 level advanced course Core (in lieu of Dissertation/Research Project)		C-407, C-408, C- 409	3	4		
			3/5		20	

Section 6: Graduate Attributes & Learning Outcomes

6.1. Introduction:

As per the NHEQF, each student on completion of a programme of study must possess and demonstrate the expected **Graduate Attributes** acquired through one or more modes of learning, including direct in-person or face-to-face instruction, online learning, and hybrid/blended modes. The graduate attributes indicate the quality and features or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate profile/attributes must include,

- capabilities that help widen the current knowledge base and skills,
- gain and apply new knowledge and skills,
- undertake future studies independently, perform well in a chosen career, and
- play a constructive role as a responsible citizen in society.

The graduate profile/attributes are acquired incrementally through development of cognitive levels and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed.

Graduate attributes include,

- **learning outcomes that are specific to disciplinary areas** relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/ transdisciplinary contexts.
- **generic learning outcomes** that graduate of all programmes of study should acquire and demonstrate.

6.2. Graduate Attributes:

Table: 7: The Learning Outcomes Descriptors and Graduate Attributes

Sl.no	Graduate Attribute	The Learning Outcomes Descriptors (The graduates should be able to demonstrate the capability to:)
GA1	Disciplinary Knowledge	acquire knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study.

Sl.no.	Graduate Attribute	The Learning Outcomes Descriptors (<i>The graduates should be able to demonstrate the capability to:</i>)
GA 2	Complex problem solving	solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
GA 3	Analytical & Critical thinking	apply analytical thought including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
GA 4	Creativity	create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	Communication Skills	listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
GA 6	Research-related skills	develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.
GA 7	Collaboration	work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.
GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.

GA 9	Digital and technological skills	use ICT in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.
GA 10	Environmental awareness and action	mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

6.3. Programme Learning Outcomes (PLO)

The outcomes described through learning outcome descriptors in Table 6 are attained by students through learning acquired on the completion of a programme of study relating to the chosen fields of learning, work/vocation, or an area of professional practice. The term ‘programme’ refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes that must be attained for the award of a specific certificate/diploma/degree.

The Departments and Schools of the University are responsible for ensuring that individual programme learning outcomes align with the relevant graduate attributes. Programme learning outcomes (PLOs) include outcomes that are specific to disciplinary areas of learning associated with the chosen field (s) of learning.

The programme learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and responsible citizenship. The following the program outcomes for Bachelor of Business Administration students.

PO1: Disciplinary knowledge of Business Administration: Demonstrate extensive and coherent knowledge of management and its applications in real business world;

PO2: Complex problem solving: Assess and provide solutions to the difficult/unsolved business problems in rapidly changing environment, inculcating entrepreneurial skills.

PO3: Analytical & Critical thinking: Analyse the business situations from different perspectives and critically assess the situation for optimal results.

PO4: Creativity: acquire innovative managerial skills and develop a creative approach toward solving real life entrepreneurial and business problems

PO5: Communication Skills: Acquire various soft skills (like business communication, public speaking etc.) and leadership skills required to manage complete business situations as well as life situations;

PO6: Research-related skills: Perform investigations by defining business problems, collecting data and analysing to gain insights for decision making.

PO7: Collaboration: Work in teams of diverse cultures, backgrounds and cross functional areas.

PO8: Leadership readiness/qualities: acquire effective decision making skills, problem solving, teamwork and ability to motivate and guide others

PO9: Digital and technological skills: Demonstrate sufficient understanding of ICT tools in business decision making.

PO10: Environmental awareness and action: acquire heightened environmental awareness and consciousness of the impact of business decisions and develop a sense of responsibility toward sustainable practices

6.4. Course Learning Outcomes (CLOs)

The programme learning outcomes are attained by learners through the essential learnings acquired on the completion of selected courses of study within a programme of study. The term 'course' is used to mean the individual courses of study that make up the scheme of study for a programme. The Departments and Schools of the University are expected to map the relevant programme learning outcomes when setting the course learning outcomes for the undergraduate certificate/diploma, Bachelor's degree, Bachelor's degree with honours/ honours with research or master's degree programmes.

Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area of learning. Some courses of study are highly structured, with a closely laid down progression of compulsory/core courses to be taken at different phases/stages of learning.

Course-level learning outcomes are expected to be aligned with relevant programme learning outcomes and should be designed based on the Cognitive Level based on Bloom's Taxonomy. At the course level, each course may well have links to some but not all graduate attributes as these are developed through the totality of student learning experiences across the period/ semesters of their study.

The course outcomes for each course are mentioned in syllabi of program. Students attain the outcomes and attributes described in previously through learning acquired on completion of a program of study.

6.5 The Qualification Specifications:

Table: 8: NHEQF Qualification Specifications

Qualification type	Purpose of the qualification
Undergraduate Certificate	The students will be able to apply technical and theoretical concepts and specialized knowledge and skills in a broad range of contexts to undertake skilled or paraprofessional work and/or to pursue further study/learning at higher levels.
Undergraduate Diploma	The students will be able to apply specialized knowledge in a range of contexts to undertake advanced skilled or paraprofessional work and/or to pursue further learning/study at higher levels.
Bachelor's degree	The students will be able to apply a broad and coherent body of knowledge and skills in a range of contexts to undertake professional work and/or for further learning.
Bachelor's degree (Honours/ Honours with Research)	The students will be able to apply the knowledge in a specific context to undertake professional work and for research and further learning.
	The students will be able to apply an advanced body of knowledge in a range of contexts to undertake professional work and apply specialized knowledge and skills for research and scholarship, and/or for further learning relating to the chosen field(s) of learning, work/vocation, or professional practice.
Master's degree (1 year/2 semesters of study)	The students will be able to apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning.
Master's degree (2 years /4 semesters of study)	The students will be able to apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning. Master's degree holders are expected to demonstrate the ability to apply the established principles and theories to a body of knowledge or an area of professional practice.

Doctoral degree	The Doctoral degree qualifies students who can ask relevant and new questions and develop appropriate methodologies and tools for collecting information in pursuit of generating new knowledge and new data sets; and apply a substantial body of knowledge to undertake research and investigations to generate new knowledge, in one or more fields of inquiry, scholarship or professional practice. Graduates at this level is expected to have a systematic and critical understanding of a complex field of learning and specialized research skills for the advancement of knowledge and/or professional practice and making a significant and original contribution to the creation of new knowledge relating to a field of learning or in the context of an area of professional practice.
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6.6 Teaching Process and Course Evaluation

The courses will be delivered using the following teaching-learning tools

- Lecture
- Assignment
- Individual/ Group Presentation
- Tutorials
- Case Studies
- Numerical Problem Solving
- Role play
- Simulations
- Practical Classes on ICT
- Analysis of Relevant Videos

Course Evaluation is done in the following way.

	Component of Evaluation	Marks	Frequency	Code	Weightage (%)
A	Continuous Evaluation				
i	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	25%
ii	Home Assignment		1-3	H	
iii	Project		1	P	
iv	Seminar		1-2	S	
v	Viva-Voce/Presentation		1-2	V	
vi	MSE	MSE shall be of 10 marks	1-3	Q/CT	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	Semester End Examination		1	SEE	70%
	Project				100%

Structure of Bachelor of Business Administration Program (BBA)				
Program Structure				
1st Semester				
Sl. No	Name of Subjects	Level of Course	Course Code	Credit
Major (Core)				
1	Management Process and OB	100	BSA032M101	3
2	Marketing Management	100	BSA032M102	3
Minor				
3	Foundations of Management	100	BSA032N101	3
Interdisciplinary				
4	Introduction to Indian Knowledge System – I	100	IKS982I101	3
AEC1				
5	Communicative English – I	100	CEN982A101	1
6	Behavioral Science- I	100	BHS982A104	1
SEC				
7	IT tools in Management – I	100	BSA032S111	3
VAC				
8	To be chosen from Basket	100	VAC-I	3
Total Credit				20
2nd Semester				
Sl. No.	Name of Subjects	Level of Course	Course Code	Credit
Major (Core)				
1	Accounting for Managers	100	BSA032M201	3
2	Human Resource Management	100	BSA032M202	3
Minor				
3	Organizational Behaviour	100	BSA032N201	3
Interdisciplinary				
4	Introduction to Indian Knowledge System - II	100	IKS982I201	3
AEC1				
5	Communicative English - II	100	CEN982A201	2
6	Behavioral Science-II	100	BHS982A204	2
SEC				
7	IT tools in Management – II	100	BSA032S211	3
VAC				
8	To be chosen from Basket	100	VAC-2	3
Total Credit				20

3rd Semester				
Sl. No.	Name of Subjects	Level of Course	Course Code	Credit
Major (Core)				
1	Quantitative Techniques	200	BSA032M301	4
2	Financial Management	200	BSA032M302	4
Minor				
3	Fundamentals of International Business	200	BSA032N301	4
Interdisciplinary				
4	To be chosen from Basket	200	IDC-3	3
AEC1				
5	Communicative English - III	200	CEN982A301	1
6	Behavioral Science-III	200	BHS982A304	1
SEC				
7	Basics of Tally	200	BSA032S311	3
Total Credit				20

4th Semester				
Sl. No.	Name of Subjects	Level of Course	Course Code	Credit
Major (Core)				
1	Managerial Economics	200	BSA032M401	4
2	Business Research Methods	200	BSA032402	4
3	IKS related to Management	200	BSA032M403	4
Minor				
4	Introduction to Human Resource Management	200	BSA032N401	3
5	Introduction to Financial Management	200	BSA032N402	3
AEC1				
6	Communicative English - IV	200	CEN982A401	1
7	Behavioral Science-IV	200	BHS982A204	1
Total Credit				20

5th Semester				
Sl. No.	Name of Subjects	Level of Course	Course Code	Credit
Major (Core)				
1	Production and Operation Management	300	BSA032M501	4
2	Specialization-I	300	BSA032M50	4

			M1/BSA032M 50H1/BSA032 M50F1	
3	Specialization-II	300	BSA032M50 M2/BSA032M 50H2/BSA0M 50F2	4
	Minor			
4	Introduction to Marketing Management	300	BSA032N501	4
5	Internship	300	BSA032M521	4
	Total Credit			20

6th Semester				
Sl. No.	Name of Subjects	Level of Course	Course Code	Credit
Major (Core)				
1	Business Policy and Strategy	300	BSA032M601	4
2	Specialization-III	300	BSA032M60M1/BSA032M60H1/BSA032M60F1	4
3	Specialization-IV	300	BSA032M60M2/BSA032M60H2/BSA032M60F2	4
4	Specialization-V	300	BSA032M60M3/BSA032M60H3/BSA032M60F3	4
Minor				
5	E-Commerce	300	BSA032N601	4
Total Credit				20

Specialization	Marketing	HR	Finance
Specialization - I	Consumer Behaviour (BSA032M50M1)	Industrial Psychology (BSA032M50H1)	Management of Financial Markets (BSA032M50F1)
Specialization - II	Sales & Distribution Management (BSA032M50M2)	Labour Laws (BSA032M50H2)	Financial Services (BSA032M50F2)
Specialization - III	Integrated Marketing Communication (BSA032M60M1)	Talent Acquisition and Management (BSA032M60H1)	Working Capital Management (BSA032M60F1)
Specialization - IV	Digital Marketing (BSA032M60M2)	Performance Management (BSA032M60H2)	Security Analysis and Portfolio Management (BSA032M60F2)
Specialization - V	Services Marketing (BSA032M60M3)	Organisation Development and Change (BSA032M60H3)	Financial Derivatives (BSA032M60F3)

7th Semester				
Sl. No.	Name of Subjects	Level of Course	Course Code	Credit
Major (Core)				
1	Major – I	400	C-401	4
2	Major – II	400	C-402	4
3	Major – III	400	C-403	4
4	Major – IV	400	C-404	4
Minor				
5	Minor – I	400	M-401	4
Total Credit				20

8th Semester				
Sl. No.	Name of Subjects	Level of Course	Course Code	Credit
Major (Core)				
1	Major – V	400	C-405	4
Minor				
2	Advance Research Methodology	400	M-402	4
Research Project / Dissertation				
3	Research Project / Dissertation	400		12
In lieu of Research Project / Dissertation				
	Major – VI	400		
	Major – VII	400		
	Major – VIII	400		
Total Credit				20

SEMESTER -I

Management Process and Organizational Behaviour

Subject Code : BSA032M101	Course Level : 100
Credit Unit : L-T-P-C : 3-0-0-3	Scheme Of Evaluation : (T)

Course Objective: To make the students understand the functions of management and the needs and features of human Behaviour in an organization

After the completion of the course, the students will be able to:

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	Identify key management theories and their proponents.	BT-I
CO2	Interpret the significance of each management function in organizational effectiveness.	BT-II
CO3	Apply key concepts in organizational behaviour, such as motivation, leadership, and group dynamics.	BT-III
CO4	Analyse various theories and concepts to develop a comprehensive understanding of management process and organizational behavior.	BT-IV

Modules	Course Content	Periods
I	Principles of Management – Introduction Concept and Nature: Definition - Management - Role of managers – Features, Objectives, Importance, Management and Administration, Management process, Levels of Management, Organization and the environmental factors – Trends and Challenges of Management in Global Scenario. Evolution of Management Thought –Introduction and Theories	10
II	Management functions Planning- Meaning and Concept, Planning process – Single v/s standing plan, MBO, Decision Making - Types of decisions - Decision Making Process - Rational Decision Making, Organizing- Meaning, concept and types, Departmentation - Span of control - Centralization and Decentralization - Delegation of authority, Authority and Responsibility Staffing- Concept, Process, components, Controlling- Concept, process, types of control and techniques of control	20
III	Organizational Behaviour –Individuals Attitudes: Concept, Components, Job related attitudes Personality- Meaning, Importance, Determinants of personality, Theories of Personality, Personality and Organizational behaviour; Perception: Concept, Perceptual process, Factors that influence perception Learning- Concept, Nature, Theories of Learning, Reinforcement-Types, use in organizations.	18
IV	Organizational Behaviour – Group Interpersonal Behaviour: Tools to improve interpersonal behaviour - Johari Window and Transactional Analysis. (Exercise based/ activity based) Group Behaviour: Concept of group, Types of groups, Stages of Group formation, Intergroup Behaviour. Leadership: Definitions and Characteristics, Significance of Leadership, Leadership styles, Leadership Theories	12
	Total	60

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

Text Books:

1.Principles of Management-Texts and Cases, Neeru Vasishth, Vibhuti Vasishth, 5th Edition, Taxmann Publication, 2019

Reference Book:

1.Essentials of Management, Management-An International Perspective,H. Koontz & H. Weihrich 8th Edition, Tata McGraw Hill Education Pvt Ltd, New Delhi, 2009.

Marketing Management

Subject Code :BSA032M102	Course Level : 100
Credit Unit : L-T-P-C=3-0-0-3	Scheme of Evaluation : (T)

Course Objective: To impart knowledge and enhance skills to Analyse the business environment for marketing decision making

After the completion of the course, the students will be able to:

Sl No.	Course outcome	Bloom's Taxonomy Level
CO1	List the various marketing concepts adapted by the companies	BT-I
CO2	Summarize the factors influencing consumer Behaviour and marketing decisions.	BT-II
CO3	Apply marketing concepts to develop marketing strategies for different products and services.	BT- III
CO 4	Analyse market trends and competitive landscapes to identify marketing opportunities and threats.	BT- IV

Modules	Course Content	Periods
I	INTRODUCTION Definition, Nature, Scope, functions and Importance, Evolution of Marketing; Core marketing concepts; Concept of customer and consumer, Different Marketing orientation, Holistic marketing concept, Marketing Environment: Micro and Macro, Marketing Mix (goods & services) - contemporary, New Marketing Realities, concept of customer value	12
II	CONSUMER BEHAVIOUR AND STP Types of buyers, buying motives – Factors influencing buyer behaviour, Buying decision process: Industrial and consumer market, Market segmentation – segmentation bases – Targeting –Positioning, Brand - definition, role & scope	18
III	MARKETING MIX: PRODUCT & PRICING DECISIONS Product concept & classification– New Product Development process – Product Life Cycle, Product mix - Packaging & Labelling, Pricing – Factors influencing pricing decisions – pricing objectives –Types of Pricing Strategy	12
IV	MARKETING MIX: PLACE & PROMOTION DECISIONS Distribution Strategy - Meaning, need and Importance of Distribution Channel, Factors Influencing Channel Decisions, Types of Channels, Functions of Channel Members, Channel conflict, Concept of Promotion Mix, Factors determining promotion mix: Promotional Tools, Basics of online marketing, Integrated Marketing, Communication	18
Total		60

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

Text Book:

1. Marketing Management, Philip Kotler and Keven Lane Keller, 15th Edition. Pearson Education, 2017

Reference Books:

1. Marketing Management: Concepts and Cases, S.A Sherlekar & R. Krishnamoorthy, 2014, HimalayaPublishing House
2. Marketing Management, V S Ramaswamy & S Namakumari, 4th edition, Macmillan Education

Foundations of Management (Minor for other dept/school)

Subject Code : BSA032N101	Course Level : 100
Credit Unit : L-T-P-C=3-0-0-3	Scheme of Evaluation : (T)

Course Objective:

The aim of the course is to orient the students in theories and practices of Management so as to apply the acquired knowledge in actual business practices.

After the completion of the course, the students will be able to:

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	Define the fundamental concepts and principles of management.	BT-I
CO2	Explain the significance of management in achieving organizational goals and functions	BT-II
CO3	Apply management concepts to real-world situations.	BT-III

Modules	Course Content	Periods
I	Introduction Concept, Nature, Scope and Functions of Management, Levels of Management, Evolution and Foundations of Management Theories - Classical and Neo - Classical Theories, Systems Approach to organization, Modern Organization Theory.	16
II	Management Planning Process Planning objectives and characteristics, Hierarchies of planning, the concept and techniques of forecasting, Decision making – concepts & process, MBO, concept and relevance.	12
III	Organization & Staffing Organising - Meaning, Importance, Principles and process, Span of Control, Types of Organization, Authority & Delegation - concepts. Staffing - Meaning, concepts and process, Job analysis, Manpower planning, Recruitment & Selection, Training, Appraisals, Transfers and Promotions	16
IV	Directing and Controlling Directing- meaning and concept, Motivation- concept & theories- Need Hierarchy Theory and Two Factor theory, Communication- concept & process, Leadership – Concept and style Controlling- meaning and concept, types of control, control process	16
Total		60

Text Books:

1. Stoner, Freeman and Gilbert Jr. (2010), Management, 8th Edition, Pearson Education
2. Robbins, (2009), Fundamentals of Management: Essential concepts and Applications, 6th edition, Pearson Education

Reference Books:

1. Prasad, L.M. Principles & Practice of Management, 1st Edition, Tata McGraw Hills.
2. Gupta, C.B., Management Concepts and Practices, Sultan Chand & Sons, New Delhi

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

Introduction to Indian Knowledge System – I

Subject Code : IKS982I101	Course Level : 100
Credit Unit : L-T-P-C=3-0-0-3	Scheme of Evaluation : (T)

Course Objective:

This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

Sl No.	Course outcome	Bloom's Taxonomy Level
CO1	Recall about the natural endowments	BT I
CO2	Illustrate literature of Indian civilization-the Vedic – Itihasas, languages, mathematics, and Ayurveda.	BT II
CO3	Explain observation of the motion of celestial bodies in the Vedic corpus	BT II

Modules	Course Content	Periods
I	Bharatavarsha—A Land of Rare Natural Endowments Demographical features of the ancient Bharatvarsha, Largest cultivable area in the world. Protected and nurtured by Himalayas. The Sindhu-Ganga plain and the great coastal plains. The great rivers of India. Climatic changes: Abundant rains, sunshine and warmth, vegetation, animals and mineral wealth. Most populous country in the world. India's prosperity held the world in thrall. Splendid geographical isolation of India and the uniqueness of Indian culture.	10
II	Foundational Literature of Indian Civilization: The Vedic Corpus. The Itihasas— Ramayana and Mahabharata, and their important regional versions. The Puranas. Foundational Texts of Indian Philosophies, including the Jaina and Bauddha. Foundational Texts of Indian Religious Sampradayas, from the Vedic period to the Bhakti traditions of different regions. i. The Vedangas and Other Streams of Indian Knowledge System: The Vedic Corpus: Introduction to Vedas and synopsis of the four Vedas and Sub-classification of Vedas; Messages in 20 Credit Distribution (hours) Vedas; Introduction to Vedāᅅgas : Siksha, Vyakarana, Chandas, Nirukta, Jyotisha and Kalpa ; Vedic Life: Distinctive Features. Other streams of Indian Knowledge System such as Ayurveda, Sthapatya, Natyasastra, Dharmasastra, Arthasastra, etc. The Indian way of continuing the evolution of knowledge through commentaries, interpretations and revisions of the foundational texts. The large corpus of literature in Indian languages. ii. Indian Language Sciences: Language Sciences and the preservation of the Vedic corpus. Varnamala of Indian languages based on classification of sounds on the basis of their origin and effort involved. The special feature of the scripts of most Indian languages, that each symbol is associated with a unique sound. Word formation in Sanskrit and Indian languages. Major insights in the Science of Vyakarana as established by Panini. Important texts of Indian Language Sciences —Siksha or phonetics, Nirukta or etymology, Vyakarana or Grammar, Chandas or Prosody. Navyanyaya and Navya-vyakarana in Navadvipa, Varanasi and West and South India. iii. Indian Mathematics: Numbers, fractions and geometry in the Vedas. Decimal nomenclature of numbers in the Vedas. Zero and Infinity. Simple constructions from Sulba-sutras. The development of the decimal place value system which	15

	resulted in a simplification of all arithmetical operations. Linguistic representation of numbers. Important texts of Indian mathematics. Brief introduction to the development of algebra, trigonometry and calculus. How Indian mathematics continued to flourish in the 18/19/20th centuries. Kerala School. Ramanujan.	
III	Indian Astronomy: Ancient records of the observation of the motion of celestial bodies in the Vedic corpus. Sun, Moon, Nakshatra & Graha. Astronomy as the science of determination of time, place and direction by observing the motion of the celestial bodies. The motion of the Sun and Moon. Motion of equinoxes and solstices. Elements of Indian calendar systems as followed in different regions of India. Important texts of Indian Astronomy. Basic ideas of the planetary model of Aryabhata and its revision by Nilakantha. Astronomical instruments. How Indian astronomy continued to flourish in the 18/19th centuries. Astronomical endeavours of Jaisingh, Sankaravarman, Chandrasekhara Samanta.	15
IV	Indian Health Sciences: Vedic foundations of Ayurveda. Ayurveda is concerned both with maintenance of good health and treatment of diseases. Basic concepts of Ayurveda. The three Gunas and Three Doshas, Pancha-mahabhuta and Saptadhatu. The importance of Agni (digestion). Six Rasas and their relation to Doshas. Ayurvedic view of the cause of diseases. Dinacharya or daily regimen for the maintenance of good health. Ritucharya or seasonal regimen. Important Texts of Ayurveda. Selected extracts from Astāngahrdaya (selections from Sūtrasthāna) and Suśruta-Samhitā 15 (sections on plastic surgery, cataract surgery and anal fistula). The large pharmacopeia of Ayurveda. Charaka and Sushruta on the qualities of a Vaidya. The whole world is a teacher of the good Vaidya. Charaka's description of a hospital. Hospitals in ancient and medieval India. How Ayurveda continued to flourish till 18/19th centuries. Surgical practices, inoculation. Current revival of Ayurveda and Yoga.	15
	Total	60

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs	0	30 hrs

Text Books:

1. Baladev Upadhyaya, Samskrta Śāstrom ka Itihās, Chowkhambha, Varanasi, 2010.
2. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., A Concise History of Science in India, 2nd Ed., Universities Press, Hyderabad, 2010.
3. Astāngahrdaya, Vol. I, Sūtrasthāna and Śarīrasthāna, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
4. Dharampal, Some Aspects of Earlier Indian Society and Polity and Their Relevance Today, NewQuest Publications, Pune, 1987.
5. Dharampal, Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts, Dharampal Classics Series, Rashtrottana Sahitya, Bengaluru, 2021
6. Dharampal, The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century,

DharampalClassics Series, Rashtrottana Sahitya, Bengaluru, 2021.

7. J. K. Bajaj and M. D. Srinivas, Indian Economy and Polity in Eighteenth century Chengalpattu, in J.

K. Bajaj ed., Indian Economy and Polity, Centre for Policy Studies, Chennai, 1995, pp. 63-84.

8. J. K. Bajaj and M. D. Srinivas, Annam Bahu Kurvita Recollecting the Indian Discipline of Growing and Sharing Food in Plenty, Centre for Policy Studies, Chennai, 1996.

9. J. K. Bajaj and M. D. Srinivas, Timeless India Resurgent India, Centre for Policy Studies, Chennai, 2001.

10. M. D. Srinivas, The methodology of Indian sciences as expounded in the disciplines of Nyāya, Vyākaraṇa, Ganita and Jyotisa, in K. Gopinath and Shailaja D. Sharma (eds.), The Computation Meme: Explorations in Indic Computational Thinking, Indian Institute of Science, Bengaluru, 2022 (in press)

Subject Code : BHS982A104	Course Level :100
Credit Unit :L-T-P-C =1-0-0-0	Scheme Of Evaluation: (T)

Course Objective:

To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Sl No.	Course outcome	Bloom's Taxonomy Level
CO1	Understand self & process of self exploration	BT I
CO2	Learn about strategies for development of a healthy selfesteem	BT II
CO3	Apply the concepts to build emotional competencies.	BT III

Modul es	Course Content	Period s
I	Introduction to Behavioral Science Definition and need of Behavioral Science,Self: Definition components, Importance of knowing self, Identity Crisis,Gender and Identity, Peer Pressure, Selfimage: Self Esteem, Johari Window ,Erikson's model.	4
II	Foundations of individual behavior Personality- structure, determinants, types of personalities.Perception: Attribution, Errors in perception. Learning- Theories of learning: Classical, Operant and Social	4
III	Behaviour and communication. Defining Communication, types of communication, barriers to communication, ways to overcome barriers to Communication, Importance of Non-Verbal Communication/Kinesics, Understanding Kinesics, Relation between behaviour and communication	4
IV	Time and Stress Management Time management: Introduction-the 80:20, sense of time management, Secrets oftime management, Effective scheduling. Stress management: effects of stress, kinds of stress-sources of stress, CopingMechanisms. Relation between Time and Stress.	4
Total		16
Credit Distribution		
L/T (Lecture/ Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

Text Books:

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc
3. K.Alex, Soft skills; S.Chand.

CEN I: Introduction to Effective Communication

Subject Code :	Course Level : 100
Credit Unit : L-T-P-C=3-0-0-3	Scheme of Evaluation : (T)

Course Objective:

To understand the four major aspects of communication by closely examining the processes and figuring the most effective ways to communicate with interactive activities.

Sl No.	Course outcome	Bloom's Taxonomy Level
CO1	Identify the elements and processes that make for successful communication and recognise everyday activities that deserve closer attention in order to improve communication skills	BT I
CO2	Contrast situations that create barriers to effective communication and relate them to methods that are consciously devised to overcome such hindrance	BT II
CO3	Use language, gestures, and para-language effectively to avoid miscommunication and articulate one's thoughts and build arguments more effectively	BT III
CO4	Illustrate with suitable example so that the students inculcate the writing skills	BT IV

Modules	Course Content	Periods
I	Introduction to Effective Communication <ul style="list-style-type: none"> ● Listening Skills <ul style="list-style-type: none"> ○ The Art of Listening ○ Factors that affect Listening ○ Characteristics of Effective Listening Guidelines for improving Listening skills	15
II	<ul style="list-style-type: none"> ● Speaking Skills <ul style="list-style-type: none"> ○ The Art of Speaking ○ Styles of Speaking ○ Guidelines for improving Speaking skills Oral Communication: importance, guidelines, and barriers	15
III	<ul style="list-style-type: none"> ● Reading Skills <ul style="list-style-type: none"> ○ The Art of Reading ○ Styles of Reading: skimming, surveying, scanning Guidelines for developing Reading skills	15
IV	<ul style="list-style-type: none"> ● Writing Skills <ul style="list-style-type: none"> ○ The Art of Writing ○ Purpose and Clarity in Writing ○ Principles of Effective Writing 	15
Total		60

Keywords: Communication, Listening, Speaking, Reading, Writing

Text:

1. *Business Communication* by Shalini Verma

References:

1. *Business Communication* by P.D. Chaturvedi and Mukesh Chaturvedi
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
20 hours	-	10 hours <ul style="list-style-type: none"> - Movie/ Documentary screening - Peer teaching - Seminars - Field Visit

IT Tools in Management-I

Subject Code : BSA032S111	Course Level : 100
Credit Unit : L-T-P-C=2-0-2-2	Scheme of Evaluation : (T)

Course Objective: To make the students understand and learn the application of IT in the field of management.

After the completion of the course, the students will be able to:

SI No.	Course outcome	Bloom's Taxonomy
CO1	Define the basic concepts of Information Systems and the key features of MS Word, MS PowerPoint, and MS Excel.	BT-I
CO2	Understand the significance of Information Systems in organizations and comprehend how MS Office applications support various business functions.	BT-II
CO3	Apply knowledge of MS Office applications to create, edit, and present information effectively in management scenarios.	BT-III
CO4	Analyse the functionalities of MS Excel for data management and evaluate the efficiency of MS Office tools in addressing management tasks.	BT-IV

Module	Course Content	Periods
I	Introduction to Information Systems Data, Information, Concept of IS and Types of Information Systems (TPS, MIS, DSS, ESS)	10
II	MS Word: Editing text, Finding and replacing text, printing documents, Creating and Printing Merged Documents, Character and Paragraph Formatting, Page Design and Layout. Editing and Profiling Tools: Checking and correcting spellings. Handling Graphics, Creating Tables and Charts, Document Templates and Wizards.	13
III	Handling MS Office Packages MS PowerPoint: Creating, Opening and Saving Presentations, Creating the Look of Your Presentation, Working in Different Views, Working with Slides, Adding and Formatting Text, Formatting Paragraphs, Checking Spelling and Correcting Typing Mistakes, Making Notes Pages and Handouts, Drawing and Working with Objects, Adding Clip Art and other pictures, Designing Slide Shows, Running and Controlling a Slide Show, Printing Presentations.	20
IV	MS Excel: Spreadsheet Concepts, Creating, Saving and Editing a Workbook, Inserting, Deleting Work Sheets, entering data in a cell / formula Copying and Moving from selected cells, handling operators in Formulae, Functions: Mathematical, Logical, statistical, text, financial, Date and Time functions, Using Function Wizard	17
	Total	60

Text Book:

- Information Technology for Management, Henry Lucas. 7th Edition, Tata McGraw Hill Education Pvt Ltd, New Delhi, 2009.

Reference Books:

- Managing with Information, J Kanter. Prentice Hall of India, New Delhi, 2003
Mastering MS-Office, H. Holly & C. Martin, 10th edition, McMillan

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
30 hrs	30 hrs	30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Courses/MOOCs

VAC: Stress Management

Subject Code: VAC992V1421
Credit Units: L-T-P-C = 3-0-0-3

Course Level: 100
Scheme of Evaluation: (T)

Course Objective: To understand the holistic nature (mind-body-spirit) of stress management and able to utilize effective coping skills to resolve stressful perceptions and gain a sense of wholeness and inner peace by using these skills.

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	Define stress, its causes, and its impact on individuals and organizations.	BT I
CO2	Explain the relationship between stress and performance.	BT II
CO3	Apply stress management techniques to reduce stress in personal and professional life	BT III

Modules	Course Content	Periods
I	Introduction to Stress Introduction to stress: Meaning, Definition, Eustress, Distress, Difference between eustress and distress; Frustration, conflict and pressure; Meaning of stressors; common stressors at work place: Stressors unique to age and gender	15 hrs
II	Cognitive appraisal of stress General adaptation to stress; Consequences of stress; Physiological and psychological changes associated with the stress response. Behavioural aspects of Stress Adaptive and Maladaptive Behaviour; Individual and Cultural Differences: Sources of Stress- Across the Lifespan; College and Occupational Stress.	15 hrs
III	Stress and Work performance Role of communication in managing stress and work performance: Emotional regulation and coping; Emotional intelligence and conflict management: Emotional Basis and Stress; Stress and Conflict in Relationships.	15 hrs
IV	Stress Response 'Fight or Flight' Response, Stress warning signals Stress Reduction Techniques 1. Autogenic Training 2. Biofeedback 3. Relaxation 4. Yoga and Meditation	15hrs
	Total	60

Text Books:

- Roy, S (2012) Managing stress, Sterling Publication
- Mike Clayton (2011) Brilliant Stress Management: How to manage stress in any situation (Brilliant Lifeskills), Pearson Education India; First Edition

Credit Distribution		
L/T (Lecture/ Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

SEMESTER – II

Accounting for Managers

Subject Code : BSA032M201	Course Level : 100
Credit Unit : L-T-P-C=3-0-0-3	Scheme of Evaluation : (T)

Course Objective:

To enable the student to understand the basic concepts of financial accounting & impart them with the required ability to prepare books of accounts and acquaint them with methods followed and practices adopted in the preparation & presentation of financial statements.

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	Describe the basic Concepts of Accounting	BT-I
CO2	Understanding the role of accounting in Business	BT-II
CO3	Apply the basic principles and procedures of accounting	BT-III
CO4	Analyse the transactions of a business for the preparation of financial statements.	BT-IV

Modules	Course Content	Periods
I	<p>Introduction to Financial Accounting: Accounting- Meaning, objectives, advantages, and Limitations, Qualitative Characteristics of Accounting Information. Branches of Accounting, Bases of Accounting: cash basis and accrual basis. Accounting principles; Meaning and Nature. Accounting Concepts: Entity, Money Measurement, Going Concern, cost, Accounting Period, Dual Aspect, Realisation, prudence (conservatism), materiality, and Full Disclosures. Accounting as an information system, the users and Uses of Financial Accounting Information and needs.</p>	15
II	<p>Accounting Mechanics: Accounting cycle, Source Documents and vouchers, Accounting Equation Approach, Rules of Debit and Credit. Recording of Transactions: Book of original entry- Journal, Special Purpose Books (i) cash book- simple, cash book with Bank Column; Ledger-meaning, utility, format; posting from Journal and Subsidiary books; Balancing of Accounts. Trial balance: Meaning, objectives, and preparation.</p>	15
III	<p>Final Accounts -I Financial statements: Meaning and Users. Capital Expenditure, Revenue Expenditure, and Deferred Revenue Expenditure. Trading and Profit and Loss Account: Gross Profit, Operating Profit; Net Profit Balance sheet: Need, Grouping of Assets and Liabilities in Balance sheet. Preparation of Financial Statements of Sole Proprietorship. Partnership: Features, Partnership Deed, Preparation of Profit and Loss Appropriation Account, division of Profit among Partners, Methods of Valuation of Goodwill. Preparation of Financial Statements of Partnership Firm.</p>	15

IV	Final Accounts -II Features and types of companies. Share and share Capital: Nature and Types. Statutory Provisions relating to maintenance of Books of Accounts of companies. Financial Statements of Companies, Provisions relating to the preparation of Financial Statements of companies. Format and Presentation of Statement of Profit and Loss & Balance sheet. Preparation of the Company Final Accounts	15
	Total	60

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
		30 hrs
60 hrs		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Courses/MOOCs

Text Books:

1. Financial Accounting, P.C Tulsian, Pearson India Education Services, Pvt. Ltd. Noida, 13th edition
2. Corporate Accounting, B.B Dam & H.C Gautam, Gayatri Publications, Guwahati 3rd edition.

Reference Books:

1. Financial Accounting for Managers, Sanjay Dhamija, Pearson India Education Services, Pvt. Ltd. Noida, 3rd Edition
2. Accounting For Partnership Firms, DK Goel, Rajesh Goel & Shelly Goel, Arya Publications, New Delhi.10th edition.

Human Resource Management

Subject Code :BSA032M202	Course Level : 100
Credit Unit : L-T-P-C=3-0-0-3	Scheme of Evaluation : (T)

Course Objective: To familiarize the students with the different aspects of managing people in the organizations from the stage of acquisition to development and retention

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	Define the key issues related to administering the human element such as motivation, compensation, appraisal, career planning and training	BT-I
CO2	Explain various tools required for the development, implementation and evaluation of Human Resource Management practices in national and international contexts.	BT-II
CO3	Demonstrate the importance and essence of Human Resources and their Effective implementation in organizations	BT-III
CO4	Compare the various strategic HR methods for effective implementation in an organisation	BT IV

Module	Course Content	Periods
I	Introduction to Human Resource Management: Evolution of HRM, Objectives of HRM, Functions, HRM and Personnel Management, Future Role of HRM, Strategic Human resource management-meaning, features, differences with traditional HRM, Barriers to effective SHRM.	10
II	Human Resource Procurement: Human Resource Planning- Characteristics, Significance. Job Analysis and Design-Introduction, Process, Techniques of Data collection in job analysis, Job Description and Job Specification, Job Design-components. Recruitment-Definitions, Features, Recruitment process, Sources of Recruitment. Selection-Introduction, Differences between Recruitment and Selection, Phases of Selection process, Selection Tests, Orientation, Placement	17
III	Human Resource Development: Employee Training- Significance, Training wheel, Training need Analysis, Methods of Training, Evaluation of Training programme. Organization Development – Introduction, Characteristics of OD, Types of OD intervention Programmes, Benefits of OD intervention programme.	18
IV	Human Resource Evaluation and Compensation Performance Evaluation- Objectives, Uses, The Process of Performance Evaluation, Evaluation Methods, and Factors affecting the efficiency of the performance evaluation process. Compensation Administration-Introduction, Objectives, process of designing a compensation plan, Concept of Wages. Types of Incentive Schemes, Fringe benefits. Executive compensation-ESOP, Golden handshake.	15
	Total	60

Credit Distribution		
L/T (Lecture/ Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Courses/MOOCs

Text Books:

1. Human Resource Management, Gary Dessler and Biju Varrkey, 16th Edition, Pearson Education Services Pvt Ltd., Noida, 2020

Reference Books:

1. Human Resource Management, P. Durai, 3rd Ed., Pearson Education Services Pvt Ltd., Noida, 2020
2. Human Resource Management, V.S. P Rao, 2nd Edition, Taxmann Publications, 2020

Organizational Behaviour (Minor for other dept/school)

Subject Code :BSA032N201	Course Level : 100
Credit Unit : L-T-P-C=3-0-0-3	Scheme of Evaluation : (T)

Course Objective:

The objective of this course is to familiarize the students with the behavioural patterns of Human beings at individual and group levels.

After the completion of the course, the students will be able to:

Sl No.	Course outcome	Bloom's Taxonomy Level
CO1	Define the key issues related to the basic concepts of organisation behaviour	BT-I
CO2	Identify major theories and models used to explain behaviour in organizations	BT-II
CO3	Apply group dynamics principles to enhance team performance and evaluate the essence of interpersonal relationship and leadership.	BT-III

Modules	Course Contents	Periods
I	Introduction to Organizational Behaviour: Evolution of Organizational Behaviour, Need to Understand Human Behaviour, Nature of OB. Contributing disciplines. Challenges and Opportunities for OB. Models of OB. Importance and benefits of organizational behaviour	10
II	Individual Behaviour and its influence on Organizational Behaviour Personality- Concept, Determinants of personality, Theories of Personality Perception – concepts, Factors that influence perception, Perceptual process Learning- Concept, Theories of Learning, Reinforcement- Types Attitudes: Concept, Components, attitude formation and change, Job related attitudes.	15
III	Interpersonal Behaviour: Communication, Johari Window Transactional analysis: Meaning, Types of Transactions, Ego states, Emotional intelligence Leadership: Definitions and Characteristics, Significance of Leadership, Leadership styles, Leadership Theories, effective leadership	18
IV	Organizational Behaviour and Group: Group Behaviour: Concept, Types, Stages of Group formation, Group decision making, Teams: Types of teams, Team building. Conflict: Types, Process, sources and Management of Conflict. Power & Politics: Concept, Bases of power. Dependency: The key to Power. Power Tactics, Controlling of Political Behaviour in Organizations. Ethics of Power and Politics.	17
	Total	60

Text Books:

1. Bhattacharyya, D. K. (2013). *Organisational Behaviour*, 5th Edition, New Delhi: Oxford University Press.
2. Singh, K. (2015). *Organisational Behaviour: Text and Cases*. 3rd Edition, New Delhi: Vikas Publishing House Pvt. Ltd.

Reference Book:

1. Luthans. F. (2013). *Organizational Behaviour-An Evidence Based Approach*. 12th Edition, New Delhi: McGraw Hill Education Private Limited.

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Courses/MOOCs

Semester – II
Paper II/Subject Name: Introduction to Indian Knowledge System - II
Subject Code: IKS982I201
L-T-P-C – 3-0-0-3
Credit Units: 3
Course Level: 100
Scheme of Evaluation: Theory (70%) + Continuous Evaluation (30%)

Credit Distribution (hours)		
L/T	P	EL
60	0	30

Course objectives:

This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

Course Outcomes:

On completion of this course students will be expected to –

CO	Contents	BT Level
CO ₁	Recall about classical literature in Sanskrit and other languages	BT level 1
CO ₂	Recall traditional Indian knowledge system and Indian education	BT level 1
CO ₃	Summarize the Indian Art, Architecture, Agriculture, Polity and Economy	BT level 2

Module	Course Contents	Periods
I	<p><u>Classical Literature in Sanskrit and Other Indian Languages:</u> The nature and purpose of Kavya. Drisya and Sravya Kavyas. The ideas of Indian aestheticians on what constitutes the soul of Kavya. Important examples of classical literature in Sanskrit and other Indian languages</p> <p><u>Indian Education:</u> Preservation of culture, tradition and Dharma through education. Svadhyaya, Pravachana. Also continuity of the family and the vamsha, who are the carriers of knowledge, tradition and Dharma. The extent, inclusiveness and the sophistication of indigenous education in early 19th century India.</p> <p><u>The Purpose of Knowledge in India:</u> Para Vidya and Apar Vidya. The corpus connected with Para Vidya. Learning and formalization of concepts associated with Para Vidya also form part of Apar Vidya. Nature and purpose of sciences, technologies, and all human knowledge concerning the world and the society. The concept of Rita, Dharma. The cycle of mutual dependence of humans and all aspect of creation. Yajna and the inviolable discipline of sharing and caring.</p>	10
II	<p><u>Methodology of Indian Knowledge System:</u> Systematization of knowledge fields as Sastra. Each Sastra has a clearly defined purpose in Vyavahara. The means of valid knowledge (Pramanas). Perception (Pratyaksha), Inference (Anumana) and Textual Tradition (Agama), as discussed in the canonical texts of all the disciplines. The importance of Pratyaksha and Agama in relation to Anumana.</p> <p><u>Indian Architecture and Town Planning:</u></p>	20

	<p>The importance of Sthapatya-veda. The ancient cities of the Indus Saraswati region. Town planning and drainage systems. Examples of the significance of architecture and materials in Ramayana and Mahabharata. Public opulence and private austerity in Indian architecture. Why there are many more of Temples than Palaces. Important texts of Architecture and Sculpture. The prevalence of high Indian architecture in almost all parts of India except the Ganga plains. Examples of high Indian architecture from ancient and medieval periods from different parts of India. The building of Jaipur in the 18th century. How temple art and architecture continue to flourish in modern India.</p> <p><u>Indian Fine Arts:</u></p> <p>The importance of Gandharva-veda. Natyasastra on the nature and purpose of fine arts. Basic concepts of Indian music and dance. Important texts of Indian music, dance and painting. Indian musical instruments. Different schools of music, dance and painting in different regions of India. Important examples of Indian painting in various part of India. Musicology as a science. Harmonising Lakshya and Lakshana (practise and theory). Major developments in the science and practice of music the 17/18/19th centuries. The current revival of music and dance in India.</p>	
III	<p><u>Indian Agriculture:</u></p> <p>The significance of agriculture and irrigation as emphasised in the Ramayana, Mahabharata and other texts. Mention of Indian agriculture by the Greek historians and later travellers. Significance of agriculture and irrigation for the kings of Indian tradition. Major water-bodies of the ancient times. The Ery system of south India. Excellence of Indian agricultural technologies as observed by more recent European observers. Productivity of Indian agriculture in medieval Thanjavur and eighteenth century Allahabad, Chengalpattu, etc. Indian attitude towards agriculture, based on Walker and later reports.</p> <p><u>Indian Textiles:</u> India as the ancient home of cotton and silk fabrics. Weaving formed the most significant part of Indian economy after agriculture. Varieties of textiles and dyes developed in different regions of India. India as a leading exporter of textiles in the world in the 17/18/19th centuries.</p> <p><u>Indian Metallurgy:</u></p> <p>Vedic references to metals and metal working. Mining and manufacture in India of Zinc, Iron, Copper, Gold, etc., from ancient times. Indian texts which refer to metallurgy. Important specimens of metal workmanship preserved/found in different parts of India. The significance and wide prevalence of ironsmith and other metal workers in the pre-modern era. European observers on the high quality and quantity of Indian iron and steel in the 18/19th centuries.</p>	15
IV	<p><u>Indian Polity and Economy:</u></p> <p>Indian conception of well-organised Polity and flourishing Economy as expounded in the foundational texts. The notion of Bharatavarsha as a Chakravarti-Kshetra and important attributes of Chakravartin. King as the protector of Dharma. King as the strength and support of the weak. King as the protector of Varta. King as the protector of the times. Meaning of Varta: Krishi, Gopalana and Vanijya forming the basis of Varta and the core of economic activity in society. The importance of sharing. Grama as the centre of the polity.</p> <p><u>The Outreach of Indian Knowledge System:</u></p> <p>The outreach of Indian Knowledge System beyond Indian boundaries</p>	15

	forms the ancient times. Outreach to East, Southeast, Central and Southeast Asia of Indian phonetic script, decimal value place system-based arithmetic, algebra, astronomy and calendar, medical pharmacopeia, architecture, methods of making iron and steel, cotton textiles, etc. The transmission of Indian linguistics, knowledge of plants, iron and steel metallurgy, textiles and dyeing, shipbuilding etc., to Europe in 17/18/19th centuries. Current global outreach of Ayurveda, Yoga and Indian Fine Arts.	
	Total	60

Textbooks/Reference Books:

1. Baladev Upadhyaya, Samskrta Śāstrom ka Itihās, Chowkhambha, Varanasi, 2010.
 2. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., A Concise History of Science in India, 2nd Ed., Universities Press, Hyderabad, 2010.
 3. Astāngahrdaya, Vol. I, Sūtrasthāna and Śārīrasthāna, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
 4. Dharampal, Some Aspects of Earlier Indian Society and Polity and Their Relevance Today, New Quest Publications, Pune, 1987.
 5. Dharampal, Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts, Dharampal Classics Series, Rashtrorathana Sahitya, Bengaluru, 2021
 6. Dharampal, The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrorathana Sahitya, Bengaluru, 2021.
 7. J. K. Bajaj and M. D. Srinivas, Indian Economy and Polity in Eighteenth century Chengalpattu, in J. K. Bajaj ed., Indian Economy and Polity, Centre for Policy Studies, Chennai, 1995, pp. 63-84.
 8. J. K. Bajaj and M. D. Srinivas, Annam Bahu Kurvita Recollecting the Indian Discipline of Growing and Sharing Food in Plenty, Centre for Policy Studies, Chennai, 1996.
 9. J. K. Bajaj and M. D. Srinivas, Timeless India Resurgent India, Centre for Policy Studies, Chennai, 2001.
- M. D. Srinivas, The methodology of Indian sciences as expounded in the disciplines of Nyāya, Vyākaraṇa, Ganita and Jyotisa, in K. Gopinath and Shailaja D. Sharma (eds.), The Computation Meme: Explorations in Indic Computational Thinking, Indian Institute of Science, Ben

AEC II

CEN II: Approaches to Verbal and Non-Verbal Communication

Subject Code :	Course Level :100
Credit Unit : L-T-P-C=1-0-0-1	Scheme Of Evaluation : (T)

Course Objective: To introduce the students to the various forms of technical communication and enhance their knowledge in the application of both verbal and non-verbal skills in communicative processes.

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	Identify the different types of technical communication, their characteristics, their advantages and disadvantages	BT 1
CO2	Explain the barriers to communication and ways to overcome them.	BT 2
CO3	Discover the means to enhance conversation skills.	BT 3
CO4	Determine the different types of non-verbal communication and their significance.	BT4

Modules	Course Content	Periods
I	Technical Communication Communicating about technical or specialized topics, Different forms of technology-enabled communication tools used in organisations Telephone, Teleconferencing, Fax, Email, Instant messaging , Blog, podcast, Videos, videoconferencing, social media	4
II	Communication Barriers Types of barriers: Semantic, Psychological, Organisational, Cultural, Physical, and Physiological. Methods to overcome barriers to communication.	4
III	Conversation skills/Verbal Communication Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control.	4
IV	Non-verbal Communication Introduction; Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/ modulation Proxemics, Haptics,Artifacts, Chronemics	4
	Total	16

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

Texts:

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

References:

1. Hair, Dan O., Rubenstein, Hannah and Stewart, Rob. (2015). *A Pocket Guide to Public Speaking*. (5th edition). St. Martin's. ISBN-13:978-1457670404
2. Koneru, Aruna.(2017) *Professional Communication*. New Delhi: Tata McGraw Hill
ISBN- 13: 978-0070660021
3. Raman, Meenakshi and Singh, Prakash.(2012). *Business Communication* (2nd Edition):
Oxford University Press
4. Sengupta, Sailesh.(2011) *Business and Managerial Communication*. New Delhi : PHI
Learning Pvt. Ltd.

Behavioural Science II

Subject Code :	Course Level :100
Credit Unit : L-T-P-C=1-0-0-1	Scheme Of Evaluation : (T)

Course Objective:

To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	Develop an elementary level of understanding of culture and its implications on personality of people.	BT-I
CO2	Understand the concept of leadership spirit and to know its impact on performance of employees.	BT-II
CO3	Understand and apply the concept of motivation in real life.	BT-II

Modules	Course Content	Periods
I	Culture and Personality Culture: Definition, Effect, relation with Personality, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework.	4
II	Attitudes and Values Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values	4
III	Motivation Definition of motivation with example, Theories of Motivation (Maslow, McClelland's theory & Theory X and Y)	4
IV	Leadership Definition of leadership, Leadership continuum, types of leadership, Importance of Leadership, New age leaderships: Transformational & transactional Leadership, Leaders as role models.	4
Total		16

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60hrs		30hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

Text Books:

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
2. · [Blair J. Kolasa](#), Introduction to Behavioural Science for Business, John Wiley & Sons Inc
3. · K.Alex, Soft skills; S.Chand.

IT Tools in Management-II

Subject Code :BSA032S211	Course Level : 100-199
Credit Unit : L-T-P-C=0-0-4-2	Scheme of Evaluation : (P)

Course Objective: To enable the student to understand, and implement the various concepts in solving real life problems

After the completion of the course, the students will be able to:

Sl no.	Course outcome	Bloom's Taxonomy Level
CO-1	Remember and recognize basic Excel features and functions.	BT-I
CO-2	Understand how to use Excel tools and functions.	BT-II
CO-3	Use Excel tools and functions to complete tasks.	BT-III
CO4	Evaluate and Analyse data using Excel to make decisions.	BT IV

Modules	Course Content	Periods
I	Excel Introduction <ul style="list-style-type: none"> An overview of the screen, navigation and basic spreadsheet concepts • Various selection techniques • Shortcut Keys • Formatting and Proofing 	8
II	Mathematical Functions <ul style="list-style-type: none"> SumIf, SumIfs CountIf, CountIfs AverageIf, AverageIfs, Nested IF, IFERROR Statement, AND, OR, NOT Protecting Excel • File Level Protection • Workbook, Worksheet Protection What If Analysis <ul style="list-style-type: none"> Goal Seek • Scenario Analysis • Data Tables (PMT Function) • Solver Tool 	16
III	Logical Functions <ul style="list-style-type: none"> If Function • How to Fix Errors – if error • Nested If • Complex if and or functions Data Validation <ul style="list-style-type: none"> Number, Date & Time Validation • Text and List Validation • Custom validations based on formula for a cell • Dynamic Dropdown List Creation using Data Validation – Dependency List Lookup Functions <ul style="list-style-type: none"> Vlookup / HLookup • Index and Match • Creating Smooth User Interface Using Lookup • Nested VLookup • Reverse Lookup using Choose Function • Worksheet linking using Indirect • Vlookup with Helper Column 	18

IV	<p>Pivot Tables</p> <ul style="list-style-type: none"> • Creating Simple Pivot Tables • Basic and Advanced Value Field Setting • Classic Pivot table • Choosing Field • Filtering PivotTables • Modifying PivotTable Data • Grouping based on numbers and Dates • Calculated Field & Calculated Items • Arrays Functions • What are the Array Formulas, Use of the Array Formulas • Basic Examples of Arrays (Using ctrl+shift+enter). • Array with if, len and mid functions formulas. • Array with Lookup functions. • Advanced Use of formulas with Array. <p>Charts and slicers</p> <ul style="list-style-type: none"> • Various Charts i.e. Bar Charts / Pie Charts / Line Charts • Using SLICERS, Filter data with Slicers • Manage Primary and Secondary Axis 	18
	Total	60

Text Book:

1. Excel 2019 All-In-One: Master-The New Features of Excel 2019, Lokesh Lalwani, 1st edition. BPB Publications, 2019

Reference Books:

1. Microsoft Office 365 All-in-one for Dummies, Weverka, Peter, Wiley Publications, 2019
2. Advanced Excel 2019 Training Guide: Tips and Tricks to kick start your Excel Skills, Manish Nigam, 1st Edition, BPB Publications, 2019

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
30 hrs	30 hrs	30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Courses/MOOCs

Text Book:

1. Information Technology for Management, Henry Lucas. 7th Edition, Tata McGraw Hill Education Pvt Ltd, New Delhi, 2009.

Reference Books:

1. Managing with Information, J Kanter. Prentice Hall of India, New Delhi, 2003
2. Mastering MS-Office, H. Holly & C. Martin, 10th edition, McMillan

SEMESTER - III

Quantitative Techniques

Subject Code : BSA032M301	Course level : 100
Credit Unit L-T-P-C= 3-0-0-3	Scheme of Evaluation : (T)

Course Objective: To understand and develop analytical insights and knowledge base of various concepts of quantitative techniques.

After the completion of the course, the students will be able to:

Sl No.	Course outcome	Bloom's Taxonomy Level
CO1	Define quantitative techniques and their applications in decision-making.	BT I
CO2	Interpret the results of quantitative analysis in a business context.	BT II
CO3	Apply mathematical and statistical methods to Analyse data and draw meaningful conclusions.	BT III
CO4	Analyse data using quantitative techniques to solve business problems	BT IV

Modules	Course Content	Periods
I	Basic Algebraic concepts, Indices and Logarithms , Quadratic Equations , Set, Relation and Function , Arithmetic and geometric progressions. Determinants, Matrix Algebra	15
II	Differential Calculus: 1st order derivative, 2nd order derivative, Applications of derivatives to solve business problem- Maxima and Minima	15
III	Introduction to Statistics, Measure of Central Tendency-Mean, Median, Mode; Measures of Dispersion – Range, Quartile Deviation , Mean Deviation , Standard Deviation , Coefficient of Variation, Simple Correlation and Regression, Time Series Analysis	15
IV	Theory of Probability-Meaning, basic concepts, Addition rule, Multiplication rule, conditional probability, Probability distributions – Discrete and Continuous Probability distributions - Binomial, Poisson and Normal distribution	15
Total		60

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

Text Books:

- Goel, A. &Goel , A. (2006). Business Maths & Statistics.6th Edition. New Delhi: Taxmann Publishing
- Akhilesh K.B. &Balasubrahmanyam, S. (2009). Mathematics and Statistics for Management, New Delhi: Vikas Publishing House Pvt. Lt

Reference Book:

Sharma, J. K. (2014). *Business Statistics*. 4th Edition. New Delhi: Vikas Publishing House Pvt. Ltd

Financial Management

Subject Code : BSA032M302	Course Level: 100
Credit Units: L-T-P-C =3-0-0-3	Scheme of Evaluation : (T)

Course Objective:

To acquaint the students with the techniques of financial management and their applications for business decision making.

After the completion of the course, the students will be able to:

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	Define key financial management terms and concepts.	BT-I
CO2	Describe the relationship between risk and return in financial decision-making	BT-II
CO3	Analyse financial statements to assess the financial health of a company	BT-III
CO4	Evaluate investment opportunities using techniques like Net Present Value (NPV) and Internal Rate of Return (IRR)	BT-IV

Modules	Course Content	Periods
I	INTRODUCTION Nature, Scope, and Functions of Financial Management, Profit vs Wealth Maximization. Risk and Return, Time value of money. Calculating Present a Future Value. Valuation of securities – Bonds and Equities	12
II	INVESTMENT DECISIONS The Capital Budgeting Process, Cash flow Estimation, Payback Period Method Accounting Rate of Return, Net Present Value (NPV), Net Terminal Value Internal Rate of Return (IRR), Profitability Index, Capital budgeting under Risk – Uncertainty and Risk Adjusted Discount Rate.	14
III	FINANCING DECISION Cost of capital and Financing Decision: Sources of long-term financing Meaning & Significance of cost of capital, Factors affecting Cost of Capital Determining component Costs of capital & Weighted Average Cost of Capital, Defining Capital Structure, Determinants of Capital Structure, Relevance of Capital Structure- NI & Traditional Views, Irrelevance of Capital Structure- NO Approach and MM Theory, Optimum Capital Structure, Meaning of Financial Leverage & its Measures, Financial Leverages, and the Shareholder's Return, Combining Financial and Operating Leverage.	18
IV	DIVIDEND DECISION & WORKING CAPITAL DECISION Dividend Policy: Meaning and Kinds of Dividend, Theories on Dividend Policies, Practical Considerations in Dividend policy, Relevance of dividend policy on Firm's Value, Factors influencing a Firm's dividend policy. Working Capital Management: Concepts of Working Capital, Operating and Cash Conversion Cycle, Permanent and Variable Working Capital, Determinants of Working Capital, Estimation of Working Capital Needs, Cash management receivable management.	16

	Total	60
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Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

Text Books:

1. Chandra, P. (2021). Financial Management, Theory & Practice. 10th Edition. New Delhi: Tata Mc Graw Hill Publishing Co., Ltd
2. Pandey, I.M. (2015). Financial Management, 12th Edition. Noida: Vikas Publishing House Pvt, Ltd.

Reference Book:

Gupta, S. & Sharma, R.K. (2015). Financial Management, Latest Edition, New Delhi: Kalyani Publishers

Fundamentals of International Business (Minor For other dept/school)

Subject Code : BSA032N301	Course Level:100
Credit Unit : L-T-P-C=3-0-0-3	Scheme of Evaluation : (T)

Course Objective: To impart and demonstrate amongst the students an understanding of the basic concepts and theoretical knowledge used in international business.

After the completion of the course, the students will be able to:

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	Define international business and its key concepts	BT I
CO2	Summarize the theories of international trade, framework and international agreement.	BT II
CO3	Apply international business theories to Analyse real-world international business situations.	BT III

Modules	Course Content	Periods
I	Introduction to International Business: Concepts of Globalisation, Dimensions, Factors influencing globalisation, Concept of International Business, Reasons for International expansion, Modes of entry in international markets, Overview of world's trade and India's trade, Balance of Payments.	15
II	Institution framework and Trade Agreements: International economic institutions- WTO, IMF, UNCTAD, ADB etc Institutional Framework for International Trade in India, Overview of WTO Agreements, Ministerial Conferences and Emerging issues, WTO and Developing countries International Economic Integrations: Different Levels of Integration, Major Regional Trade Agreements, India's participation and role.	15
III	International Environment and International Marketing: Cultural , Political and Legal Environment Concept of Culture, Comparison of Cross Cultural Behaviour, fundamentals of International Marketing Mix Decisions -Product, Pricing, International distribution channels, communication and Promotion Decisions	15
IV	International Finance and Documentation: International Monetary System. Foreign Exchange market, Exchange risk management, Modes of payment and international trade finance Export import procedure, Terms of Delivery. Documentation- Commercial documents, Regulatory documents.	15
Total		60

Text Books:

International Business, Rakesh Mohan Joshi, Oxford University Press (2009).

Reference Book:

International Business, Rakesh Mohan Joshi, Oxford University Press (2009)

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

AEC III**CEN III: Fundamentals of Business Communication**

Subject Code :	Course Level :100
Credit Units: L-T-P-C=1-0-0-1	Scheme of Evaluation : (T)

Course Objective: The aim of the course is to develop essential business communication skills, including effective writing, speaking, and interpersonal communication, to enhance professional interactions, collaboration, and successful communication strategies within diverse corporate environments.

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	Define and list business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	BT -I
CO2	Demonstrate confident verbal communication skills through persuasive presentations, active listening, and clear articulation to engage and influence diverse stakeholders.	BT -II
CO3	Apply effective interpersonal communication strategies, including conflict resolution and active teamwork, to foster positive relationships and contribute to successful organizational communication dynamics	BT -III
CO4	Devise mechanisms to make the students understand professionalism in terms of workplace behaviour and workplace relationships.with practical orientation.	BT IV

Modules	Course Content	Periods
I	<p>Business Communication: Spoken and Written</p> <ul style="list-style-type: none"> • The Role of Business Communication • Classification and Purpose of Business Communication • The Importance of Communication in Management • Communication Training for Managers • Communication Structures in Organizations • Information to be Communicated at the Workplace <p>Writing Business Letters, Notice, Agenda and Minutes</p>	5
II	<p>Negotiation Skills in Business Communication</p> <ul style="list-style-type: none"> • The Nature and Need for Negotiation <ul style="list-style-type: none"> • Situations requiring and not requiring negotiations • Factors Affecting Negotiation <ul style="list-style-type: none"> • Location, Timing, Subjective Factors • Stages in the Negotiation Process <ul style="list-style-type: none"> • Preparation, Negotiation, Implementation Negotiation Strategies 	5

III	Ethics in Business Communication <ul style="list-style-type: none"> • Ethical Communication • Values, Ethics and Communication • Ethical Dilemmas Facing Managers • A Strategic Approach to Business Ethics • Ethical Communication on Internet Ethics in Advertising	5
IV	Business Etiquettes and Professionalism <ul style="list-style-type: none"> • Introduction to Business Etiquette • Interview Etiquette • Social Etiquette • Workplace Etiquette • Netiquette 	5
	Total	60

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

Text Books

1. *Business Communication* by Shalini Verma

References:

1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

SEC
Basics of Tally

Subject Code : BSA0325411	Course Level : 100
Credit Unit : L-T-P-C=3-0-0-3	Scheme of Evaluation : (T)

Course Objective :

To impart knowledge and skills for software application of financial accounting and acquaint students with practical problem solving.

Sl No.	Course outcome	Bloom's Taxonomy Level
CO1	Define the specific tools for documenting financial	BT -I
CO2	Interpret the financial statement using Tally.	BT -II
CO3	Develop skills to prepare account manually and computerized.	BT -III
CO4	Devise a Company, Ledgers and Groups creation, stock groups, Stock items, stock unit's formation, various Vouchers Entry, etc in tally software.	BT IV

Module	Contents	Periods
I	ERP basic features – benefits – selection-implementation	12
II	Tally basic and advance features – Company Creation-configure and features settings-Ledger Creation with predefined primary Groups,Predefined Sub Group and New Sub Group – Creating Stock , Items and Groups.	12
III	Preparation of Ledger accounts on Tally- Preparation of Invoices- Vouchers Entry , Generating Reports.	12
IV	Preparation of Cash Books, Ledger Accounts, Trail Balance, Profit and Loss Accounts, Balance Sheet, Funds Flow Statement , Cash Flow Statement and Display of Final accounts- Ratios-Selecting and Shutting a company – Backup and Restore data of a Company	12
Total		48

Text Books :

Tally ERP 9+ GST, Akshay Rajgaria, 1st Edition, BPB Publication,2022

Reference Book:

Tally ERP 9 training guide, Asok K.Nadhani,4th Edition,BPB Publication,2018

Reading materials to be provided

SEMESTER – IV

Managerial Economics

Subject Code :BSA032M401	Course Level : 200
Credit Units : L-T-P-C=-3-0-0-3	Scheme of Evaluation : (T)

Course Objective: To enable the students to understand the laws of supply and demand and various contributing factors; various laws of production and costs; various types of market structures
After the completion of the course, the students will be able to:

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	List the basic concepts and importance of managerial economics	BT I
CO2	Describe various variables of consumer behaviour	BT II
CO3	Analyse how changes in supply and demand affect market equilibrium	BT III
CO4	Compare and contrast different market structures in terms of their efficiency and welfare implications.	BT IV

Modules	Course Content	Periods
I	Nature, Scope, Definitions of Business Economics, Contribution and Application of Business Economics to Business. Objectives of a firm. Opportunity Costs, Risk, Return and Profits. Demand- Demand function, Individual and Market demand, Law of demand and supply, exceptions to the law of demand, Change in demand, Elasticity of demand- price, income and cross elasticity, Methods and degrees of price elasticity, Point and arc elasticity	15
II	Consumer Behaviour: Consumer sovereignty-limitations. Approaches to the study of consumer behaviour - cardinal approach-the law of equi- marginal utility, ordinal approach – indifference curve analysis-properties – consumer surplus – meaning-analysis limitations. Price, income and substitution effects. Giffen goods. Engel curve.	15
III	Modern cost concepts, Relationship between Marginal Cost and Average Cost, Cost of production: Short-run and long run, Production function-linear and homogeneous production function, stages of production; Isoquants, Iso-cost line, Returns to scale; Economies and diseconomies of scale	15
IV	Perfect competition: Basic features, short run equilibrium of firm/industry, long run equilibrium of firm/industry, Monopoly: basic features & price determination; Monopolistic competition: basic features and price determination, Oligopoly: concepts and price determination	15
Total		60

Text Books:

1. Managerial Economics by D N Dwivedi, 8th edition

Reference Book:

1. **Managerial Economics , Principles and world-wide applications by Salvatore and Rastogi , 9th Edition, Oxford Publication.**

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60Hrs		30hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

Business Research Methods

Subject Code : BSA032M402	Course Level : 200
Credit Units : L-T-P-C=-3-0-0-3	Scheme of Evaluation : (T)

Course Objective: To enable students to conduct business research to investigate, analyse and interpret data to understand the business problem using relevant tools

After the completion of the course, the students will be able to:

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	Define business research and its importance in decision-making.	BT I
CO2	Summarize the steps involved in conducting a business research project.	BT II
CO3	Use statistical tools and techniques to Analyse research data.	BT III
CO4	Assess the impact of research on business decision-making.	BT IV

Modules	Course Content	Periods
I	Introduction to Research Meaning of Research, Types of Research, Process of Research, Research Dilemma, Defining Research Problem, Formulating the Research hypotheses, Developing Research problem, Research design	15
II	Sampling, Measurement & Scaling and Data Collection Population and Sample, Parameter and Statistic, Advantages of Sampling over Census, Limitations of Sampling, Errors in Sampling, Type of Sampling Methods, Selection of Sampling Size, Characteristics of a good Sampling Design. Types of data –sources –methods of data collection, Secondary Data Collection, Methods of Collecting Primary Data. Questionnaire Design	15
III	Data Analysis and Interpretation: Descriptive Statistics, Univariate and Bivariate Analysis of Data, Testing of Hypothesis Process steps, Type-I & Type-II Error Parametric Test- One Sample t test, Independent t test and Paired t test, Z test, F test, Analysis of Variance Non - Parametric test- Chi square. (using SPSS/ MS Excel/ any other statistical package as well)	15
IV	Introduction to Advanced Data Analysis & Research Report Correlation and Regression analysis techniques, Introduction to Factor analysis (Exploratory), Discriminant analysis, Cluster analysis Report writing and presentation- Layout, Contents, Qualities of research report, Ethical issues in Business Research	15
	Total	60

Text Book

1. Kothari, C.R. (2019) Research Methodology: Methods and Techniques. 4th Edition, New Age International Publishers, New Delhi.
2. Business Research Methods: Donald cooper & Schindler, Tata McGraw Hill 12th Edition

Reference Book:

1. Marketing Research (2018): Naresh Malhotra, 7th Edition, Pearson Publication, New Delhi

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

IKS Related To Management

Subject Code : BSA032M403	Course Level :200
Credit Unit : L-T-P-C: 4-0-0-4	Scheme Of Evaluation : (T)

Course Objective:

The objective of this course is to help understand the wisdom of ancient Indian literatures and their applicability in the holistic development of contemporary society and modern business world.

Sl.No	Course Outcome	Bloom'sLevel
CO1	Identify the concept of traditional knowledge and its importance	BT-1
CO2	Explain the relevance of Ancient Wisdom in Modern Times	BT-2
CO3	Develop analytical thinking by examining the Wisdom of IKS and their relevance to contemporary management	BT-3

Modules	Course Content	Periods
I	Understanding Ethos and Ethics of Ancient Literature Ethics and Indian ethos, basic principles of Indian management ethos, Management Perspective of ancient Indian literature , Indian ethos for Management. Definition of Ethics, Moral Behavior, Characteristics of Moral Standards.	15
II	Management lessons from Ancient Indian Mythology Gita – Guide to Management. Ramayana- ways to conduct oneself, Narasimha – 3 lessons Buddha and Management, Management lessons from books of religion and folk tales.	15
III	Management lessons by Chanakya-the management guru and king maker: Arthashashtra-7 pillars of Management, Administration, Leadership-Models of Leadership and Motivation in Indian Thoughts, Management of the Self – Management of Body, Thoughts and Emotions; Interpersonal and Group Effectiveness.	15
IV	Cultural Heritage of India and its relevance for Modern Management: Human Behavior–IndianThoughts:Guna Theory,SanskaraTheory. Karma Theory -Nishkama Karma Yoga and Professionalism Sanskara(Values)Vvs.Skills– Supremacy of Values over Skills, Role Vvs. Self.	15
	Total	60

Text Books:

1. A.C.Fernando, Business Ethics: An Indian Perspective, Third edition, Pearson 2019
2. Weiss, Business Ethics concept & cases, 1st edition, 2009, Cengage Learning
3. Velasquez, Business Ethics, Concepts & Cases, 7th edition, 2016, PHI
4. Murthy, Business Ethics, 2018, Himalaya Publishing House
5. AlGini, Case Studies in Business Ethics, 6th edition 2009, Pearson Education.
6. An Indian approach to power-A leadership Approach by Devdutt Pattanaik, 2016
7. [Reference Book](#)
8. Shashtri J.L., Ancient Indian Traditions and Mythology, 1st edition, 2009, Motilal Banarsidas, New Delhi
9. S.K. Chakraborty, Ethics in Management-Vedantic Approach, 1997, New Delhi, Oxford India Ltd.,
10. 3. Swami Jitatananda, Indian Ethos for Management, Rajkot, Ramakrishna Ashrama, 1996. 4. Swami Someswarananda, Indian Wisdom for Management, Ahmedabad, AMA. 2000.

Communicative English – IV:

Subject Code : BSA032M403	Course Level :200
Credit Unit : L-T-P-C: 4-0-0-4	Scheme Of Evaluation : (T)

Course Objective: This course is designed to enhance employability and maximize the students' potential by introducing them to the principles that determine personal and professional success, thereby helping them acquire the skills needed to apply these principles in their lives and careers.

Sl No.	Course outcome	Bloom's Taxonomy Level
CO 1	Demonstrate understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	BT -II
CO 2	Develop professional documents to meet the objectives of the workplace	BT -VI
CO 3	Define and identify different life skills and internet competencies required in personal and professional life.	BT -I
CO 4	Illustrate ways through which students can correlate and are well equipped with the state of the art tools such as digital skills along with life skills in their day to day operations	BT IV

Modules	Course Content	Periods
I	<ul style="list-style-type: none"> Presentation Skills Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	5
II	<ul style="list-style-type: none"> Business Writing Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals Technical articles: Types and structure	5
III	<ul style="list-style-type: none"> Preparing for jobs Employment Communication and its Importance, Knowing the four-step employment process, writing resumes, Guidelines for a good resume, Writing cover letters Interviews: Types of interview, what does a job interview assess, strategies of success at interviews, participating in group discussions.	5

IV	<ul style="list-style-type: none"> • Digital Literacy and Life Skills <p>Digital literacy: Digital skills for the '21st century', Collegestudentsand technology, information management using Webspace, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0.</p> <p>Life Skills: Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem-solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.</p> <p>Application of life skills: opening and operating bank accounts, applying for pan, passport, online bill payments, ticket booking, gas booking</p>	5
Total		60

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
20 hrs		10 hours <ul style="list-style-type: none"> • Movie/ Documentary screening • Field visits • Peer teaching • Seminars <p style="text-align: right;">Library visits</p>
		Experiential Learning

Text:

1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi

References:

1. *Business Communication* by Shalini Verma
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Behavioural Science IV

Subject Code :	Course Level :200
Credit Unit : L-T-P-C: 1-0-0-1	Scheme Of Evaluation : (T)

Course Objective:

To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

After the completion of the course, the students will be able to:

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	Understand the importance of individual differences	BT-II
CO2	Develop a better understanding of self in relation to society and nation	BT-VI
CO3	Correlate for a meaningful existence and adjustment in society	BT IV

Modules	Course Content	Periods
I	Managing Personal Effectiveness Setting goals to maintain focus, Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness), Integration of personal and organizational vision for effectiveness, A healthy balance of work and play, Defining Criticism: Types of Criticism, Destructive vs Constructive Criticism, Handling criticism and interruptions.	4
II	Positive Personal Growth Understanding & Developing positive emotions, Positive approach towards future, Impact of positive thinking, Importance of discipline and hard work, Integrity and accountability, Importance of ethics in achieving personal growth.	4
III	Handling Diversity Defining Diversity, Affirmation Action and Managing Diversity, Increasing Diversity in WorkForce, Barriers and Challenges in Managing Diversity.	4
IV	Developing Negotiation Skills Meaning and Negotiation approaches (Traditional and Contemporary) Process and strategies of negotiations. Negotiation and interpersonal communication. Rapport Building – NLP.	4
Total		16

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

Text Books:

J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company

Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc
Introduction to Human Resource Management (Minor for other Dept/School)

Subject Code : BSA032N401	Course Level:200
Credit Unit : L-T-P-C=3-0-0-3	Scheme of Evaluation : (T)

Course Objective:

This course provides an overview of human resource management functions, including how firms hire, develop, and manage their people. The training focuses on providing a general grasp of all the HR functions involved in employee life cycle management.

After the completion of the course, the students will be able to:

Sl No.	Course outcome	Bloom's Taxonomy Level
CO1	Define the key issues related to administering the human element such as motivation, compensation, appraisal, career planning and training	BT-I
CO2	Summarize various tools required for the development, implementation, and evaluation of HRM practices in national and international contexts.	BT-II
CO3	Implement HRM strategies to enhance employee development and retention.	BT-III

Modules	Course Content	Periods
I	Introduction to Human Resource Management: Evolution of HRM, Objectives of HRM, Functions, HRM and Personnel Management, Future Role of HRM, Strategic Human resource management- meaning, differences with traditional HRM, Evolution of HRM into HRD.	15
II	Human Resource Procurement: Human Resource Planning- Characteristics, Significance. Job Analysis and Design–Introduction, Process, Job Description and Job Specification, Job Design- Definition, Importance. Recruitment-Definitions, Features, Sources of Recruitment Selection-Introduction, Differences between Recruitment and Selection, Steps of Selection process, Selection Tests, Orientation, Induction, Placement- Definition, importance.	15
III	Human Resource Development: Employee Training- Significance, Training wheel, Training need Analysis, Methods of Training, Organization Change- Definition, Change Agents, Factors of organizations resistance to change, Process to overcome resistance to change. Organization Development – Definition	15
IV	Human Resource Evaluation and Compensation Performance Evaluation- Definition, Uses, The Process of Performance Evaluation, Modern Evaluation Methods, Compensation Administration-Introduction, Objectives, Components of salary Concept of Wages. Types of Incentive, Fringe benefits. Executive compensation- Definition, examples.	15

	Total	60
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Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs

Text Books:

1. Human Resource Management, Text and Cases, K. Aswathappa, 8th Edition, McGraw Hill Education

Reference Book:

1 Human Resource Management, P. Durai, 3rd Ed., Pearson Education Services Pvt Ltd., Noida, 2020

2 Human Resource Management, V.S. P Rao, 2nd Edition, Taxmann Publications, 2020

Introduction to Financial Management (Minor for students from other Dept/School)

Subject Code : BSA032N402	Course Level:200
Credit Unit : L-T-P-C=3-0-0-3	Scheme of Evaluation : (T)

Course Objective:

The course aims to provide an understanding of the concept of finance and how influential the time value of money is. It further familiarizes the learners with various Principles and practices of financial management while pursuing them with the various decisions involved in managing finance.

After the completion of the course, the students will be able to:

SI No.	Course outcome	Bloom's Taxonomy Level
CO1	Define key financial management terms and concepts.	BT-I
CO2	Interpret financial data presented in statements and reports.	BT-II
CO3	Apply financial management techniques to solve real-world financial problems.	BT-III

Modules	Course Content	Periods
I	INTRODUCTION Nature, Scope, and Functions of Financial Management, Profit vs Wealth Maximization. Risk and Return, Time value of money. Calculating Present and Future Value. Valuation of securities – Bonds and Equities	12
II	INVESTMENT DECISIONS The Capital Budgeting Process, Cash flow Estimation, Payback Period Method, Accounting Rate of Return, Net Present Value (NPV), Net Terminal Value, Internal Rate of Return (IRR).	14
III	FINANCING DECISION Defining Capital Structure, Determinants of Capital Structure, Relevance of Capital Structure- NI & Traditional Views, Irrelevance of Capital Structure- NOI Approach and MM Theory, Optimum Capital Structure. Meaning of Financial Leverage & its Measures, Financial Leverages, and the Shareholder's Return, Combining Financial and Operating Leverage.	16
IV	DIVIDEND DECISION & WORKING CAPITAL DECISION Dividend Policy: Meaning and Kinds of Dividend, Theories on Dividend Policies, Practical Considerations in Dividend policy, Relevance of dividend policy on Firm's Value, Factors influencing a Firm's dividend policy. Working Capital Management: Concepts of Working Capital, Operating and Cash Conversion Cycle, Permanent and Variable Working Capital, Determinants of Working Capital, Estimation of Working Capital Needs.	18
	TOTAL	60

Text Books:

1. Chandra, P. (2021). Financial Management, Theory & Practice. 10th Edition. New Delhi: Tata Mc Graw Hill Publishing Co., Ltd
2. Pandey, I.M. (2015). Financial Management. 12th Edition. Noida: Vikas Publishing House Pvt, Ltd.

Reference Book:

1. Gupta, S. & Sharma, R.K. (2015). Financial Management, Latest Edition, New Delhi: Kalyani Publishers

Credit Distribution		
L/T (Lecture/Tutorial)	Practicum (P)	Experiential Learning
60 hrs		30 hrs
		Live Projects, Industrial Visits, Guest Lecture, Home Assignments, Case Study Analysis, Online Certificate Course/MOOCs