

HSNC University, Mumbai

(Established by Government of Maharashtra vide notification dated 30th October, 2019 under section 3(6) of Maharashtra Public Universities Act)



Ordinances and Regulations

With Respect to

Choice based credit system

**For the
Programmes
Under**

The Faculty of Bachelor of Management Studies

With effect from the

Academic year 2024-25



Board of Studies in the Subjects of Commerce and Management

1) Dean of Commerce

Prof. Dr. Pooja Ramchandani, Principal, H R College, Mumbai-400020 Email id: dean.commgmt@hsncu.edu.in

2) Name of Chairperson

Dr. Ritika Pathak, Assistant Professor, K.C. College, Mumbai-400020 Email id: ritika.pathak@kccollege.edu.in

Co-Chairperson/Coordinator: -

Ms. Charvi Gada, Assistant Professor, H R College, Mumbai- 400020 Email id: charvigada@hrcollege.edu

3) Two to five teachers each having minimum five years teaching experience amongst the full-time teachers of the Departments, in the relevant subject.

- a) **Dr. Khushnuma Tata**, Assistant Professor, K.C. College, Mumbai- 400020 Email id: khushnuma.tata@kccollege.edu.in
- b) **Dr. Kea Thawani**, Assistant Professor, HSNC University, Mumbai. Email id: kea.thawani@hsnc.edu.in
- c) **Dr. Radhika Menon**, Assistant Professor, H.R. College, Mumbai- 400020 Email id: radhika.menon@hrcollege.edu
- d) **Ms. Tanvi Khandhar**, Assistant Professor, H.R. College, Mumbai- 400020 Email id: Tanvi.khandhar@hrcollege.edu
- e) **Dr. Sneha Singh**, Assistant Professor, K.C. College, Mumbai- 400020 Email id: Sneha.singh@kccollege.edu.in

4) One Professor / Associate Professor from other Universities or professor / Associate Professor from colleges managed by Parent Body

a) **Dr. Antara Suhas Sonawane**, Vice Principal at Hinduja College Mumbai Email id: antra.sonawane@hindujacollege.com

5) Four external experts from Industry / Research / eminent scholar in the field relevant to the subject nominated by the Parent Body:

a) **Dr. Rajesh Mankani**, Assistant Professor, Head of Management Studies NHSMRE. Email id: doctor.rajeshmkn@hotmail.com

b) **Mr. Sekkizhar Balasubramanian**, Chartered Accountant, Ex – Deloitte. Email Id: bsekkizhar@gmail.com

c) **Mr. Girish Naik**, Vice President – Mitsubishi Corporation India Pvt. Ltd, Email Id: girish.naik@mitsubishicorp.com

d) **Mr. Sanmesh Malvankar**, Regional Manager – International University of Applied Science, Germany. Email Id: sanmesh.malvankar@gmail.com

6) Top rankers of the Final Year Graduate and Final Year Post Graduate examination of previous year of the concerned subject as invitee members for discussions on framing or revision of syllabus of that subject or group of subjects for one year.

a) **Mithil Inamdar** (Under Graduate Student), K. C. College. Email Id: mithilinamdar07@gmail.com

b) **Keshav Verma** (Under Graduate Student), H. R. College. Email Id: keshavv921@gmail.com



HSNC University, Mumbai

(2020-2021)

Ordinances and Regulations

With Respect to

Choice Based Credit System

(CBCS)

For the Programmes Under

The Faculty of Bachelors of Management Studies

For the programme

Curriculum– First Year Undergraduate Programmes

Semester-I and Semester -II

INDEX

Semester I

Sr No	Particulars	Name of Subject	Credits
1	Core course (CC)	Management Concepts & Human Resource Management	4
2	Core course (CC)	Marketing Management	4
3	Core course (CC)	Financial Accounting	4
4	Multi disciplinary elective (MDE)	Indian Knowledge Systems – Management of Self	2
5	Value Added Course (VAC)	Environment and Sustainability	2
6	Ability Enhancement Course (AEC)	Business Communication-I	2
7	Skill Enhancement Course (SEC)	Business Statistics & Mathematics	2
	Total		20

Semester II

Sr No	Particulars	Name of Subject	Credits
1	Core course (CC)	Human Behaviour	4
2	Core course (CC)	Business Economics	4
3	Core course (CC)	Indian Financial System	4
4	Multi disciplinary elective (MDE)	Media literacy and Critical Thinking	2
5	Value Added Course (VAC)	Indian Constitution	2
6	Ability Enhancement Course (AEC)	Business Communication – II	2
7	Skill Enhancement Course (SEC)	Emerging Technologies & Application	2
	Total		20

Preamble

The Bachelor of Management Studies (BMS) program is designed for undergraduates aspiring to cultivate the skills and knowledge essential for managerial roles across diverse organizations. This comprehensive curriculum encompasses fundamental principles and practices within key functional domains of business management. Furthermore, it delves into vital areas such as entrepreneurship, the legal framework governing business operations, advancements in information technology, the implications of globalization, and the nuances of economic integration, equipping students for success in a dynamic industrial landscape.

The course aims to provide students with the opportunities, resources, and relevant reading materials necessary for a formal academic orientation that emphasizes real-world application. The objective is to enhance students' creativity and effectiveness, equipping them with the skills to thrive in their future careers.

Students enrolling in a Management Studies program will establish a robust foundation in management principles and strategic development. The elective courses provide an opportunity for deeper exploration of specific areas, such as finance, marketing, human resource management, and international real estate management. Beyond imparting business management knowledge, this program equips students with the essential tools to understand organizational dynamics, governance structures, and responsiveness to both domestic and global environments. The student-centered learning approach emphasizes techniques and skills that foster independent problem-solving and promote lifelong learning.

The quality of technical education is influenced by several factors, including a socially and industrially relevant outcome-based curriculum, high-quality and motivated faculty, an effective teaching and learning process, valuable industry internships, and student evaluations based on desired outcomes. Consequently, it was essential to develop a Model Curriculum crafted by top experts from academia and industry, considering the latest industry trends and market needs. This curriculum aims to be a resource for universities, technical education boards, and engineering institutions nationwide. To achieve this, the AICTE assembled a team of experts to design the Model Curriculum for the UG Degree Course in Bachelor of Management Studies (BMS).

The curriculum includes courses in Management Studies with a strong emphasis on foundational knowledge, core discipline-specific courses, and a wide range of electives from both within and outside the discipline, including emerging fields, all structured within a 120-160 credit framework. Integrated summer internships provide students with hands-on industry

experience, aligning their skills with real-world requirements. These programs are carefully designed to meet the needs of the contemporary business environment, blending theoretical insights with practical applications. The curriculum emphasizes innovation, entrepreneurship, and ethical leadership, aiming to develop well-rounded individuals capable of driving organizational growth, supporting sustainable practices, and making positive societal contributions.

With an emphasis on interdisciplinary and experiential learning methodologies, along with industry-relevant projects, the programs are designed to foster critical thinking, problem-solving skills, and effective communication in students. The Honours and Honours with Research tracks further offer opportunities for academic excellence, advanced research, and specialization in specific areas of business administration.

The curriculum comprises Online Courses (OLC), which are accessible on NPTEL or SWAYAM portals as part of the MOOCs programme being created by MHRD, in order to conform with the educational policies of the Government of India. The students' self-paced learning habits and exposure to emerging learning technology will both be fostered via the online courses.

1. Process adopted for curriculum designing:

The members of the respective departments initially developed a draft syllabus as per NEP guidelines and undertaken subject specific research on the existing curriculum from other Universities, studying the current needs of the industry, analyzing the new trends in the subjects, and even connecting to some NGOs in few subjects. The drafted syllabus was then shown to academicians, experts from industry and researchers through emails and their inputs were gathered through BOS meetings. These valuable inputs were incorporated into the syllabus ensuring that the syllabus is enriched in all aspects.

2. Salient features, how it has been made more relevant:

While designing of the syllabus, care has been taken to ensure that the student learns application skills along with theory. Demonstrations of the practical applications shall be conducted through special lectures and workshops that will contribute to enhanced learning. A combination of lectures, problem solving during tutorials and the supplementary sessions all contribute to make a student job ready.

3. Learning Outcomes.

Management is a critical function for every organization, and students trained in management play this important role in organizations of every size and type. The skills, techniques, and theories acquired by the manager leads to jobs in business, government, and the non-profit sector. Students who plan to establish their own firms or to become part of a family-owned firm may also pursue this course. This course shall help individuals learn to:

- motivate, lead, and develop others
- structure organizations capable of meeting both profit and social responsibility goals
- work well in accomplishing work individually and through others
- communicate accurately
- develop a strategic perspective on the organization and its parts

The primary objective of this programme is providing students with a sound theoretical base and exposure to current business challenges. This is essentially achieved through enhancing the ability of students to meet global challenges through sensitivity towards organizational, economic, and cultural diversity.

Through specialized elective subjects, students can acquire an in-depth knowledge of various streams like Finance, Marketing and Human Resource Management.

4. Input from stakeholders

For drafting the syllabus, each department has taken inputs from industry experts, parents and notable alumni. The stakeholders have been impressed with the inclusion of e-learning options for the learners provided in the syllabus. They have suggested subsequently to add more practical hands on examples, learning through games and GIS certificate programs. For more advanced related topics, there can be sharing of video lectures and seminars, workshops, industrial visit, short term courses and 30 hours certificate courses could be organized.

Program Educational Objectives (PEOs):

- To develop good, thoughtful, well-rounded, and creative individuals
- To enable the development of an enlightened, socially conscious, knowledgeable and skilled individual that can uplift its nation and construct and implement robust solutions to its own problems through critical thinking
- To enable quality education that benchmarked with the best industry practices, is multidisciplinary and holistic in nature, with curriculum and pedagogy for enhanced student experiences, blending Indian Knowledge Systems with modern technology

Program Outcomes (POs):

- To develop high quality management graduates who have a passion to excel, and who are agile, innovative and collaborative, aligned with the growth plans of the **corporate sector** and **non-corporate sector, viz., Government, NGOs, UN Bodies, Policy Research** etc.
- Develop analytical skills in students to assess and apply strategic management principles in finance, HR, and marketing contexts.
- Foster effective communication skills to enable students to articulate complex business concepts across various sectors.
- Encourage students to engage in self-directed learning through presentations and projects, enhancing their ability to research and present financial, HR, and marketing strategies
- Equip students with the necessary skills to critically evaluate market trends and organizational practices in the fields of finance, HR, and marketing
- Cultivate a collaborative mindset to promote teamwork and innovation in addressing real-world challenges faced by businesses in diverse sectors.

Program Specific Outcomes (PSOs):

- To create a cadre of professionals who are nationally and globally mobile, for serving the corporate and non-corporate sector in various functional areas such as **Marketing, Finance, Human Resources and Operations.**

- To develop a **cadre of management graduates** who will provide wings to the efforts **towards Viksit Bharat** in various fields such as: Infrastructure, Digital India, Renewables, Make in India, Blue Economy, Space, Food Processing, Healthy India and Governance
- To nurture socially responsible management graduates who can integrate sustainable practices into business operations, addressing environmental and societal challenges effectively.
- To equip students with the entrepreneurial mindset and skills necessary for fostering innovation, developing startups, and contributing to the growth of the entrepreneurial ecosystem in India and globally.
- To develop data-driven decision-making skills by integrating analytics and technology in strategic management across various functional areas such as finance, marketing, and operations.
- To prepare graduates for leadership roles in international business and global markets by fostering cross-cultural communication, global strategic thinking, and adaptability to diverse business environments.
- To instill ethical and governance principles in students, enabling them to lead with integrity and accountability in complex organizational structures and competitive markets.

Course Outcomes (CO)

- Develop critical thinking and problem-solving skills to analyze complex business scenarios, fulfilling the PEO of creating thoughtful, well-rounded individuals.
- Enhance financial literacy and decision-making capabilities through practical applications of personal financial planning, aligning with the PO of effective communication and understanding.
- Cultivate a holistic understanding of legal principles in business, enabling students to apply legal knowledge in various contexts, thereby fulfilling the PSO of fostering practical skills in business environments.
- Implement strategic marketing and customer relationship management initiatives that reflect social consciousness and community upliftment, contributing to the PEO of developing a knowledgeable and skilled nation.

Part 2 - The Scheme of Teaching and Examination

Semester – I Summary

Sr. No.	Choice Based Credit System	Remarks
1	Core course (CC)	Management Concepts & Human Resource Management
2	Core course (CC)	Marketing Management
3	Core course (CC)	Financial Accounting
4	Multi disciplinary elective (MDE)	Indian Knowledge Systems – Management of Self
5	Value Added Course (VAC)	Environment and Sustainability
6	Ability Enhancement Course (AEC)	Business Communication-I
7	Skill Enhancement Course (SEC)	Business Statistics & Mathematics

First Year Semester I Internal and External Detailed Scheme

Sr. No.	Subject Title	Periods Per Week						Internals					Total Marks
		Units	SL	L	T	P		Credit	SLE/ PA/P	CT	AP	T	SEE
1	Management Concepts & Human Resource Management	4	20%*	4	0	0	4	15	20	5	40	60	100
2	Marketing Management	4	20%*	4	0	0	4	15	20	5	40	60	100
3	Financial Accounting	4	20%*	4	0	0	4	15	20	5	40	60	100
4	Indian Knowledge Systems – Management of Self	2	20%*	2	0	0	2	20	-	-	20	30	50
5	Environment and Sustainability	2	20%*	2	0	0	2	-	20	-	20	30	50
6	Business Communication-I	2	20%*	2	0	0	2	-	20	-	20	30	50
7	Business Statistics & Mathematics	2	-	2	0	P	2	20	-	-	20	30	50
Total Hours / Credit							20		Total Marks				500

SL: Self Learning, L: Lecture, T: Total, P: Practical, SLE- Self learning evaluation, CT-Commutative Test, SEE- Semester End Examination, TA-Teacher Assessment PA- Project Assessment

First Year Semester – I Units – Topics – Teaching Hours

S. N	Subject Unit Title		Lectures	Total No. of lectures	Credit	Total Marks
1	I	Introduction to Management	15	60	4	100
	II	Human Resource Management	15			
	III	Human Resource Development	15			
	IV	Recent trends in HRM	15			
2	I	Introduction to Marketing	15	60	4	100
	II	Segmentation, Targeting and Positioning (STP) & Branding	15			
	III	Marketing Mix	15			
	IV	Recent issues & developments in Marketing	15			
3	I	Introduction	15	60	4	100
	II	Accounting Transactions	15			
	III	Depreciation Accounting and Trial Balance	15			
	IV	Preparation of Final Accounts	15			
4	I	Indian Knowledge Systems: An Overview.	15	30	2	50
	II	Comprehending Ethics and Management through Literature	15			
5	I	Environment: Ethical concerns	15	30	2	50
	II	Climate Change, Sustainability & SDGs	15			
6	I	Fundamentals of Communication	15	30	2	50
	II	Written Communication in Organizations				
7	I	Business Mathematics and Introduction to Spreadsheets.	15	30	2	50
	II	Business Statistics and Data Representation	15			
	Total				20	500

- **Lecture Duration – 1 hr**
- **For serial no 8 students are required to select any one option from the option given in the open electives**
- **For theory papers One credit =15 hrs**
- **For practicals One credit=30 hrs**

Part 3 - Detailed Scheme

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective Unit.

Course Title: Management Concept & Human Resource Management

Course Code: Core Course (CC)

Credits: 4

Course Objective (CO):

- Understand key concepts, functions, and principles of management and HR.
- To inculcate people skills, delegation, communication skills, coaching skills and critical thinking
- Analyse management issues and HR complexities, applying theories to real-world situations.
- Handle recruitment, selection, and performance appraisal using both traditional and technological tools.
- Evaluate HR strategies such as retention, employee engagement, and managing workforce diversity.
- Develop leadership and decision-making skills for managing HR functions effectively.
- To prepare students for roles such as Management Trainee, Human Resources Assistant, Administrative Assistant or Coordinator and Customer Service Associate.

Course Learning Outcomes (LO):

- Remember the key concepts, functional areas, and their components, supporting the objective of developing thoughtful, creative individuals and producing high-quality management graduates.
- Understand various principles and functions of Management and HR, fostering the objective of creating a knowledgeable and skilled workforce in human resources and other functional areas.
- Analyse various situations, encouraging critical thinking and preparing graduates to excel in complex and diverse environments, as part of the objective to nurture problem-solving skills.
- Apply key concepts and principles to various situations, promoting the objective of developing professionals who can implement effective solutions in real-world challenges.
- Evaluate alternative courses of action, reinforcing the objective of critically assessing and constructing practical solutions in management scenarios.
- Create an environment for professional human resource management in organizations, contributing to the objective of developing innovative and collaborative leaders.

Benchmark Institutions

- All India Management Association (AIMA)
- Asian Association of Management Organisations (AAMO)
- American Management Association (AMA)
- British Institute of Management (BIM)

Units	Content	No. of Lectures
I	<p>Introduction to Management</p> <p>1.1 Nature and Importance of Management, 1.2 Management as Art, Science or Profession 1.3 Level, Roles and Skills of Management, 1.4 Emerging management issues and challenges 1.5 Functional Areas of Management:</p> <ul style="list-style-type: none"> ➤ Planning: Types of plans ➤ Organizing: Elements of Organizing, Organization Structure ➤ Staffing – Concept Introduction ➤ Directing – Leadership Styles and Motivators ➤ Controlling – Types of Control ➤ Reporting and Budgeting <p>Case Studies</p>	15
II	<p>Human Resource Management</p> <p>2.1 Introduction to HRM: Functions, roles, and importance 2.2 Manpower planning: Job analysis and job designing 2.3 Scientific Recruitment and Selection Methods 2.3 Induction, Orientation and Socialization 2.4 Compensation and benefits 2.5 Motivators Case Studies</p>	15
III	<p>Human Resource Development</p> <p>3.1 Performance Appraisal Types of performance appraisal, Latest Technology for Performance appraisal.</p> <p>3.2 Career Planning and Development Training & Development – Identification of Training Needs, Training Methods, Succession Planning</p> <p>3.3 E-learning, Process and Trends</p> <p>3.4 New technologies used in training, Global Training Trends New technology in training and development, Cultural Diversity</p>	15

	Training, Awareness on Inclusiveness and Sexual Harassment at work 3.5 Management Development Programmes. 3.6 Retention strategies	
IV	Recent trends in HRM 4.1 Generational values in the Work Place, Managing Millennials Gen Y , Gen Z 4.2 Global Workforce, Diversity in the Work place, 4.3 Employee engagement and employee experience: Tools to improve Employee Engagement and Productivity, Employee Wellness Apps 4.4 Ethical issues in HRM 4.5 Alternative Work arrangements 4.6 Technological Interventions in HR Processes and Management (Artificial Intelligence in Recruitment, Data Analytics in transforming HR, Employee Experience Platforms, Feedback Cloud and Mobile-enabled HR solutions)	15

Self-Learning topics (Unit wise):

Sr. No	Unit	Topic
1	1	Nature and importance of management
2	2	Recruitment and Selection
3	3	Performance Appraisal - concept, process, methods and problems, KRA'S
4	3	Career planning and succession planning

Online Resources/MOOCs

<https://nptel.ac.in/courses/122/105/122105020/>

<https://youtu.be/QuocfX7rQcg> (Harvard)

<https://archive.nptel.ac.in/courses/110/105/110105146/>

<http://www.digimat.in/nptel/courses/video/110105069/L09.html>

Reference Books

- Principles and Practice of Management, LM Prasad, 2021, Sultan Chand & Sons.
- Human Resource Management – P.Subba Rao

- Personnel Management – C.B. Mammoria
- Dessler: Human Resource Management (Prentice Hall India)
- Personnel/Human Resource Management: DeCenzo & Robbins (Prentice Hall India)
- D. K. Bhattacharya: Human Resource Management (Excel)
- Human Resource Management by Aswathapa, McGraw Hills
- Gomez: Managing Human Resource (Prentice Hall India)
- Human Resource Management – Dr P Jyothi and Dr D.N Venkatesh – Oxford Publications
- Biographies of Indian Businessmen

Evaluation Pattern For 100 Marks

Summative Assessment	Formative Assessment	Total Marks
60	40	100

Evaluation Pattern

A). Formative Assessment		40 marks
Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	20 Marks
2	Self-Learning Evaluation	15 Marks
3	Active participation in routine class instructional deliveries	05 Marks

B) Summative Assessment

Semester End Examination- 60 % **60 Marks**

- 1) Duration – These examinations shall be of 2 hours duration.
- 2) Question Paper Pattern: -
 - There shall be four questions each of 15 marks.
 - All questions shall be compulsory with internal choice within the questions.
 - The question may be sub-divided into sub-questions a, b, c, d & e only and the allocation of marks depends on the weightage of the topic.

The marks of the internal assessment should not be disclosed to the students till the results of the corresponding semester is declared by the university.

Course Title: Marketing Management

Course Code: Core Course (CC)

Credits: 4

Course Objective (CO):

- Understand key marketing concepts, including the 7 Ps, 4 Cs, and marketing orientations.
- Develop skills in market segmentation, targeting, and positioning (STP).
- Gain knowledge in branding strategies, brand equity, and brand management.
- Learn to apply the marketing mix (product, price, place, promotion) in decision-making.
- Analyse emerging trends like digital marketing, green marketing, and e-marketing.
- Address ethical, social, and legal issues in marketing through case studies and practical applications.
- To prepare students for roles such as Marketing Coordinator, Digital Marketing Assistant, Market Research Analyst, Brand Assistant, Sales and Marketing Representative, Public Relations Assistant and Customer Relationship Coordinator

Course Learning Outcomes (LO):

- Remember fundamental concepts, principles, and theories related to marketing management, aligning with the objective of developing knowledgeable and skilled graduates.
- Understand marketing principles and the relationships between concepts, supporting the objective of building a foundation for critical thinking in marketing.
- Analyse complex marketing scenarios to identify patterns, contributing to the objective of fostering problem-solving and analytical skills.
- Apply marketing knowledge to real-world problems, ensuring graduates can implement effective solutions in practical contexts.
- Evaluate marketing strategies and decisions using relevant criteria, reinforcing the objective of developing professionals with strong evaluative and decision-making capabilities.
- Create innovative solutions or marketing plans, supporting the objective of fostering creativity and strategic thinking in graduates.

Benchmark Institutions

- American Marketing Association (AMA)
- The Chartered Institute of Marketing (CIM) – UK
- Deloitte Digital
- Marketing Science Institute (MSI)
- Harvard Business School (HBS) – USA
- Kellogg School of Management at Northwestern University – USA

Units	Content	No. of Lectures
I	<p>Introduction to Marketing</p> <p>1.1 Introduction to Marketing: Definition, features, advantages and scope of marketing.</p> <p>1.2 7 Ps and 4Cs of marketing. Marketing as an activity, function, and philosophy.</p> <p>1.3 Concepts of Marketing: Needs, wants and demands; transactions, transfers & exchanges</p> <p>1.4 Orientation of a firm: Production concept; product concept; selling concept: and marketing concept, Societal concept and relationship marketing concept.</p> <p>1.5 Case studies</p>	15
II	<p>Segmentation, Targeting and Positioning (STP) & Branding</p> <p>2.1 Segmentation variables for consumer markets & industrial markets</p> <p>2.2 Targeting (Undifferentiated marketing; single segment and multi segment structures; guidelines for selecting target markets)</p> <p>2.3 Positioning (Identifying frame of reference; points of parity and points of difference; choosing category membership; product and brand differentiation for identifying of position)</p> <p>2.4 Customer satisfaction: customer delight and astounding customers</p> <p>2.5 Branding: Role and importance, Brand equity; branding decisions; brand extensions; brand portfolios, Brand Personality, Re-branding.</p>	15
III	<p>Marketing Mix</p> <p>3.1 Product: Products: core, tangible and augmented products Product mixed decisions: product line decisions; strategic filling, line modernization decisions, new product development process, product life cycle, failure of new product, levels of product</p> <p>3.2 Pricing Decisions: Pricing objectives; factors influencing pricing decisions, Types of pricing, responding to competitors, action through price and non-price variables, Impact of the products stage in the PLC on pricing decisions</p> <p>3.3 Place/ Distribution: meaning, factors influencing selection of distribution channel, types of distribution channel, recent trend in distribution, components of logistics</p> <p>3.4 Promotion mix: - Advertising: Importance and scope, Sales promotion: objectives; consumer promotions, PR and publicity, Personal Selling: recruitment, selection, training, motivation, and evaluation of sales reps. Integrated Marketing Communication (Definition of target audience; determining communication objectives;</p>	15

	designing communication and selection of channels) 3.5 Process - Meaning and Importance 3.6 Physical Evidence -Meaning and Importance- 3.7 People - Meaning and Importance.	
IV	Recent issues & developments in Marketing 4.1 Emerging issues in marketing 4.2 Social, Ethical & Legal issues in marketing 4.3 New Trends in Marketing: Internet Marketing and Marketing using social networks, Societal Marketing/Relationship Marketing, Interactive marketing 4.4 E marketing 4.5 Green Marketing 4.6 Rural Marketing 4.7 Digital Marketing 4.8 Cause Marketing 4.9 Case Studies	15

Self-Learning topics (Unit wise)

Sr. No	Unit	Topic
1	1	Introduction to Marketing: Definition, features, advantages & scope of marketing
2	2	Branding: Role and Importance
2	3	Advertising: Scope and Importance

Online Resources/MOOCs

http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/221

http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/221

<https://nptel.ac.in/courses/110/104/110104068/>

Reference Books

- Kotler, P., & Armstrong, G. (2018). Principles of Marketing (16th ed.). Pearson.
- Chaffey, D. (2016). Marketing in the digital age (6th ed.). Pearson.
- Ayantunji Gbadamosi, B. (2013). Principles of Marketing: A Value-Based Approach. Palgrave Macmillan.
- J.P Mahajan, A. M. (2015). Principles of Marketing. Vikas Publishing House Pvt Ltd. John F. Tanner, M. A. (2014). Principles of Marketing 2.0. Flat World Knowledge. Kotler, P. (2009).

Marketing Management. Pearson Prentice Hall.

- M. C. Cant, . W. (2009). Marketing Management. Juta & Company Ltd.
- Philip Kotler, G. A. (2010). Principles of Marketing. Pearson.
- Philip T. Kotler, G. A. (2017). Principles of Marketing, Global Edition. Pearson Education Limited.
- Sharma, A. K. Marketing Management. Atlantic Publishers and Distributors.

Evaluation Pattern For 100 Marks

Summative Assessment	Formative Assessment	Total Marks
60	40	100

Evaluation Pattern

Formative Assessment		40 marks
Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	20
2	Self-Learning Evaluation	15
3	Active participation in routine class instructional deliveries	05

Summative Assessment

Semester End Examination- 60 %

60 Marks

- 1) Duration – These examinations shall be of 2 hours duration.
- 2) Question Paper Pattern: -
 - There shall be four questions each of 15 marks.
 - All questions shall be compulsory with internal choice within the questions.
 - The question may be sub-divided into sub-questions a, b, c, d & e only and the allocation of marks depends on the weightage of the topic.

The marks of the internal assessment should not be disclosed to the students till the results of the corresponding semester is declared by the university.

Course Title: Financial Accounting

Course Code: Core Course (CC)

Credits: 4

Course Objective (CO):

- Define bookkeeping and accounting
- Explain the general purposes and functions of accounting
- Explain the difference between management and financial accounting
- Describe the main elements of financial accounting information – assets, liabilities, revenue and expenses
- Identify the main financial statements and their purposes
- To acquaint the students with roles in Accounts Receivables, Accounts Payables, Preparing Summary Statements, Reconciliations etc., Journal Preparation, Review of GL and P&L, Transaction Documentation and Uploading, etc.

Course Learning Outcomes (LO):

- Remember accounting principles, concepts, and formats, supporting the objective of developing knowledgeable individuals in financial practices.
- Understand the core principles and historical development of accounting, aligning with the objective of creating skilled financial professionals.
- Analyse day books, journals, ledgers, and financial statements, encouraging the objective of fostering critical thinking and analytical skills in finance.
- Apply accounting techniques to classify expenditures and address errors, promoting the objective of problem-solving in financial management.
- Evaluate financial data and apply accounting criteria, contributing to the objective of developing decision-making capabilities in financial contexts.
- Create accounting formats, trial balances, and financial statements, supporting the objective of equipping graduates with practical skills for real-world financial challenges.

Benchmark Institutions

- Institute of Chartered Accountants of India (ICAI)
- Institute of Computer Accountants (ICA)
- National Council for Vocational Education and Training (NCVET)
- Association of Chartered Certified Accountants (ACCA)

Units	Content	No. of Lectures
I	<p>Introduction</p> <p>Meaning and scope of accounting, Need and development, Definition, Book-keeping and Accounting, Persons interested in Accounting, Branches of Accounting, Objectives of Accounting.</p> <p>1.1 Accounting Principles: Introductions to Concepts and Conventions.</p> <p>1.2 Introduction to Indian Accounting Standards: (Meaning & Scope) Ind AS 1: Presentation of Financial Statements Ind AS 2 Inventories</p> <p>1.3 International Financial Reporting Standards (IFRS): Introduction</p> <p>1.4 Accounting in Computerized Environment</p> <p>Introduction, Features and Application in various Areas</p>	15
II	<p>Accounting Transactions</p> <p>2.1 Accounting Transaction: Accounting cycle, journal, journal proper, ledgers and Posting, Subsidiary books (Purchase, Purchase Return, Sales, Sales Returns and Cash Book-Triple Column, Accounts Receivable, Accounts Payable)</p> <p>2.2 Treatment of Capital and Revenue</p> <p>2.3 Bank Reconciliation Statement</p>	15
III	<p>Depreciation Accounting, Fixed Assets and Trial Balance</p> <p>3.1 Depreciation Accounting: Practical Problem based on Depreciation using SLM and RBM Methods as per Ind AS 16</p> <p>3.2 Preparation of Trial Balance: General Ledger (GL), Introduction and Preparation of Trial Balance</p>	15
IV	<p>Preparation of Final Accounts</p> <p>4.1 Introduction to Final Accounts of a Sole Proprietor</p> <p>4.2 Rectification of Errors</p> <p>4.3 Manufacturing Accounts, Trading Account, Profit & Loss Account (P&L), and Balance Sheet (B/S)</p> <p>4.4 Introduction to Schedule III of Companies Act, 2013.</p>	15

Self-Learning topics (Unit wise):

Sr. No	Unit	Topic
1	1.2	Introduction to Indian AS
2	3.1	Depreciation Accounting

Online Resources/MOOCs

<https://nptel.ac.in/courses/110/101/110101131/>

https://swayam.gov.in/nd2_cec20_mg16/preview

Reference Books

- Introduction to Accountancy by T.S. Grewal, S. Chand and Company (P) Ltd., New Delhi
- Advanced Accounts by Shukla and Grewal, S. Chand and Company (P) Ltd., New Delhi
- Advanced Accountancy by R.L Gupta and M. Radhaswamy, S. Chand and Company (P) Ltd., New Delhi
- Modern Accountancy by Mukherjee and Hanif, Tata McGraw.Hill and Co. Ltd., Mumbai
- Financial Accounting by Leslie Chadwick, Pentice Hall of India Adin Bakley (P) Ltd., New Delhi
- Financial Accounting for Management by Dr. Dinesh Harsolekar, Multi-Tech. Publishing Co. Ltd., Mumbai
- Financial Accounting by P.C. Tulsian, Pearson Publications, New Delhi
- Accounting Principles by R.N. Anthony and J.S. Reece, Richard Irwin, Inc
- Financial Accounting by Monga, J.R. Ahuja, Girish Ahuja and Ashok Shehgal, Mayur Paper Back, Noida
- Compendium of Statements and Standards of Accounting, ICAI
- Indian Accounting Standards, Ashish Bhattacharya, Tata McGraw Hill and Co. Ltd., Mumbai
- Financial Accounting by Williams, Tata McGraw Hill and Co. Ltd., Mumbai
- Company Accounting Standards by Shrinivasan Anand, Taxman, New Delhi
- Financial Accounting by V. Rajasekaran, Pearson Publications, New Delhi
- Introduction to Financial Accounting by Horngren, Pearson Publications, New Delhi

Evaluation Pattern For 100 Marks

Summative Assessment	Formative Assessment	Total Marks
60	40	100

Formative Assessment (40 Marks)

Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	20
2	Self-Learning Evaluation	15
3	Active participation in routine class instructional deliveries	05

Summative Assessment Examination (60 Marks):

These examinations shall be of 2 Hours duration. Maximum Marks 60.

All questions Compulsory.

Question No	Particulars	Marks
Q-1	Practical Question OR Practical Question	15 Marks
Q-2	Practical Question OR Practical Question	15 Marks
Q-3	Practical Question OR Practical Question	15 Marks
Q-4	Practical Question If all modules are practical Theory/Short Case studies If one module is theoretical OR Short Notes (Attempt 3 out of 4) One short note from each module	15 Marks 15 Marks

Note:

- 1) One question is allotted to each module except the theory module
- 2) Practical/Theory question of 15 marks may be divided into two sub- questions of 7/8 Marks or 10/5 Marks

Course Title: Indian Knowledge Systems – Management of Self

Course: Multi-Disciplinary Elective (MDE)

Credits: 2

Course Objective (CO):

- To understand the concept and relevance of Indian Knowledge Systems.
- To get familiar with the elements of India's rich culture and heritage.
- To explore opportunities for resolving modern day issues by gaining an insight in our heritage and history
- To prepare students for roles such as Corporate Wellness Coordinator, Human Resources Associate, Training and Development Facilitator: and Life Coach or Mindfulness Coach (Entry-Level)

Course Learning Outcomes (LO):

- Remember foundational concepts from Indian knowledge systems (IKS) related to self-management, supporting the objective of developing well-rounded individuals.
- Understand underlying philosophies of IKS in the context of self-management, aligning with the objective of fostering knowledge of traditional and cultural perspectives.
- Analyse Indian philosophies to address modern challenges, contributing to the objective of developing critical thinking and problem-solving skills.
- Apply teachings from IKS to practical challenges in personal growth, supporting the objective of nurturing self-discipline and self-awareness.
- Evaluate the relevance of IKS-based methods for self-management, aligning with the objective of developing reflective and thoughtful individuals.
- Create innovative personal development strategies using IKS, promoting the objective of fostering creativity and self-improvement.

Benchmark Institutions

- Ramakrishna Mission, Khar, Mumbai
- The Yoga Institute, Santa Cruz, Mumbai

Unit	Content	No. of Lectures
I	Indian Knowledge Systems: An Overview.	15
	<ul style="list-style-type: none">• Concept, relevance and methodology, appreciating the hybridity of the India Knowledge Systems• Dharma-rta, rna and purusharthas• Darshanas of the Hindu Philosophy, questioning set paradigms through Buddhism and Jainism• Transmission of knowledge - oral, guru-shishya parampara ancient centres of higher education, experiential learning (Bhakt and Sufi movement)	

	<ul style="list-style-type: none"> • Contribution of women scholars in early India. 	
II	Comprehending Ethics and Management through Literature	15
	<ul style="list-style-type: none"> • Identification of specific characters from Mahabharat and Ramayan to be considered from the point of view of Management Studies. • Inclusion of Kautilya's Arthashastra for a study of management strategies in ancient India as well as its relevance in the contemporary period. 	

Self Learning Topics:

Unit	Topic
1.1	Intellectual development in Ancient India
1.2	Education in Ancient India
1.3	Plurality in Ancient India
1.4	Management theories in Ancient India

Online Resources/MOOCs:

1.1	https://egyankosh.ac.in/bitstream/123456789/64788/1/Unit11.pdf https://sanskrit.nic.in/SVimarsha/V6/c14.pdf https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004120632194475nis_hi_Indian_Knowledge_Systems.pdf
1.2	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000027PH/P000619/M016995/ET/146786535412.16.1.pdf https://archive.mu.ac.in/myweb_test/ma%20edu/History%20of%20Edu..pdf
1.3	https://egyankosh.ac.in/bitstream/123456789/47222/1/Unit-3.pdf https://egyankosh.ac.in/bitstream/123456789/47223/1/Unit-2.pdf https://www.egyankosh.ac.in/bitstream/123456789/21694/1/Unit-17.pdf https://ddceutkal.ac.in/Syllabus/MA_history/paper-8-N.pdf
1.4	https://demo.idsa.in/system/files/jds/jds-13-1-2019-leadership-and-management.pdf https://www.iipa.org.in/cms/public/uploads/212891626166611.pdf

References

- Amazing Secrets of the Bhagavad Gita by Ed Viswanathan, Rupa, 2016. ISBN 978-8129140371
- Basham, A. L. (1987), The Wonder that was India, Sidgwick & Jackson Ltd., London
- Chattopadhyaya, Deviprasad (1977), Science and Society in Ancient India, Research India Publications
- Jha, Amit (2009), Traditional Knowledge System in India, Atlantic Publishers, New

Delhi.

- Jha, D. N. (2004), Early India, A Concise History, Manohar Publishers & Distributors.
- Jha, D. N. (1993), Economy and Society in Early India: Issues and Paradigms, Munshiram Manoharlal Publishers
- Singh, Sahana (2022), Revisiting the Educational Heritage of India, Global Collective Publishers.
- Sen, Amartya (2005), Argumentative Indian, Allan Lane.
- Singh, Upinder (2008), A History of Ancient and Early Medieval India: From the Stone Age to the 12 th Century, Pearson Education India.
- Patanjali Yoga Sutras by Swami Prabhavananda, Sri Ramakrishna Math, ISBN 81-7823-108-5
- Gita Rahasya (Translated to English from the original by Bal Gangadhar Tilak, Vijay Goel, 2016, ISBN 81-89297-63-5
- Ramayana by C Rajagopalachari, Bharatiya Vidya Bhavan, 2012
- Mahabharata by C Rajagopalachari, Bharatiya Vidya Bhavan, 2022

Evaluation Pattern For 50 Marks

Summative Assessment	Formative Assessment	Total Marks
30	20	50

Formative Assessment: (20 marks)

Any one of the following methods of assessment may be undertaken:

1. Class Test
2. Online Exam
3. Assignment/Project/ Case Studies
4. Presentation
5. Practical

Note: Guidelines for Internal Assessment will be as per University norms and inform in advance.

Summative Assessment

Q1	Attempt Any 2 out of 3 (7.5 Mark each) a) Long Answer b) Long Answer c) Long Answer	15 Marks
Q2	Attempt Any 2 out of 3 (7.5 Mark each) a) Long Answer b) Long Answer c) Long Answer	15 Marks

Course Title: Environment and Sustainability

Course: Value Added Course (VAC)

Credits: 2

Course Objective (CO):

- Understand environmental ethics, movements, and disaster management, including climate and pollution-related disasters.
- Learn about green business practices and green consumerism.
- Gain knowledge of climate change, global warming, and sustainable business models, including the circular economy.
- Explore the Sustainable Development Goals (SDGs) and their business implications.
- Understand ESG (Environmental, Social, Governance) frameworks, including ESG funds, ratings, and reporting.
- Analyse new business trends like climate finance, green finance, green bonds, and carbon credits, as well as CSR's role in environmental sustainability.
- Prepare students for roles such as Sustainability Coordinator or Specialist Corporate Social Responsibility (CSR) Associate or Ecotourism Coordinator

Course Learning Outcomes (LO):

- Remember key concepts in environmental and sustainability fields, supporting the objective of developing knowledgeable and socially conscious individuals.
- Understand various terminologies and concepts, aligning with the objective of building a foundation for critical thinking in sustainability.
- Analyse situations for aligning business and environmental goals, contributing to the objective of developing problem-solving skills in sustainability.
- Apply conceptual knowledge to present alternative courses of action, supporting the objective of fostering practical solutions for environmental challenges.
- Evaluate various alternatives to enhance sustainability, aligning with the objective of developing decision-making capabilities in sustainability practices.
- Create frameworks for blending business and environmental goals, promoting the objective of fostering innovative thinking for sustainable practices.

Benchmark Institutions

- UN Sustainable Development Goals (UN SDG)
- United Nations Framework Convention on Climate Change (UNFCCC) Conference of Parties (COP)
- International Council for Circular Economy
- Indian Green Business Council (IGBC) established by CII
- Institutional Investment Advisory Services (IIAS) Reports

Unit	Content	No.of lectures
I	Environment: Ethical concerns <ul style="list-style-type: none"> 1.1 Environmental Ethics - Deep Ecology, Eco-Feminism, Eco-Tourism, Environmental 1.2 Environmental Movements in independent India. 1.3 Disaster Management- natural and human-made disasters, mitigation measures, Climate/ Pollution disasters in recent times. 1.4 Green Business and Green consumerism. 	15
II	Climate Change, Sustainability & SDGs <ul style="list-style-type: none"> 2.1 Introduction to Climate Change and Global Warming 2.2 Introduction to Sustainability in Business, Sustainable Development Goals (SDG 1-17), Circular Economy (Reduce-Recycle-Reuse-Recover = RRRR) and business models 2.3 ESG and Business- ESG Funds, ESG Rating Providers (ERP) – Business Responsibility and Sustainability Reporting (BRSR) and BRSR Core Introduction to Global Reporting Initiative (GRI). 2.4 New Trends in Business: Climate Finance, Green Finance, Green Bonds Sustainalytics, Environmental issues covered under CSR (Schedule VII of Companies Act 2013), Carbon Credits. 	15

Recommended Text

Taxmann's Demystifying ESG – Combining a theoretical understanding with practical applications by Garima Dadhich and Ravi Raj Atrey, Taxmann Publications, 2024. ISBN 9357789065

Readings and References

Sustainable Sustainability – Why ESG is not enough by Rajeev Peshawaria, Penguin Business, 2024

Websites of benchmark institutions referred to above

BRSR Reports of companies in various sectors

BRSR - https://www.sebi.gov.in/legal/circulars/may-2021/business-responsibility-and-sustainability-reporting-by-listed-entities_50096.html

BRSR Core - https://www.sebi.gov.in/legal/circulars/jul-2023/brsr-core-framework-for-assurance-and-esg-disclosures-for-value-chain_73854.html

Online Resources/MOOCs:

<https://nptel.ac.in/courses/109103186>

<https://www.coursera.org/courses?query=sustainability>

<https://www.futurelearn.com/courses/introduction-sustainability-development>

Evaluation Pattern For 50 Marks

Summative Assessment	Formative Assessment	Total Marks
30	20	50

Formative Assessment: (20 marks)

Any one of the following methods of assessment may be undertaken:

- 1 Class Test
- 2 Online Exam
- 3 Assignment/Project/ Case Studies
- 4 Presentation
- 5 Practical

Note: Guidelines for Internal Assessment will be as per University norms and inform in advance.

Summative Assessment

Q1	Attempt Any 2 out of 3 (7.5 Mark each) b) Long Answer b) Long Answer c) Long Answer	15 Marks
Q2	Attempt Any 2 out of 3 (7.5 Mark each) b) Long Answer b) Long Answer c) Long Answer	15 Marks

Course Title: Business Communication – I

Course: Ability Enhancement Course (AEC)

Credits: 2

Course Objective (CO):

- To develop knowledge of the overall communication processes as well as be sensitized towards the finer nuances of business communication.
- To develop effective listening skills in order to enhance critical listening competency
- To develop effective writing skills in order to enable students to write with precision, and also to develop understanding towards writing for special purposes.
- To develop confidence in the use of and knowledge of Business English and Business Communication in students of the Commerce stream.
- To effectively make use of the various communication technologies in this digital era
- To develop strong interpersonal communication skills to interact effectively with various stakeholders, corporate offices, branches.

Course Learning Outcomes (LO):

- Remember the foundational principles and terminology of business communication, supporting the objective of developing effective communicators.
- Understand the concepts and tools of business communication in different settings, aligning with the objective of building skilled and versatile professionals.
- Analyse communication processes to identify barriers and challenges, contributing to the objective of fostering critical thinking and problem-solving skills.
- Apply communication techniques in real-world business contexts, supporting the objective of equipping graduates with practical and effective communication skills.
- Evaluate communication strategies for their effectiveness in business, aligning with the objective of developing decision-making capabilities in professional communication.
- Create new business communication strategies or presentations, promoting the objective of fostering creativity and adaptability in professional communication.

After successful completion of the course the students should be able to:

- Develop a comprehensive understanding of the theoretical and practical aspects of business communication.
- Develop both basic and advanced skills in business communication from writing business letters to business reports.
- Demonstrate through their speech and writing, appropriate business communication.
- Communicate at different levels of social and receptive domains.
- Perform appropriate roles of business personnel in different locations including learning negotiation, persuasion and problem-solving skills.
- Develop sensitivity towards human relationships and imbibe critical thinking abilities.

Benchmark Institutions:

Dale Carnegie Training
 Indian Institute of Mass Communication

Unit	Content	No. of Lectures
I	Fundamentals of Communication	15
	1.1 The Concept of Communication - Meaning and Definition, Process, Feedback 1.2 Channels of Communication - Formal and Informal 1.3 Methods of Communication – Verbal, Non-Verbal and Technology-Enabled Communication (Effective Presentation Skills) 1.4 Barriers to Communication - Physical, Semantic/Language, Socio-Cultural and Psychological Barriers, Ways of overcoming these Barriers 1.5 Listening - Barriers to Listening, Ways to Listen 1.6 Etiquette in Formal Communication – Etiquette at the workplace, Etiquette while communicating via internet, phone and social media	
II	Written Communication in Organizations	15
	2.1 Components of formal letters 2.2 Job Application Letter and Résumé 2.3 Letter of Acceptance of Job Offer 2.4 Statement of Purpose 2.5 Letter of Resignation 2.6 Sales Letters	

Reference Books

- Bansal, R.K. and J.B. Harrison, Spoken English: A Manual of Speech and Phonetics New Delhi: Orient Black Swan, 4th edn, 2013).
- Bellare, Nirmala. Reading Strategies. Vols. 1 and 2. New Delhi. Oxford University Press, 1998.
- Bhasker, W. W. S & Prabhu, N. S.: English through Reading, Vols. 1 and 2. Macmillan, 1975.
- Brown, Ralph: Making Business Writing Happen: A Simple and Effective Guide to Writing Well. Sydney: Allen and Unwin, 2004.
- Dev, Anjana Neira (2009). Creative Writing: A Beginner's Manual. Pearson, Delhi, 2009.
- Doff, Adrian and Christopher Jones. Language in Use (Intermediate and Upper Intermediate). Cambridge: CUP, 2004.
- Doughty, P. P., Thornton, J. G. Language in Use. London: Edward Arrold, 1973.
- Eastwood, John. (2005) Oxford Practice Grammar. Oxford, OUP
- Freeman, Sarah. Written Communication. New Delhi: Orient Longman, 1977.

- Glendinning, Eric H. and Beverley Holmstrom. Second edition. *Study Reading: A Course in Reading Skills for Academic Purposes*. Cambridge: CUP, 2004
- Grellet, F. *Developing Reading Skills*, Cambridge: Cambridge University Press, 1981.
- Hamp-Lyons, Liz and Ben Heasiey. Second edition. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006
- Jakeman, Vanessa and Clare McDowell. *Cambridge Practice Test for IELTS 1*. Cambridge: CUP, 1996.
- Maley, Alan and Alan Duff. Second Edition. *Drama Techniques in Language Learning* Cambridge: CUP, 1983.
- Mohan Krishna & Banerji, Meera: *Developing Communication Skills*. New Delhi: Macmillan India, 1990.
- Mohan Krishna & Singh, N. P. *Speaking English Effectively*. New Delhi: Macmillan India, 1995.
- Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge, New York, 2007.
- Narayanaswami, V. R. *Organised Writing, Book 2*. New Delhi: Orient Longman.
- *Reading & Thinking in English*, Four volumes The British Council Oxford University Press, 1979-1981.
- Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall of India Pvt. Ltd., New Delhi.
- Sasikumar, V., Kiranmai Dutt and Geetha Rajeevan. *A Course in Listening and Speaking I & II*. New Delhi: Foundation Books, Cambridge House, 2006.
- Savage, Alice, et al. *Effective Academic Writing*. Oxford: OUP, 2005.
- Wallace, Michael. *Study Skills*. Cambridge: CUP, 2004.
- Widdowson, H. G.: *English in Focus. English for Social Sciences*. Oxford University Press

Webliography:

- <http://www.onestopenglish.com>
- www.britishcouncil.org/learning-learn-english.htm
- <http://www.teachingenglish.org.uk>
- [http://www.usingenglish.com?](http://www.usingenglish.com/)
- Technical writing PDF (David McMurrey)
- <http://www.bbc.co.uk/>
- <http://www.pearsoned.co.uk/AboutUs/ELT/>
- <http://www.howisay.com/>
- <http://www.thefreedictionary.com/>
- <https://www.merriam-webster.com/games>
- <https://www.nytimes.com/puzzles/letter-boxed>
- Jon Ingold - Sparkling Dialogue: A Masterclass.” YouTube, 1 Dec. 2018, www.youtube.com/watch?v=_vRfNtvFVRo.

Online Resources/MOOCs:

<https://nptel.ac.in/courses/110105051>

<https://www.coursera.org/specializations/business-english>

<https://www.coursera.org/specializations/effective-business-communication>

Evaluation Pattern For 50 Marks

Summative Assessment	Formative Assessment	Total Marks
30	20	50

Formative Assessment: (20 marks)

Any one of the following methods of assessment may be undertaken:

1. Class Test
2. Online Exam
3. Assignment/Project/ Case Studies
4. Presentation
5. Practical

Note: Guidelines for Internal Assessment will be as per university norms and provided in advance.

Summative Assessment**QUESTION PAPER PATTERN SEMESTER I (SEM-END EXAM)**

Duration: 1 hours **Marks:** 30

Q. 1. Short Notes (two out of four) (Unit I) (10 marks)

Q. 2. Job Application Letter and Résumé (Unit II) (10 marks)

Q. 3. Letters (two out of three) (Unit II) (10 marks)

Course Title: Business Statistics and Mathematics

Course Type: Skill Enhancement Course

Credits: 2

Course Objective (CO):

- To understand the concept of Business Statistics
- To know statistical techniques.
- To understand the managerial applications of Statistics
- To inculcate analytical skills, problem-solving skills, and communication skills.
- To prepare students for roles such as Business analyst, data analyst, market research analyst, sales analyst, HR analyst or operations coordinator

Learning Objectives (LO):

- Remember the fundamentals of Statistics.
- Understand the uncertainty in business situations.
- Analyse and interpret data.
- Apply key concepts and principles
- Evaluate alternative courses of action, with reasons.
- Create relevance of techniques suitable to a business situation.

Benchmark Institutions

- Ministry of Statistics and Programme Implementation (MoSPI)
- Federation of Indian Chambers of Commerce and Industry (FICCI)
- Centre for Monitoring Indian Economy (CMIE)
- National Statistical Commission (NSC)
- Directorate General of Commercial Intelligence and Statistics (DGCIS)

Unit	Content	No. of Lectures
I	1. Business Mathematics and Introduction to Spreadsheets. 1.1 Time value of money, frequency of compounding nominal and effective interest rates, annuities, equated monthly instalments and amortization. 1.2 Introduction to spreadsheets, workbooks, worksheets, cells and cell references, conditional formatting, sort, custom sort, arithmetic, relational and logical operators, IF and Nested IF statements.	15
II	2. Business Statistics and Data Representation 2.1 Measures of central tendency: Mean, mode and positional averages (median, quartiles, deciles and percentiles) 2.2 Measures of dispersion: Range, coefficient of range, quartile deviation and coefficient of quartile deviation, standard deviation and coefficient of variation. 2.3 Data representation using spreadsheets: Constructing frequency tables, representing data using bar graphs, line graphs, pie charts and histograms.	15

List of Practical (Spreadsheets)

1. Working with Excel sheets. Conditional Formatting, Sort and Filter.
2. Working with Formulas and IF and Nested IF.
3. Time Value of Money and Annuities.
4. Loan Amortization.
5. Mean, Median and Mode.

6. Quartiles, Percentiles and Deciles.
7. Range, Quartile Deviation and their coefficients
8. Standard deviation, variance, coefficient of variation

Readings and References

1. **Economic Survey of India** (Annual)
2. Economic and Political Weekly (EPW)
3. RBI Annual Report
4. Annual Survey of Industries (ASI)
5. CII, FICCI, and ASSOCHAM Reports
6. IndiaStat

Recommended Text:

1. Fundamental of Statistics, S C Gupta, Himalaya Publication House.
2. Business Statistics , Bharadwaj , Excel Books, Delhi
3. Excel Data Analysis: Modeling and Simulation, Hector Gurrero, Springer

Evaluation

Continuous assessment based on multiple components.

Component	Weight %	
<u>Formative:</u>		
Practical Examination	20 Marks	
<u>Summative:</u>		
End Sem Examination	30 Marks	
Total		50

Part 4 - The Scheme of Teaching and Examination

Semester – II Summary

Sr. No.	Choice Based Credit System	Remarks
1	Core course (CC)	Human Behaviour
2	Core course (CC)	Business Economics
3	Core course (CC)	Indian Financial System
4	Multi disciplinary elective (MDE)	Media Literacy and Critical Thinking
5	Value Added Course (VAC)	Indian Constitution
6	Ability Enhancement Course (AEC)	Business Communication – II
7	Skill Enhancement Course (SEC)	Emerging Technologies and Application.

First Year Semester I Internal and External Detailed Scheme

Sr. No.	Subject Title	Periods Per Week						Internals					Total Marks
		Units	SL	L	T	P	Credit	SLE/ PA/P	CT	AP	T	SEE	
1	Human Behaviour	4	20%*	4	0	0	4	15	20	5	40	60	100
2	Business Economics	4	20%*	4	0	0	4	15	20	5	40	60	100
3	Indian Financial System	4	20%*	4	0	0	4	15	20	5	40	60	100
4	Media Literacy and Critical Thinking	2	20%*	2	0	0	2	15	-	5	20	30	50
5	Indian Constitution	2	20%*	2	0	0	2	-	20	-	20	30	50
6	Business Communication – II	2	20%*	2	0	0	2		20	-	20	30	50
7	Emerging Technologies and Application.	2	-	2	0	P	2	20	-	-	20	30	50
	Total Hours / Credit						20		Total Marks				500

SL: Self Learning, L: Lecture, T: Total, P: Practical, SLE- Self learning evaluation,
 CT-Commutative Test, SEE- Semester End Examination, TA-Teacher Assessment
 PA- Project Assessment

First Year Semester – II Units – Topics – Teaching Hours

S. N	Subject Unit Title		Lectures	Total No. of lectures	Credit	Total Marks
1	I	Understanding of Human Nature	15	60	4	100
	II	Introduction to Group Behaviour	15			
	III	Organizational Culture and Motivation at workplace	15			
	IV	Leadership and Conflict	15			
2	I	Fundamentals of Market Analysis and Consumer Behavior	15	60	4	100
	II	Production Economics and Market Structures	15			
	III	Macroeconomic Theory and Policy Framework	15			
	IV	Public Finance & International Financial Framework	15			
3	I	Overview Of Financial System	15	60	4	100
	II	Financial Markets	15			
	III	Financial Regulators	15			
	IV	Financial Instruments	15			
4	I	Introduction to Media Literacy	15	30	2	50
	II	Introduction to Critical Thinking	15			
5	I	Preamble and Historical Background of the Indian Constitution	8	30	2	50
	II	Salient Features and Provisions of Citizenship	7			
	III	Fundamental Rights	8			
	IV	Directive Principles of State Policy	7			
6	I	Group Communication	15	30	2	50
	II	Routine Business Correspondence				
7	I	Computer tools and Programming languages	15	30	2	50
	II	Emerging technologies	15			
		Total			20	500

- **Lecture Duration – 1 hr**
- **For serial no 8 students are required to select any one option from the option given in the open electives**
- **For theory papers One credit =15 hrs**
- **For practicals One credit=30 hrs**

Part 5 - Detailed Scheme

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective Unit.

Course Title: Human Behaviour

Course Code: Core Course (CC)

Credits: 4

Course Outcomes:

- To understand foundational theories in psychology and sociology related to human behavior, such as psychodynamic, behavioral, cognitive, and humanistic perspectives.
- To improve the student's ability to think critically about human nature, question assumptions, and reflect on how biases affect the interpretation of human behavior.
- To improve their ability to think critically about human nature, question assumptions, and reflect on how biases affect the interpretation of human behavior.
- To define and explain core concepts in group behavior, including group formation, structure, roles, norms, and cohesion.
- To analyze different leadership styles and their effectiveness in influencing group behavior and resolving conflicts in various organizational settings.
- To acquaint the students with critical thinking and decision-making skills to address ethical dilemmas and manage disputes constructively.

Course Learning Outcomes (LO):

- Remember key psychological and sociological concepts related to human behaviour and their relevance to individual and group dynamics in organizational settings, supporting the development of a deeper understanding of workplace interactions.
- Understand factors influencing motivation, job satisfaction, and performance, and assess their implications for managerial practices to promote effective workforce management.
- Analyse the role of group behaviour, leadership, power, and politics in shaping organizational culture and decision-making, encouraging critical thinking in complex organizational contexts.
- Apply theories of human behaviour, such as personality, perception, learning, and emotional intelligence, to predict and influence workplace outcomes, enabling practical implementation of behavioural strategies.

- Evaluate different leadership styles and their impact on employee behaviour and organizational performance, fostering the ability to critically assess and adopt effective management approaches.
- Create strategies to improve organizational effectiveness by understanding and addressing behavioural issues at individual, group, and system levels, contributing to the objective of cultivating innovative and collaborative leaders.

Benchmark Institutions

- Harvard Business School (HBS) – USA
- Kellogg School of Management at Northwestern University – USA
- University of Michigan - Ross School of Business
- Stanford University - Graduate School of Business
- Massachusetts Institute of Technology (MIT) Sloan School of Management
- University of Pennsylvania - Wharton School

Unit No.	Content	No. of lectures
1	<p>Understanding of Human Nature</p> <p>1.1 Individual Behaviour: Concept of a man, individual differences, factors affecting individual differences, Influence of environment</p> <p>1.2 Personality and attitude: Determinants of personality, Personality traits theory, Big five model, Personality traits important for organizational behaviour like authoritarianism, locus of control, Machiavellianism, introversion-extroversion achievement orientation , self – esteem, risk taking, self-monitoring and type A and B personalities, Concept of understanding self through JOHARI WINDOWS, Nature and components of attitude, Functions of attitude, Ways of changing attitude, Reading emotions</p> <p>1.3 Thinking, learning and perceptions: Thinking skills, thinking styles and thinking hat, Managerial skills and development, Learning characteristics, theories of learning (classical conditioning, operant conditioning and social learning approaches), Intelligence, type (IQ, EQ, SQ, at work place), Perception features and factor influencing individual perception, Effects of perceptual error in managerial decision making at work place. (Errors such as Halo effect, stereotyping, prejudice attributional).</p>	15
2	<p>Introduction to Group Behaviour</p> <p>2.1 Introduction to Group Behaviour</p> <p>2.2 Group Dynamics: Nature, types, group behaviour model (roles, norms, status, process, structures)</p> <p>2.3 Team effectiveness: nature, types of teams, ways of forming an effective team.</p>	15

	<p>2.3 Interpersonal Communication: Communication process. Barriers of communication. Benefits of effective communication. Guidelines for Effective Communication.</p> <p>2.4 Concept of transactions and networking</p>	
3	<p>Organizational Culture and Motivation at workplace</p> <p>3.1 Organizational Culture: Characteristics of organizational culture. Types, functions and barriers of organizational culture Ways of creating and maintaining effective organization culture</p> <p>3.2 Motivation at workplace: Concept of motivation Theories of motivation in an organisational set up.</p> <ul style="list-style-type: none"> • A.Maslow Need Heirachy • F.Hertzberg Dual Factor • Mc.Gregor theory X and theory Y. <p>3.3 Ways of motivating through carrot (positive reinforcement) and stick (negative reinforcement) at workplace.</p>	15
4	<p>Leadership and Conflict</p> <p>4.1 Leadership: Concepts and skills of leadership. Traits, Behavioural and Contingency Theories. Leadership styles and effectiveness. Contemporary issues in leadership. Differentiating Leadership and Managerial roles. Case studies on Leadership</p> <p>4.2 Concept of Followership</p> <p>4.3 Power and Politics: Sources and Uses of power. Political Behaviour in the organization. Tactics and strategies of power and politics. Managing politics.</p> <p>4.4 Conflicts and Negotiation: Sources and types of conflicts. Negotiation Skills, strategies and process.</p> <p>4.5 Work Stress: Individual differences on experiencing stress. Stressors at work place. Managing work place stress.</p>	15

Self-Learning topics (Unit wise)

Sr. No.	Unit	Topic
1	1	Individual Behaviour: Concept of a man, individual differences, factors affecting individual differences, Influence of environment
2	2	Interpersonal Communication: Communication process. Barriers of communication.
3	3	Organization Culture: Ways of creating and maintaining effective organization culture
4	4	Work Stress: Individual differences on experiencing stress. Stressors at

		work place. Managing work place stress.
--	--	---

Online Resources/MOOCs

https://www.edx.org/learn/business-management/avado-business-culture-and-change-in-context?index=product&queryID=d47cea7baff495e4c0cedd1b5e8f1e91&position=4&results_level=second-level-results&term=human+behaviour&objectID=course-9bf17621-93cd-4bb5-9f4a-23fa5bbb1b58&campaign=Business%2C+Culture+and+Change+in+Context&source=edX&product_category=course&placement_url=https%3A%2F%2Fwww.edx.org%2Fsearch
https://onlinecourses.nptel.ac.in/noc25_hs91/preview
https://www.coursera.org/learn/interpersonal-skills

Reference Books

- "Organizational Behavior" by Stephen P. Robbins and Timothy A. Judge
- "Human Behavior at Work: Organizational Behavior" by Keith Davis and John W. Newstrom
- "Leadership in Organizations" by Gary Yukl
- "Work Motivation in Organizational Behavior" by Craig C. Pinder
- "Organizational Behaviour" by K. Aswathappa
- "Essentials of Organizational Behaviour" by S.P. Robbins and Timothy Judge

Evaluation Pattern For 100 Marks

Summative Assessment	Formative Assessment	Total Marks
60	40	100

Evaluation Pattern

**Formative
40 marks**

Assessment

Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	20
2	Self-Learning Evaluation	15
3	Active participation in routine class instructional deliveries	05

Summative Assessment

**Semester End Examination- 60 %
60 Marks**

- 1) Duration – These examinations shall be of 2 hours duration.

2) Question Paper Pattern: -

- There shall be four questions each of 15 marks.
- All questions shall be compulsory with internal choice within the questions.
- The question may be sub-divided into sub-questions a, b, c, d & e only and the allocation of marks depends on the weightage of the topic.

The marks of the internal assessment should not be disclosed to the students till the results of the corresponding semester is declared by the university.

Course Title: Business Economics

Course Code: Core Course (CC)

Credits: 4

Course Objective (CO):

- Familiarise microeconomic concepts, including the Opportunity Cost Principle, Production Possibility Curve, demand and supply dynamics, elasticity, and consumer and producer surplus.
- Understand macroeconomic principles such as the circular flow of income, national income measurement, business cycles, inflation, and monetary policy
- Gain knowledge in production functions, cost and revenue concepts, break-even analysis, and market structures (Perfect Competition, Monopoly, Monopolistic Competition, and Oligopoly).
- Explore fiscal policy, budgetary structures, foreign investments (FDI and FPI), balance of payments, and foreign exchange markets.
- Equip learners to use analytical methods and theoretical frameworks to solve problems related to elasticity, demand forecasting, cost analysis, and macroeconomic modelling.
- Prepare learners to apply the knowledge of micro-economics and macroeconomics concepts in national and global economic scenarios and different market structures.

Learning Outcomes (LO):

- Remember fundamental concepts opportunity cost, production possibility curve, elasticity, and market structures.
- Understand the significance the significance of demand and supply functions, including shifts and equilibrium changes, in real-world market scenarios.
- Apply demand and supply analysis to assess the impact of government interventions like price controls and rationing. To use cost and revenue concepts to calculate profit and perform break-even analysis in business applications.
- Analyse different market structures (perfect competition, monopoly, monopolistic competition, and oligopoly) to identify how firms achieve equilibrium in different environments.
- Evaluate fiscal and monetary policies, including their objectives and instruments, to

determine their effectiveness in managing economic growth and stability. To critically assess the merits and demerits of FDI and FPI for domestic and global economies.

- Create strategies for business operations using demand forecasting methods and cost-revenue analysis. Formulate recommendations for firms to operate efficiently under different market structures.

Benchmark Intuitions:

- **Reserve Bank of India**
- **Indian Council for Research on International Economic Relations**

UNIT	Content	No. of Lectures
I	<p>Fundamentals of Market Analysis and Consumer Behaviour</p> <p>1.1 Scope & importance of Microeconomics Basic tools: Opportunity Cost Principle, Production possibility curve.</p> <p>1.2 Demand & Supply function: Meaning, determinants & types. Shifts in the Demand and Supply Curves and Equilibrium, Applications of demand and supply analysis: Government intervention- price control and rationing, 1.6 Consumer surplus & Producer Surplus</p> <p>1.3 Elasticity: Meaning, Significance, Types and Measurement of Elasticity of Demand(Price, Income, Cross and Promotional), Relationship between Price Elasticity of Demand and Revenue Concepts. Case Studies and numerical on Elasticity.</p> <p>1.4 Demand Forecasting: Meaning and Significance of Demand Forecasting, Methods of Demand Estimation- Survey and Statistical Method (only theory)</p>	15
II	<p>Production Economics and Market Structures</p> <p>2.1 Production Function: Meaning, Short Run Analysis with the law of Variable Proportion. Long Run Production Function: Law of Returns to scale, Economics and Diseconomies of scale.</p> <p>2.2 Cost & Revenue Concepts-Accounting and economics cost, implicit and explicit cost, fixed and variable cost. Total, average and marginal cost. Revenue concepts: Types -Average, marginal and total revenue ,Numerical on output, cost, revenue and profit</p> <p>2.3 Break Even Analysis (with business application)</p> <p>2.4 Market Structure: Perfect Competition - Features, equilibrium of firms in the short and long run. Monopoly- Features, Sources of monopoly power Monopolistic competition – Features , Oligopoly – Features ,collusive and Non collusive Oligopoly</p>	15
III	<p>Macroeconomic Theory and Policy Framework</p> <p>3.1 Macroeconomics: scope and significance; Circular flow of income-closed economy: two- sector and three-sector models, open economy: four sector model, Leakkages and injections - their impact on circular</p>	15

	<p>flow of income.</p> <p>3.2 Concepts of national Income: GNP, GDP, NNP at market prices, NNP at factor cost, Personal Income, Disposable Income, Real and Nominal GDP, Green GDP, Measurement Of National Income, Business cycles: meaning, features and phases.</p> <p>3.3 Inflation: Demand Pull inflation and Cost push inflation- Effects of inflation – Nature of inflation in a developing economy</p> <p>3.4 Monetary Policy: meaning, objectives, instruments, Inflation Targeting</p>	
IV	<p>Public Finance & International Financial Framework</p> <p>4.1 Fiscal Policy: meaning, objectives – Contracyclical and Discretionary</p> <p>Fiscal Policy Instruments of Fiscal Policy: canons of taxation –</p> <p>Significance of public expenditure, Public Debt</p> <p>4.2 Union Budget – Structure – Deficit concepts</p> <p>4.3 Foreign Investments: FDI and FPI, their comparison, merits and demerits of FDI</p> <p>4.4 Balance of Payments – structure – types of disequilibrium – measures to correct disequilibrium in BOP</p> <p>4.5 Foreign Exchange Markets: Fixed and Flexible exchange rates –</p> <p>Managed Float exchange rate system, Spot and Forward rate of exchange</p>	15

Self-Learning topics (Unit wise):

Sr. No	Unit	Topic
1	1	Inflation
2	2	Forms of Market
3	4	Union Budget

Online Resources:

https://nptel.ac.in/courses/109/104/109104073/#
https://nptel.ac.in/courses/110105075
https://nptel.ac.in/noc/courses/noc15/SEM1/noc15-hs08/
https://onlinecourses.swayam2.ac.in/imb22_mg38/course

Reference Books

1. Mehta, P.L.: Managerial Economics – Analysis, Problem and Cases (S. Chand & Sons, N. Delhi, 2000)
2. Hirchey .M., Managerial Economics, Thomson South western (2003)

3. Salvatore, D.: Managerial Economics in a global economy (Thomson South Western Singapore, 2001)
4. Frank R.H, Bernanke.B.S.,Principles of Economics (Tata McGraw Hill (ed.3)
5. Gregory Mankiw., Principles of Economics, Thomson South western (2002)
6. Samuelson & Nordhaus.: Economics (Tata McGraw Hills, New Delhi, 2002)
7. Pal Sumitra, Managerial Economics cases and concepts (Macmillan, New Delhi, 2004)
8. Richard G. Lipsey, K.Alec Chrystal, Principles of Economics(Oxford University Press)
- 8.Mankiw N. G. , Macroeconomics
- 9.Ahuja H. L., Modern Economics—S. Chand Company Ltd. New Delhi
- 10.Dornbush,Fisher and Startz, Macroeconomics--Tata – McGraw Hill , New Delhi
11. Dwivedi, D.N. (2001), Macro Economics : Theory and Policy, Tata McGraw Hill, New Delhi

Evaluation Pattern For 100 Marks

Summative Assessment	Formative Assessment	Total Marks
60	40	100

Evaluation Pattern

Formative

40 marks

Assessment

Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	20
2	Self-Learning Evaluation	15
3	Active participation in routine class instructional deliveries	05

Summative Assessment

Semester End Examination- 60 %

60 Marks

1) Duration – These examinations shall be of 2 hours duration.

2) Question Paper Pattern: -

- There shall be four questions each of 15 marks.

- All questions shall be compulsory with internal choice within the questions.
- The question may be sub-divided into sub-questions a, b, c, d & e only and the allocation of marks depends on the weightage of the topic.

The marks of the internal assessment should not be disclosed to the students till the results of the corresponding semester is declared by the university.

Course Title: Indian Financial System

Course Code: Core Course (CC)

Credits: 4

Course Objective (CO)

- To provide students with a comprehensive understanding of the components of the Indian financial system, including financial markets, institutions, instruments, and regulatory frameworks.
- To introduce the roles and functions of key financial institutions in India, such as the Reserve Bank of India, commercial banks, NBFCs, and mutual funds.
- To develop an understanding of the structure and operations of financial markets, including money markets and capital markets, emphasizing their role in economic development.
- To explore the principles and significance of primary and secondary markets, highlighting their contributions to capital formation and liquidity.
- To familiarize students with regulatory frameworks and the roles of bodies such as RBI, SEBI, IRDAI, and PFRDA in maintaining financial stability and governance.
- To equip students with knowledge about various financial instruments, including equity, bonds, derivatives, and other investment products, fostering analytical and decision-making skills.
- To prepare students for roles such as financial analysts, investment advisors, risk management specialists, regulatory compliance officers, and other positions in banking, financial services, and capital markets by equipping them with practical insights and industry-relevant expertise.

Course Learning Outcomes (LO)

- Remember the key components of the Indian financial system, including financial markets, financial institutions, financial instruments, and regulators, supporting the objective of fostering a solid foundation in financial literacy.
- Understand the roles and functions of key financial institutions in India, such as the Reserve Bank of India (RBI), commercial banks, NBFCs, insurance companies, and mutual funds, promoting knowledge of their significance in economic development.

- Analyse the structure and functions of various financial markets in India, including money markets and capital markets, encouraging critical thinking in assessing their impact on economic growth.
- Apply key concepts of the financial system to evaluate the role of primary and secondary markets in raising capital and ensuring liquidity in real-world scenarios.
- Evaluate the functions and regulatory framework of bodies such as the RBI, SEBI, IRDAI, and PFRDA, assessing their effectiveness in ensuring financial stability and investor protection.
- Create a comprehensive understanding of the interdependence of various financial system components to develop innovative solutions for challenges in banking, investments, insurance, and fintech.

Benchmark Institutions

- Reserve Bank of India (RBI)
- Securities and Exchange Board of India (SEBI)
- Insurance Regulatory and Development Authority of India (IRDAI)
- Pension Fund Regulatory and Development Authority (PFRDA)
- National Bank for Agriculture and Rural Development (NABARD)

Units	Content	No of lectures
I	OVERVIEW OF FINANCIAL SYSTEM <ul style="list-style-type: none"> 1.1 Introduction and overview and functions 1.2 Evolution of financial systems 1.3 Structure of Indian financial system and financial c-sectors reforms in India 1.4 International financial 1.5 Overview on Risk and Returns 	15
II	FINANCIAL MARKETS <ul style="list-style-type: none"> 2.1 Introduction 2.2 Classification of financial markets (money + capital) 2.3 Money market (meaning, role, participants, features, components, reforms) 2.4 Capital markets (meaning, features, role, components, participants and reforms) 	15
III	FINANCIAL REGULATORS <ul style="list-style-type: none"> 3.1 Introduction, features, functions 3.2 RBI-Introduction, objectives and functions and structure, credit control measures 3.3 IRDA-Introductions, objectives, functions and structure 3.4 SEBI-Introduction, power, role in primary and secondary market 3.5 NABARD-Introduction and functions PFRDA- Introduction and functions 	15

IV	FINANCIAL INSTRUMENTS 4.1 Introduction and Types 4.2 Money markets-T-bills, commercial paper, certificate of deposits call money, commercial bills, gilts, bankers acceptance, inter corporate deposits, bill discounting mutual funds, REPO & REVERSE RATE and, TREPs 4.3 Debt instruments-government securities, bonds, and debentures 4.4 Equity capital/instrument-equity, preference, derivatives 4.5 Mutual funds-features, advantages, disadvantages, and REITs Cryptocurrency, ADR & GDR	15
----	---	----

Self-Learning topics (Unit wise):

Sr. No	Unit	Topic
1	1	Overview of Financial System
2	2	Introduction to Financial Markets

Online Resources

<https://nptel.ac.in/courses/110/105/110105121/>
<https://swayam.gov.in/explorer?searchText=financial+markets>

References

- Gordon E. & Natarajan K. Financial Markets & Services, Himalaya Publishing House.
- Indian Financial System, Machiraju.R.H, Vikas Publishing House.
- Indian Financial System, Khan M.Y Tata Mcgraw Hill.
- Financial Institutions and Markets, BholeL.M,TataMcgraw Hill.
- The Indian Financial System, Desai, Vasantha Himalaya Publishing House.

Evaluation Pattern For 100 Marks

Summative Assessment	Formative Assessment	Total Marks
60	40	100

Evaluation Pattern

Formative Assessment **40 marks**

Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	20
2	Self-Learning Evaluation	15
3	Active participation in routine class instructional deliveries	05

Summative Assessment

Semester End Examination- 60 %

60 Marks

1) Duration – These examinations shall be of 2 hours duration.

2) Question Paper Pattern: -

- There shall be four questions each of 15 marks.
- All questions shall be compulsory with internal choice within the questions.
- The question may be sub-divided into sub-questions a, b, c, d & e only and the allocation of marks depends on the weightage of the topic.

The marks of the internal assessment should not be disclosed to the students till the results of the corresponding semester is declared by the university.

Course Title: Media Literacy & Creative Thinking

Course Code: Multi-Disciplinary Elective

Credits: 2

Course Objectives (CO)

- To develop critical thinking skills for analyzing and evaluating media messages across various platforms, including digital, print, and broadcast media.
- To foster an understanding of the influence of media on public opinion, culture, and behavior, emphasizing ethical consumption and creation of content.
- To equip students with the ability to discern between credible and unreliable information sources, promoting informed decision-making in a media-saturated environment.
- To encourage creative problem-solving and innovative thinking by exploring different media forms, tools, and techniques.
- To nurture skills in crafting engaging and impactful media content, including text, visuals, and multimedia presentations.
- To enhance collaborative and communication abilities by working on media-related projects in diverse teams.
- To prepare students for careers in media, advertising, public relations, content creation, and other creative industries by building critical and creative competencies essential for professional success.

Learning Objectives (LO)

- Remember the key concepts of media literacy, including the ability to identify different types of media, their purposes, and their influence on public opinion and culture.

- Understand the ethical implications of media creation and consumption, fostering the skills to evaluate media messages critically and discern credible information.
- Analyse the role of media in shaping societal values, behavior, and decision-making, encouraging critical thinking about its impact on individuals and communities.
- Apply creative thinking techniques and media tools to develop innovative content that effectively communicates ideas to diverse audiences.
- Evaluate the credibility of media sources and the effectiveness of media strategies, assessing their alignment with intended goals and ethical standards.
- Create original, engaging, and impactful media content using a combination of text, visuals, and multimedia elements, contributing to professional growth and societal awareness.

Benchmark Institutions

- Media Literacy Now (MLN)
- National Association for Media Literacy Education (NAMLE)
- UNESCO Media and Information Literacy (MIL)
- The Media Education Foundation (MEF)
- Asia-Pacific Institute for Broadcasting Development (AIBD)

Unit	Content	No. of lectures
I	<p>Introduction to Media Literacy</p> <p>1.1 Decoding the Media Landscape Different media types (traditional & digital) and their characteristics.</p> <p>The concept of media literacy and its importance in the digital age.</p> <p>1.2 The Anatomy of a Message: Different media techniques used to influence audiences (e.g., framing, persuasive language).</p> <p>Modalities on how media messages are constructed and the potential biases involved.</p> <p>Media content, identifying persuasive techniques and potential bias.</p> <p>1.3 Evaluating the Source: Key criteria for evaluating online sources (e.g., credibility, authorship).</p> <p>The importance of fact-checking and verifying information.</p> <p>Online sources and identify potential misinformation or disinformation.</p>	15

II	<p>Introduction to Critical Thinking</p> <p>2.1 Thinking Beyond the Message: Creativity in Action: Different creative thinking techniques (e.g., brainstorming, mind mapping). The link between critical thinking and creative expression. Creative thinking skills to develop original media content.</p> <p>2.2 Responsible Creators: Ethics in the Digital Age: Ethical considerations in creating and sharing media content. The impact of media on individuals and society. Media content for potential ethical issues (e.g., copyright, privacy). Media content that adheres to ethical best practices.</p>	15
----	--	----

Self-Learning topics (Unit wise)

Sr. No.	Unit	Topic
1	1	Different media techniques used to influence audiences (e.g., framing, persuasive language).
2	2	Creative thinking skills to develop original media content.
3	2	Ethical considerations in creating and sharing media content.

Online Resources/MOOCs

<https://www.coursera.org/learn/multimodal-literacies>

https://onlinecourses.swayam2.ac.in/aic19_ma06/preview

<https://www.coursera.org/learn/solving-problems-with-creative-and-critical-thinking>

Reference Books

- Steal Like an Artist by Austin Kleon, 2018
- Made to Stick by Chip Heath and Dan Heath, 2008
- Thinking with Type by Ellen Lupton, Princeton Architectural Press, 2010
- Media Literacy for Dummies by Mark Graves (2nd Edition)
- Crucial Thinking for Dummies by Deborah J. Musser (2nd Edition)

Evaluation Pattern For 50 Marks

Summative Assessment	Formative Assessment	Total Marks
30	20	50

Formative Assessment: (20 marks)

Any one of the following methods of assessment may be undertaken:

1. Class Test
2. Online Exam
3. Assignment/Project/ Case Studies
4. Presentation
5. Practical

Note: Guidelines for Internal Assessment will be as per university norms and provided in advance.

Summative Assessment

Semester End Examination

30 Marks

Q1	Attempt Any 2 out of 3 (7.5 Mark each) a) Long Answer b) Long Answer c) Long Answer	15 Marks
Q2	Attempt Any 2 out of 3 (7.5 Mark each) a) Long Answer b) Long Answer c) Long Answer	15 Marks

Course Title: Indian Constitution

Course: Value Added Course (VAC)

Credits: 2

Course Objective (CO):

- Develop an understanding of the rights and duties of citizens and their application in ethical decision-making.
- Equip students with knowledge of government structures and policies influencing business operations.
- Foster awareness of social justice, equality, and inclusion, essential for creating fair workplace practices.
- Enhance awareness of constitutional provisions affecting labor laws, taxation, and corporate governance.

Course Learning Outcomes (LO):

- Remember the meaning, philosophy, and historical background of the Indian Constitution, including its framing and salient features, supporting a foundational understanding of India's legal and democratic structure.

- Understand the provisions related to citizenship, fundamental rights, and directive principles of state policy in the Indian Constitution, fostering knowledge of their relevance in governance and society.
- Apply the knowledge of fundamental rights and directive principles of state policy to real-life scenarios, analysing their significance and relationship in practical contexts.
- Analyze the origin, nature, and significance of fundamental rights in the Indian Constitution, comparing them with directive principles of state policy to encourage critical evaluation of constitutional provisions.
- Evaluate the effectiveness of the Indian Constitution in protecting the rights of citizens and promoting social welfare, considering the balance between individual rights and state responsibilities to develop informed perspectives.
- Create a comprehensive framework for understanding the Indian Constitution, incorporating its historical context, fundamental rights, directive principles, and citizenship provisions, and applying this knowledge to propose innovative solutions for promoting constitutional values and social justice.

Benchmark Institutions

- Supreme Court of India
- Constitutional Law Society of India (CLSI)
- National Human Rights Commission (NHRC)
- University Grants Commission (UGC)
- Indian Law Institute (ILI)

Unit	Content	No.of lectures
I	Preamble and Historical Background of the Indian Constitution 1.1- Preamble : Meaning and Philosophy of Constitution Constitution as Basic Norm 1.2 -Historical Background and Framing of the Indian Constitution	8
II	Salient Features and Provisions of Citizenship 2.1 -Salient Features of the Indian Constitution 2.2 - Provisions related to Citizenship	7
III	Fundamental Rights 3.1- Origin, nature and Significance of Fundamental Rights 3.2- Types of Fundamental rights and Right to Constitutional remedies.	8
IV	Directive Principles of State Policy 4.1- Directive Principles of State Policy 4.2- Relationship between Directive Principles of State Policy and Fundamental Rights	7

Recommended Text

M.P. Jain, Indian Constitution, Lexis Nexis

Other references

1. J.N Pandey, Constitutional Law of India, Central Law Agency
2. D.D. Basu, Introduction to Constitution of India, Lexis Nexis
3. Arvind Datar, Commentary on Constitution of India, Lexis Nexis
4. P. M. Bakshi, The Constitution of India, Butterworth Lexis Nexis

Online Resources/MOOCs:

https://swayam.gov.in/
https://www.coursera.org/
https://www.edx.org/
http://www.egyankosh.ac.in/
https://www.youtube.com/

Evaluation Pattern For 50 Marks

Summative Assessment	Formative Assessment	Total Marks
30	20	50

Formative Assessment: (20 marks)

Any one of the following methods of assessment may be undertaken:

- 1 Class Test
- 2 Online Exam
- 3 Assignment/Project/ Case Studies
- 4 Presentation
- 5 Practical

Note: Guidelines for Internal Assessment will be as per university norms and inform in advance.

Summative Assessment (30 Marks)

Q. 1 A OR Q.1 B	10 Marks
Q. 2 A OR Q. 2 B	10 Marks
Q.3. Short notes: Any two from four (5 marks each)	10 Marks

Course Title: Business Communication – II

Course: Ability Enhancement Course (AEC)

Credits: 2

Course Objectives:

- Understand the process of group discussions, demonstrating core skills required in GD settings, including critical thinking, effective communication, and collaborative problem-solving.
- Prepare effectively for different types of interviews by mastering relevant strategies and understanding expectations in each interview type.
- Develop interpersonal skills essential for workplace success, focusing on emotional intelligence, conflict management, teamwork, and structured problem-solving to foster a collaborative work environment
- Equip learners to apply best practices in various types of meetings, fulfilling roles as chairpersons or participants, drafting professional notices, agendas, and resolutions for formal meetings.
- Gain a thorough understanding of public relations, its internal and external functions, and the strategies for promoting PR, including effective crisis management.
- Develop competence to draft clear, professional, and purposeful business emails, adhering to email etiquette.
- Prepare learners to apply group communication skills in interviews and meetings, demonstrate interpersonal skills like conflict management, teamwork, and emotional intelligence, and practice effective email etiquette in business scenarios.

Course Learning Outcomes:

- Remember key terms and concepts related to group communication, including types of interviews, group discussions, meetings, committees, and public relations.
- Understand the process and skills necessary for successful group discussions, different types of interviews, public relations functions, and email etiquettes.
- Apply interview preparation techniques, interpersonal skills, and creating various types of emails in different business setting.
- Analyse the structure and purpose of different meeting types, identifying the roles and responsibilities of participants to ensure successful outcomes. Differentiate between

internal and external measures of promoting public relations, analysing how each supports organizational goals.

- Evaluate group discussion contributions, assessing effectiveness based on communication skills, critical thinking, and teamwork. Evaluate the effectiveness of email drafts, considering tone, clarity, etiquette, and relevance to the intended message.
- Create structured agendas, notices, and resolutions for meetings, committees, and conferences, ensuring they meet professional standards. Design a plan for organizing a professional conference using modern digital methods, such as webinars or Skype, to facilitate effective communication across remote teams.

Benchmark Institutions:

- Dale Carnegie Training
- Indian Institute of Mass Communication

Units	Content	No. of Lectures
I	<p>Group Communication</p> <p>1.1 Group Discussions – Process of GD, Skills tested in GD</p> <p>1.2 Interviews –, Preparing for an Interview, Types of Interviews – Selection, Appraisal, Grievance, Exit, Online</p> <p>1.3 Interpersonal Skills – Emotional Intelligence, Conflict Management, Teamwork, Problem-Solving</p> <p>1.4 Meetings - Types of Meetings, Role of the Chairperson and Participants, Drafting of Notice, Agenda and Resolutions</p> <p>1.5 Committees & Conferences - Types of Committees, Meaning of Conference, Organizing a Conference, Modern Methods of Conducting Conferences - Skype & Webinar</p> <p>1.6 Public Relations - Meaning and Functions of Public Relations (PR), External and Internal Measures of Promoting PR, Crisis Management</p>	15
II	<p>Routine Business Correspondence</p> <p>2.1 Drafting Effective Emails - Do's and Don'ts</p> <p>2.2 Email Etiquette</p> <p>2.3 Email of Enquiry</p> <p>2.4 Email of Invitation</p> <p>2.5 Email of Thank You</p> <p>2.6 Email of Permission</p>	15

Reference Books

Almonte, Richard. *A Practical Guide to Soft Skill Communication Psychology and Ethics for your Professional Life*. Taylor & Francis, 2021.

Bacon, Terry and David Pugh. *Powerful Proposals, How to give your business the winning edge*. AMACOM, 2005.

Booher, Dianna. *E-Writing: 21st-Century Tools for Effective Communication*. Gallery Books, 2001.

Bovee, Courtland, John Thill and Roshan Lal Raina. *Business Communication Today*. 15th edition Pearson, 2021.

Comfort, Jeremy. *Business Reports in English*. Cambridge University Press, 1985

Hartley, Peter and Clive Bruckmann. *Business Communication* Routledge; 1st edition (2001)

Osborn, Anna and James Schofield. *Collins English for Business Writing*. Goyal Publishers, 2021.

Effective Business Communication by Herta A. Murphy, Herbert W. Hildebrandt, Jane P. Thomas, McGraw Hill, 2008

Business Communication: Making Connections in a Digital World by Raymond V. Lesikar, 13th Edition, McGraw Hill Education, 2009

Modern Business Correspondence by Garlside, L.E., McDonald and Evans Ltd., Plymouth 1980

Effective Communication Made Simple by Eyre, E.C., Rupa and Co., Calcutta 1985

Excellence in Public Relations and Communication Management edited by James E. Grunig, Lawrence Erlbaum Associates Hillsdale, NJ 1992

Making Meetings Work by Barkar, Alan, Sterling Publications Pvt. Ltd., New Delhi 1993

How to Interview and be Interviewed by Brown, Michele and GylesBrandreth, Sheldon Press, London 1994

The Right Way to Conduct Meetings, Conferences and Discussions by H.M. Taylor and A.G. Mears, Elliot Right Way Books 1994

The Essence of Effective Communication by Ludlow, Ron, Prentice, New Delhi 1995

Communication in Organisation by Fisher Dalmar, Jaico Publishing House, Delhi 1999

Effective Academic Writing by Savage, Alice. Oxford: OUP 2005

Business Communication by Ramesh Tiwari, Pointer Publication, Jaipur 2006

Business Communication II by Muktha M. Jacob, Chippy S. Bobby, Shefali Naranje, Himalaya Publishing House 2008

"*What Is Public Relations?*" by Roos, Dave, SAGE. New York 2014

The Art of the Interview by James Storey, Create Space Publishing 2016

Online Resources/MOOCs:

<https://nptel.ac.in/courses/109/106/109106094/>

<https://nptel.ac.in/courses/109/105/109105144/>

Evaluation Pattern For 50 Marks

Summative Assessment	Formative Assessment	Total Marks
30	20	50

Formative Assessment: (20 marks)

Any one of the following methods of assessment may be undertaken:

1. Class Test
2. Online Exam
3. Assignment/Project/ Case Studies
4. Presentation
5. Practical

Note: Guidelines for Internal Assessment will be as per university norms and provided in advance.

Summative Assessment (30 Marks)

QUESTION PAPER PATTERN SEMESTER II (SEM-END EXAM)

Duration: 1 hours **Marks:** 30

Q. 1. Short Notes (two out of three) (Unit I) (10 marks)

Q. 2. Notice, Agenda, Resolution (10 marks)

Q. 3. Emails (two out of three) (Unit II) (10 marks)

Course Title: Emerging Technologies & Application

Course Type: Skill Enhancement Course

Credits: 2

Course Objectives:

- To equip students with fundamental knowledge and skills in using office productivity tools such as MS Word, Excel, and PowerPoint to enhance business operations.
- To develop an understanding of document preparation and effective presentation techniques tailored for professional business environments.
- To cultivate proficiency in utilizing digital tools for seamless business communication and collaboration.
- To train students in managing business correspondence through email, focusing on efficiency, professionalism, and etiquette.
- To foster analytical and problem-solving skills by integrating information technology into business decision-making processes.
- To prepare students for the dynamic requirements of modern business management by leveraging technology for improved productivity and operational efficiency.

Learning Outcomes:

- Remember the fundamental functionalities of basic office software like MS Word, Excel, and PowerPoint, supporting the objective of enhancing business efficiency through technology.
- Understand the principles of document preparation and presentation for business purposes, fostering skills in professional communication and reporting.
- Apply digital tools effectively for business communication, enabling seamless collaboration and information sharing in organizational contexts.
- Analyze the role of technology in managing business correspondence, particularly via email, to improve efficiency and professional etiquette.
- Evaluate the impact of digital tools on organizational productivity, assessing their significance in streamlining business operations.
- Create professional-quality business documents and presentations, incorporating advanced software features and effective communication strategies to support business objectives.

Benchmark Institutions

- Microsoft Corporation: A global leader in providing office productivity software such as MS Word, Excel, and PowerPoint.
- National Association of Software and Service Companies (NASSCOM): An industry body promoting IT-enabled services and business processes in India.
- International Association of Business Communicators (IABC): An organization focusing on best practices in business communication globally.
- Indian Institute of Information Technology (IIIT): Premier institutions fostering research and education in information technology applications in business.
- Chartered Institute for IT (BCS): A professional body enhancing IT skills and certifications for business management professionals.

Units	Content	No of Lecture
I	<p>Computer tools and Programming languages:</p> <ul style="list-style-type: none"> • Introduction to Windows. • Software applications(Word, PowerPoint, Excel) <p>Creating/Saving of Document, Editing and Formatting Features</p> <p>Designing a title page, Preparing Index, Use of SmartArt</p> <p>Cross Reference, Bookmark and Hyperlink. Mail Merge Feature.</p> <ul style="list-style-type: none"> • Spreadsheet application (e.g. MS-Excel/openoffice.org) <p>Creating/Saving and editing spreadsheets, Drawing charts.</p> <p>Using Basic Functions: text, math & trig, statistical, date & time, database, financial, logical</p> <p>Using Advanced Functions : Use of VLookup/HLookup</p> <p>Data analysis – sorting data, filtering data (AutoFilter , Advanced Filter), data validation, what-if analysis (using data tables/scenarios), creating sub-totals and grand totals, pivot table/chart, goal seek/solver,</p> <ul style="list-style-type: none"> • Presentation Software(PowerPoint and Canva) <p>Creating a presentation with minimum 20 slides with a script. Presenting in different views, Inserting Pictures, Videos, Creating animation effects on them Slide Transitions, Timed Presentations, and Rehearsal of presentation.</p> <ul style="list-style-type: none"> • Canva: creating videos and posts on Canva for Social Media Marketing • Power BI: Introduction to Power BI, Importing data, Power Query, Visualisations, and Creating Dashboards in Power BI. • Overview of programming languages- Python: Introduction to the Python programming language, Syntax, features of Python, basic programs in Python, importing the turtle library in Python. 	15

II	<p>Emerging technologies:</p> <ul style="list-style-type: none"> • Digital Marketing: Mobile Marketing, email marketing, and content marketing. • Generative Artificial Intelligence and Machine Learning: What is Generative AI? What is ML? Tools : chatGPT, Writesonic. • Tools and Applications of AI and ML in business. • AI tools: AutoDraw, ChatPDF, Aether Brain, Academic Phrase bank. • Case studies in AI: The goal is to find out how AI can be used to solve problems in Business World. 	15
----	--	----

Self-Learning topics (Unit wise):

Sr. No	Unit	Topic
1	1	Power Point Presentation: students can make group wise presentations by exploring different features of Power Point
2	2	Using AI tools to solve business problems.

Online Resources/MOOCs:

www.youtube.com

<https://www.coursera.org/learn/python>

Reference Books

- Woody Leonhard, using Microsoft Office , Pearson
- Office 2016 complete reference - Stephen L.Nelson
- Quick course in Micro-soft office - Joyce Cox, Polly Orban
- Mastering Office 2016 - GimiCouster
- Microsoft Office Professional 2016 Step by Step
- By Beth Melton, Mark Dodge, Echo Swinford, Andrew Couch
- How to think like a Computer Scientist: Learning with Python, by Downey, A. et al John Wiley, 2015.
- Fundamentals of Python - First Programs, by Lambert K. A., Cengage Learning India,, 2015
- **"Design with Canva: A Complete Guide on How to Use Canva"** *Author:* Lateefah Raji
This book provides a step-by-step guide to using Canva's tools and is great for beginners.
- **"Canva: Professional Tips and Tricks When You Design with Canva"** *Author:* Rachelle Smith
A practical guide for business and work applications, complete with visuals.

- **Mastering Microsoft Power BI: Expert Techniques for Effective Data Analytics and Business Intelligence**
Author: Brett Powell
- **Artificial Intelligence: A Modern Approach** - *Authors:* Stuart Russell and Peter Norvig
- **The Hundred-Page Machine Learning Book** - *Author:* Andriy Burkov
- **Digital Marketing Strategy: An Integrated Approach to Online Marketing** - *Author:* Simon Kingsnorth
- **Digital Marketing QuickStart Guide: The Simplified Beginner's Guide to Developing a Scalable Online Strategy, Finding Your Customers, and Profitably Growing Your Business** - *Author:* Benjamin Sweeney
- **Fundamentals of Digital Marketing** - *Author:* Puneet Singh Bhatia
- Data Analytics with MS Excel & Power BI by Punit Prabhu.
- Excel 2016 for DUMMIES A Wiley Brand by Greg Harvey, PhD.
- Digital Marketing for Dummies by Ryan Deiss and Russ Hennesberry, 2017.
- Microsoft power BI quick start guide : build dashboards and visualizations to make your data come to life by Devin Knight (Author), Brian Knight (Author), Mitchell Pearson (Author), Manuel Quintana (Author).
- Microsoft Power BI Dashboards Step by Step 1st edition by Errin O'Connor (Author).
- Introduction to Machine Learning, Ethem Alaydin, PHI, second edition, 2013.

Evaluation Pattern For 50 Marks

Summative Assessment	Formative Assessment	Total Marks
30	20	50

Formative Assessment: (20 marks)

Any one of the following methods of assessment may be undertaken:

1. Practical

Note: Guidelines for Internal Assessment will be as per university norms and provided in advance.

Summative Assessment (30 Marks)

QUESTION PAPER PATTERN SEMESTER II (SEM-END EXAM)

Duration: 1 hours **Marks:** 30

Q 1 (Any 2 out of 3)	15 marks
A) Module 1	
B) Module 1	
C) Module 1	

Q2 (Any 2 out of 3) 15 marks

- A) Module 2**
- B) Module 2**
- C) Module 2**

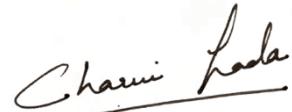
Detailed Scheme Practical

Practical of Semester II

Title	No. of Lectures
1. Word – <ul style="list-style-type: none">• mail merge,• insert citation, bibliography,• insert table of figures, end notes, table of content	
2. PowerPoint – <ul style="list-style-type: none">• slide master, new photo album,• animations, rehearse timing., slide looping,• adding sound and video to presentation,• securing the presentation,• smart art, shaped for hyperlink,• adding word to PowerPoint	02 Lectures per Practical
3. Excel basic problem based on sum(), average(), Min(), Max(), IF Condition ,nested IF() ,VLookup/HLookup, sorting data, filtering data (AutoFilter , Advanced Filter), data validation, what-if analysis (using data tables/scenarios), creating sub-totals and grand totals, pivot table/chart, goal seek/solver.	per Batch
4. Python- <ul style="list-style-type: none">• Write a Python program to show the Arithmetic operators• Write a Python program to print the name of the user.• Write a Python program to find if a number is positive, negative or zero.• Write a Python program to check if a given number is even or odd.	



Dr. Ritika Pathak
Co - Chairperson



Ms. Charvi Gada
Co - Chairperson