



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)  
(Deemed to be University Encl. as 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

*Marching Beyond 30 Years Successfully*

INSTITUTION WITH UGC 12B STATUS

## **UNDERGRADUATE DEGREE PROGRAMME**

**Bachelor of Business Administration**

**Three Years**

/

**Bachelor of Business Administration (Hons)**

**Four Years**

**CURRICULUM & SYLLABUS**

**REGULATION 2024**

**Choice Based Credit System (CBCS)**

**&**

**Learning Outcomes Based Curriculum Framework (LOCF)**

**Effective from the Academic Year**

**2024 -2025**

**Department of Business Administration**

**SCHOOL OF MANAGEMENT STUDIES AND**

**COMMERCE**



## DEPARTMENT OF BUSINESS ADMINISTRATION

### VISION OF THE DEPARTMENT

To nurture **tomorrow's business and academic leaders** by drawing the synergy of teaching, research and practice.

### MISSION OF THE DEPARTMENT

<b>M1</b>	Our purpose is driven by our desire <b>to produce confident leaders</b> who are committed to creativity and excellence.
<b>M2</b>	We inspire critical thinking, personal growth, and a passion for learning. We serve the <b>social, cultural, and economic needs of our community and our society</b>
<b>M3</b>	The department further supports the vision and mission of the School of Management Studies while enhancing the <b>visibility and reputation of VISTAS.</b>

### **PROGRAMME EDUCATIONAL OUTCOMES (PEO)**

<b>PEO1</b>	To contribute effectively in the business world, demonstrating competence in their chosen field and the ability to adapt to changing business environments.
<b>PEO2</b>	To demonstrate a comprehensive understanding of key concepts, theories, and principles in various business disciplines such as accounting, finance, marketing, management, and operations

### **PROGRAMME OUTCOMES (PO)**

<b>PO1</b>	To exhibit factual and theoretical knowledge of management in general and business in particular.
<b>PO2</b>	To critically evaluate and analyze Indian and global business environments in different contexts.
<b>PO3</b>	To recognize their role as a manager, entrepreneur and a leader in a business management
<b>PO4</b>	To be an effective communicator to present opinions, ideas based on critical thinking, analysis and logical reasoning.
<b>PO5</b>	To conduct and demonstrate professional and ethical behaviour.
<b>PO6</b>	To exhibit factual and theoretical knowledge of management in general and business in particular to critically evaluate and analyse Indian and global business environments with ability to apply learning in different contexts.

<b>PO7</b>	To nurture an ability to articulate a business environment with clarity and mindfulness.
<b>PO8</b>	To exhibit the ability to own roles and responsibilities with commitment, as members of multi cultural teams and communities in cross-cultural contexts and diversity management.
<b>PO9</b>	To be an effective and emotionally intelligent leader and a decision maker who has an acumen to influence and motivate teams.

<b>PROGRAMME SPECIFIC OUTCOMES (PSO)</b>	
<b>PSO1</b>	To be equipped with the knowledge and skills to identify business opportunities, develop business plans, and understand the entrepreneurial process. They should be able to demonstrate creativity, initiative, and innovation in solving business challenges.
<b>PSO2</b>	To have a broad understanding of global business environments, including cultural diversity, international markets, and global economic trends. They should be able to analyze global business issues and develop strategies for conducting business across borders.
<b>PSO3</b>	To possess strong financial literacy and be able to analyze financial statements, manage budgets, and make financial decisions that align with organizational goals. They should understand the principles of financial management, including risk assessment and capital budgeting
<b>PSO4</b>	To demonstrate effective leadership skills and be able to manage teams to achieve organizational objectives. They should understand motivational techniques, conflict resolution strategies, and the dynamics of team collaboration in achieving business goals.

## BOARD OF STUDIES

### List of Members

#### Department of Business Administration

S. No	Name & Designation	Address	Role
1.	<b>Dr.P.Murugan,</b> M.Com, Ph.D., MBA., Professor & Head	Department of Business Administration Vels Institute of Science Technology And Advanced Studies Chennai – 600117 Mob: 9500144969 Email ID: <a href="mailto:hodbba@velsuniv.ac.in">hodbba@velsuniv.ac.in</a>	Chairperson
2.	<b>Dr.V.Jayanthi</b> M.Com, M.Phil, MBA SET, PhD Associate Professor	Department of Business Administration Vels Institute of Science Technology And Advanced Studies Chennai – 600117 Mob: 9176121799 Email ID: <a href="mailto:jayanthi.sms@velsuniv.ac.in">jayanthi.sms@velsuniv.ac.in</a>	Internal member
3.	<b>Dr.K.Vinayagam,</b> MLM,,MA MBA, NET.,Ph.D., Associate Professor	Department of Business Administration Vels Institute of Science Technology And Advanced Studies Chennai – 600117 Mob:7708880033 Email ID: <a href="mailto:vinayagam.sms@velsuniv.ac.in">vinayagam.sms@velsuniv.ac.in</a>	Internal member
4.	<b>Dr.M.Prabhakar Christopher David,</b> MBA NET, Ph.D Assistant Professor	Department of Business Administration Vels Institute Of Science Technology And Advanced Studies Chennai – 600117 Mob: 9962323513 Email ID: <a href="mailto:prabhakaran.sms@velsuniv.ac.in">prabhakaran.sms@velsuniv.ac.in</a>	Internal member
5.	<b>Dr.P.SasiKumar</b> MBA, Ph.D Assistant Professor	Department of Business Administration Vels Institute Of Science Technology And Advanced Studies Chennai – 600117 Mob: 9500534612 Email ID: <a href="mailto:saikumar.sms@velsuniv.ac.in">saikumar.sms@velsuniv.ac.in</a>	Internal member
6.	<b>Dr Praveen Kumar</b> M.Com., MBA., PhD Associate Professor	Department of Management Studies. Saveetha University, Chennai. email I'd: Ph:8883558355 <a href="mailto:praveenkselva@gmail.com">praveenkselva@gmail.com</a>	External member Academic Expert
7.	<b>Mr.Susdharsan,</b> M.Tech., MS., MBA., M.Sc.,( Ph.D.)	Deputy General Manager, L&T constructions, Chennai 9687680827 <a href="mailto:sudharsar@gmail.com">sudharsar@gmail.com</a>	External member Industry Expert
8.	<b>Ms.Shofika</b>	Entrepreneur, Franchisee of Coffee and Recharge Mob: 9042606488 Email ID: <a href="mailto:shofikakumar@gmail.com">shofikakumar@gmail.com</a>	Alumni, Department of Business Administration

## CREDIT DISTRIBUTION

### Bachelor of Business Administration (Hons)

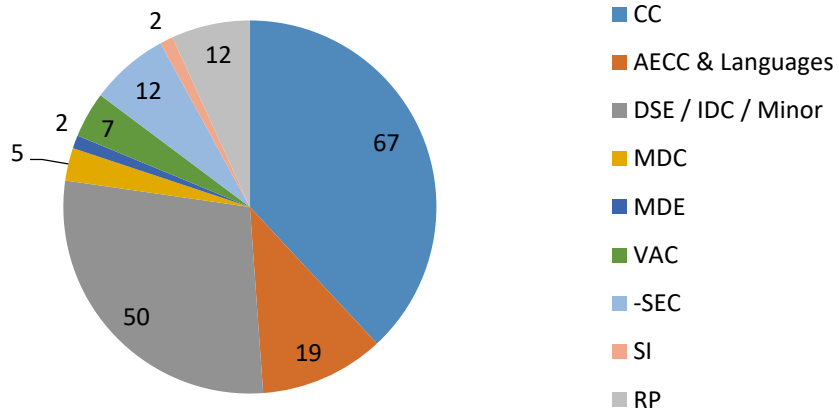
Minimum credits to be earned: 176

### Bachelor of Business Administration

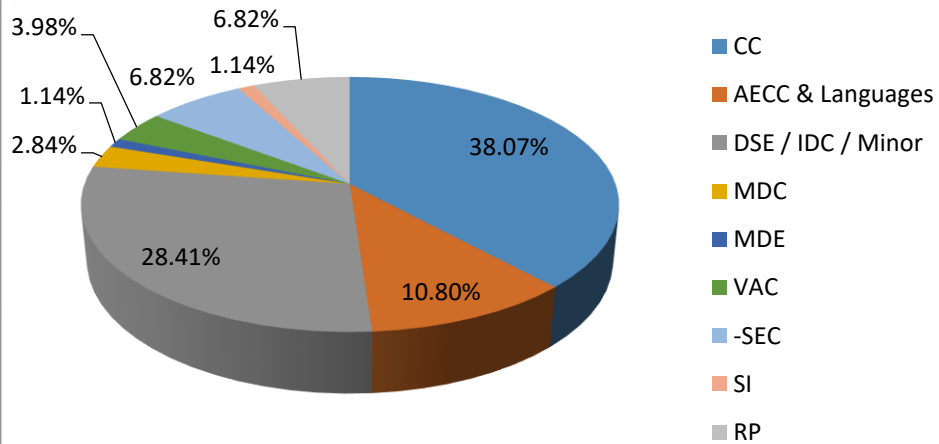
Minimum credits to be earned: 132

Component	I Sem	II Sem	III Sem	IV Sem	V Sem	VI Sem	3 Yrs. Total Credits	VII Sem	VIII Sem	4 Yrs Total Credits
CC	12	12	11	8	12	8	63	4	-	67
AECC & Languages	4	4	4	7	-	-	19	-	-	19
DSE / IDC / Minor	-	-	3	4	4	11	22	12	16	50
MDC	2	3	-	-	-	-	5	-	-	5
MDE	-	-	2	-	-	-	2	-	-	2
VAC	2	2	-	1	2	-	7	-	-	7
-SEC	2	2	2	1	3	2	12	-	-	12
SI	-	-	1	-	1	-	2	-	-	2
RP	-	-	-	-	-	-	-	6	6	12
<b>Total Credits</b>	<b>22</b>	<b>23</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>21</b>	<b>132</b>	<b>22</b>	<b>22</b>	<b>176</b>

## CREDIT DISTRIBUTION



## CREDIT DISTRIBUTION PERCENTAGE



## ABBREVIATIONS

<b>CC</b>	Core Course
<b>AECC</b>	Ability Enhancement Compulsory Courses
<b>DSE</b>	Disciplinary Specific Elective
<b>IDC</b>	Interdisciplinary / Minor Courses
<b>MDC</b>	Multidisciplinary Courses
<b>MDE</b>	Multidisciplinary Elective
<b>VAC</b>	Value Added Courses
<b>SEC</b>	Skill Enhancement Courses
<b>SI</b>	Summer Internship
<b>RP</b>	Research Project



## CURRICULUM STRUCTURE

**Bachelor of Business Administration Three Years**

/

**Bachelor of Business Administration (Hons) Four Years**

**Total number of Credits: 176**

<b>Bachelor of Business Administration (Hons) Minimum Credits to be earned :176</b>										
<b>Bachelor of Business Administration Minimum Credits to be earned: 132</b>										
					<b>Hours/Week</b>			<b>Maximum Marks</b>		
<b>SEMESTER 1</b>										
<b>Category</b>	<b>Code</b>	<b>Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>	<b>CIA</b>	<b>SEE</b>	<b>Total</b>
<b>LANG 1</b>	24LTAM11/ 24LH1N11/ 24LFRE11	Tamil I / Hindi I / French I	2	0	0	1	2	40	60	100
<b>ENG 1</b>	24LENG11	English I	2	0	0	1	2	40	60	100
<b>CC 1</b>	24CBBA11	Principles and Practices of Management	4	0	0	2	4	40	60	100
<b>CC 2</b>	24CBBA12	Financial accounting	4	0	0	2	4	40	60	100
<b>CC 3</b>	24CBBA13	Business Statistics and Logic	4	0	0	0	4	40	60	100
<b>MDC</b>	24MBBA11	Media Literacy and Critical Thinking	2	0	0	1	2	40	60	100
<b>VAC 1</b>	24DVAC11	Communication Skills	2	0	0	1	2	40	100	100
<b>SEC 1</b>	24SSKU11	Soft Skills 1	2	0	0	1	2	40	60	100
<b>SEC 2</b>		Orientation programme / Industrial Visit	-	-	-	-	-	-	-	-
			20	0	2	-	22	-	-	-

**CIA - Continuous Internal Assessment**

**SEE - Semester End Examination**

**\*L – Lecture, \*T- Tutorial, \*P- Practical, \*O - Outside the class effort / self-study**

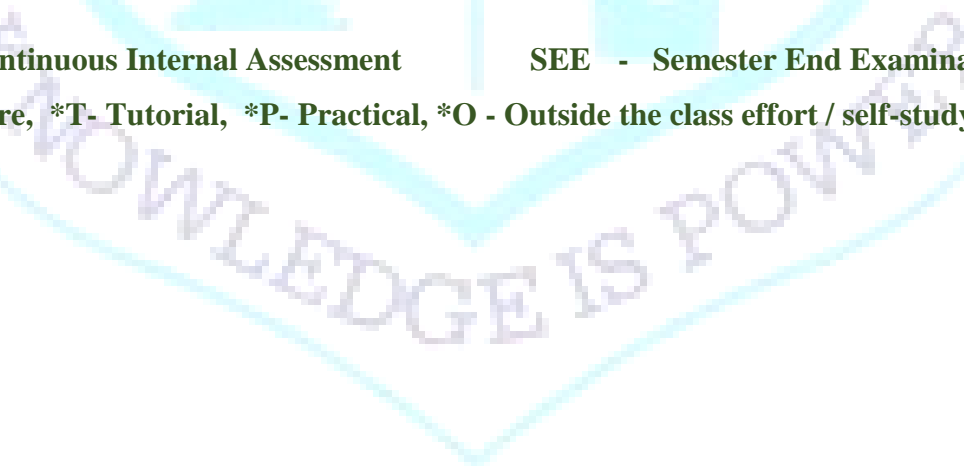
## SEMESTER 2

Category	Code	Course	L	T	P	O	C	CIA	SEE	Total
<b>LANG 2</b>	24LTAM21/	Tamil II / Hindi II /	2	0	0	1	2	40	60	100
	24LH1N21/	French II								
	24LFRE21									
<b>ENG 2</b>	24LENG21	English II	2	0	0	1	2	40	60	100
<b>CC 4</b>	24CBBA21	Human Behaviour and Organization	4	0	0	2	4	40	60	100
<b>CC 5</b>	24CBBA22	Marketing Management	4	0	0	2	4	40	60	100
<b>CC 6</b>	24CBBA23	Business Economics	4	0	0	2	4	40	60	100
<b>MDC 2</b>	24MBBA21	Indian System of Health and Wellness	3	0	0	2	3	40	60	100
<b>VAC 2</b>	24DVAC22	Universal Human Values	2	0	0	1	2	-	100	100
<b>SEC 3</b>	24SSKU21	Soft Skills 2	2	0	0	1	2	40	60	100
			<b>23</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>23</b>	<b>-</b>	<b>-</b>	<b>-</b>

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<b>SEMESTER 3</b>										
<b>Category</b>	<b>Code</b>	<b>Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>	<b>CIA</b>	<b>SEE</b>	<b>Total</b>
<b>LANG 3</b>	24LTAM31/ 24LHIN31 /24LFRE31	Tamil III / Hindi III / French III	2	0	0	1	2	40	60	100
<b>ENG 3</b>	24LENG31	English III	2	0	0	1	2	40	60	100
<b>CC 7</b>	24CBBA31	Management Accounting	3	1	0	2	4	40	60	100
<b>CC 8</b>	24CBBA32	Legal and Ethical Issues in Business	4	0	0	2	4	40	60	100
<b>CC 9</b>	24CBBA33	Human Resource Management	3	0	0	2	3	40	60	100
<b>MDE 1</b>	24MBBA31	Indian knowledge system	2	0	0	1	2	40	60	100
<b>DSE 1/ IDC / Minor 1</b>	24DBBA3_	Discipline Specific Elective I	3	0	0	2	3	40	60	100
<b>SEC 4</b>	24SSKU31	Soft Skills 3	2	0	0	1	2	40	60	100
<b>SI 1</b>	24IBAM31	Internship I	0	0	2	1	1	-	100	100
			<b>21</b>	<b>1</b>	<b>2</b>	<b>-</b>	<b>23</b>	<b>-</b>	<b>-</b>	<b>-</b>

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**SEMESTER 4**

<b>Category</b>	<b>Code</b>	<b>Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>	<b>CIA</b>	<b>SEE</b>	<b>Total</b>
<b>LANG 4</b>	24LTAM41/ 24LHIN41/ 24LFRE41	Tamil IV / Hindi IV / French IV	2	0	0	1	2	40	60	100
<b>ENG 4</b>	24LENG41	English IV	2	0	0	1	2	40	60	100
<b>AECC 1</b>	24EVS041	Environmental Studies	3	0	0	2	3	40	60	100
<b>CC 10</b>	24CBBA41	Financial Management	4	0	0	2	4	40	60	100
<b>CC 11</b>	24CBBA42	Operational Management	4	0	0	2	4	40	60	100
<b>DSE 2 / IDC 2 / Minor 2</b>	24DBBA4_	Discipline Specific Elective II	4	0	0	2	4	40	60	100
<b>SEC 5</b>	24SBBA41	Industry Oriented Employability skills	1	0	0	1	1	-	100	100
<b>VAC 3</b>	21DVAC41	Yoga Education	1	0	0	1	1	-	100	100
<b>SEC 6</b>		In-plant Training/ Industrial Tour / Summer Term	-	-	-	-	-	-	-	-
			<b>21</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>21</b>	<b>-</b>	<b>-</b>	<b>-</b>

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**SEMESTER 5**

<b>Category</b>	<b>Code</b>	<b>Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>	<b>CIA</b>	<b>SEE</b>	<b>Total</b>
<b>CC 12</b>	24CBBA51	Business Research Methodology	4	0	0	2	4	40	60	100
<b>CC 13</b>	24CBBA52	Strategic Management	4	0	0	2	4	40	60	100
<b>CC 14</b>	24CBBA53	Business Taxation	4	0	0	2	4	40	60	100
<b>DSE 3 / IDC 3 / Minor 3</b>	24DBBA5_	Discipline Specific Elective III	4	0	0	2	4	40	60	100
<b>SEC 7</b>	24SBBA51	Entrepreneurial Development	2	0	0	1	2	40	60	100
<b>VAC 4</b>	24DVAC51	Disaster Management	1	0	2	1	2	40	60	100
<b>SI 2</b>	24IBBA51	Internship II	0	0	2	1	1	-	100	100
<b>SEC 8</b>	24SBBA52	Skill Enhancement Training / Student Club Activities/ Institution Innovation Council (IIC) Activities	0	0	2	1	1	-	100	100
			<b>19</b>	<b>-</b>	<b>6</b>	<b>-</b>	<b>22</b>	<b>-</b>	<b>-</b>	<b>-</b>

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### SEMESTER 6

Category	Code	Course	L	T	P	O	C	CIA	SEE	Total
CC 15	24CBBA61	Digital Marketing	4	0	0	2	4	40	60	100
CC 16	24CBBA62	Project Management	4	0	0	2	4	40	60	100
DSE 4 / IDC 4 / Minor 4	24DBBA6_	Discipline Specific Elective IV	4	0	0	2	4	40	60	100
DSE 5 / IDC 5 / Minor 5	24DBBA6_	Discipline Specific Elective V	4	0	0	2	4	40	60	100
DSE 6 / IDC 6 / Minor 6	24DBBA6_	Discipline Specific Elective VI	3	0	0	2	3	40	60	100
SEC 9	24PBBA61	Mini Project	0	0	4	1	2	-	100	100
SEC 10		On Job Training / Apprenticeship / Startup	-	-	-	-	-	-	-	-
			<b>19</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>21</b>	<b>-</b>	<b>-</b>	<b>-</b>

CIA - Continuous Internal Assessment

SEE - Semester End Examination

\*L – Lecture, \*T- Tutorial, \*P- Practical, \*O - Outside the class effort / self-study

KNOWLEDGE IS POWER

### SEMESTER 7

Category	Code	Course	L	T	P	O	C	CIA	SEE	Total
CC 17	24CBBA71	Entrepreneurial Leadership	4	0	0	2	4	40	60	100
DSE 7 / IDC 7 / Minor 7	24DBBA7_	Discipline Specific Elective VII	4	0	0	2	4	40	60	100
DSE 8 / IDC 8 / Minor 8	24DBBA7_	Discipline Specific Elective VIII	4	0	0	2	4	40	60	100
DSE 9 / IDC 9 / Minor 9	24DBBA7_	Discipline Specific Elective IX	4	0	0	2	4	40	60	100
RP 1	24RBBA71	Research Project I	0	0	12	2	6	40	60	100
			<b>16</b>	<b>-</b>	<b>12</b>	<b>-</b>	<b>22</b>	<b>-</b>	<b>-</b>	<b>-</b>

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SEE - Semester End Examination

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KNOWLEDGE IS POWER

## SEMESTER 8

Category	Code	Course	L	T	P	O	C	CIA	SEE	Total
<b>DSE 10 / IDC 10 / Minor 10</b>	24DBBA8_	Discipline Specific Elective X	4	0	0	2	4	40	60	100
<b>DSE 11 / IDC 11 / Minor 11</b>	24DBBA8_	Discipline Specific Elective XI	4	0	0	2	4	40	60	100
<b>DSE 12 / IDC 12 / Minor 12</b>	24DBBA8_	Discipline Specific Elective XII	4	0	0	2	4	40	60	100
<b>DSE 13 / IDC 13 / Minor 13</b>	24DBBA8_	Discipline Specific Elective XIII	4	0	0	2	4	40	60	100
<b>RP 2</b>	24RBBA81	Research Project II	0	0	12	2	6	40	60	100
			<b>16</b>	<b>-</b>	<b>12</b>	<b>-</b>	<b>22</b>	<b>-</b>	<b>-</b>	<b>-</b>

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## CORE COURSES

<b>Category</b>	<b>Code</b>	<b>Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>
<b>CC 1</b>	24CBBA11	Principles and Practices of Management	4	0	0	2	4
<b>CC 2</b>	24CBBA12	Financial Accounting	4	0	0	2	4
<b>CC 3</b>	24CBBA13	Business Statistics and Logic	4	0	0	2	4
<b>CC 4</b>	24CBBA21	Human Behavior and Organization	4	0	0	2	4
<b>CC 5</b>	24CBBA22	Marketing Management	4	0	0	2	4
<b>CC 6</b>	24CBBA23	Business Economics	4	0	0	2	4
<b>CC 7</b>	24CBBA31	Management Accounting	3	1	0	2	4
<b>CC 8</b>	24CBBA32	Legal and Ethical Issues in Business	4	0	0	2	4
<b>CC 9</b>	24CBBA33	Human Resource Management	3	0	0	2	3
<b>CC 10</b>	24CBBA41	Financial Management	4	0	0	2	4
<b>CC 11</b>	24CBBA42	Operational Management	4	0	0	2	4
<b>CC 12</b>	24CBBA51	Business Research Methodology	4	0	0	2	4
<b>CC 13</b>	24CBBA52	Strategic Management	4	0	0	2	4
<b>CC 14</b>	24CBBA53	Business Taxation	4	0	0	2	4
<b>CC 15</b>	24CBBA61	Digital Marketing	4	0	0	2	4
<b>CC 16</b>	24CBBA62	Project Management	4	0	0	2	4
<b>CC 17</b>	24CBBA71	Entrepreneurial Leadership	4	0	0	2	4

## DISCIPLINE SPECIFIC ELECTIVE COURSES

Category	Code	Course	L	T	P	O	C
<b>DSE 1</b>	24DBBA11	Investment Analysis	3	0	0	2	3
	24DBBA12	Financial Analytics	3	0	0	2	3
<b>DSE 2</b>	24DBBA13	Social Media Marketing	4	0	0	2	4
	24DBBA14	Total Quality Management	4	0	0	2	4
<b>DSE 3</b>	24DBBA15	Industrial Relations	4	0	0	2	4
	24DBBA16	E-HRM	4	0	0	2	4
<b>DSE 4</b>	24DBBA17	Event Mangement	4	0	0	2	4
	24DBBA18	Production Managent	4	0	0	2	4
<b>DSE 5</b>	24DBBA19	Retail Marketing	4	0	0	2	4
	24DBBA20	E-Commerce	4	0	0	2	4
<b>DSE 6</b>	24DBBA21	Inventory Mnagement	3	0	0	2	3
	24DBBA22	Financial Auditing	3	0	0	2	3
<b>DSE 7</b>	24DBBA23	International Business	4	0	0	2	4
	24DBBA24	B2B Marketing	4	0	0	2	4
<b>DSE 8</b>	24DBBA25	International Standard Organizational Auditing	4	0	0	2	4
	24DBBA26	Logistics Supply Chain Management	4	0	0	2	4
<b>DSE 9</b>	24DBBA27	Coporate Governance	4	0	0	2	4
	24DBBA28	Sales and Distribution Mnagement	4	0	0	2	4
<b>DSE 10</b>	24DBBA29	Business Communication	4	0	0	2	4
	24DBBA30	Business Enviroment in Public Policy	4	0	0	2	4
<b>DSE 11</b>	24DBBA31	Design Thinking And Innovation	4	0	0	2	4
	24DBBA32	Advance Research Methodology	4	0	0	2	4

## AECC & LANGUAGES

Category	Code	Course	L	T	P	O	C
<b>LANG 1</b>	24LTAM11/	Tamil I /					
	24LHIN11/	Hindi I/	2	0	0	1	2
	24LFRE11	French I					
<b>ENG 1</b>	24LENG11	English I	2	0	0	1	2
<b>LANG 2</b>	24LTAM21/	Tamil II /					
	24LHIN21/	Hindi II /	2	0	0	1	2
	24LFRE21	French II					
<b>ENG 2</b>	24LENG21	English II	2	0	0	1	2
<b>LANG 3</b>	24LTAM31/	Tamil III /					
	24LHIN31/	Hindi III /	2	0	0	1	2
	24LFRE31	French III					
<b>ENG 3</b>	24LENG31	English III	2	0	0	1	2
<b>LANG 4</b>	24LTAM41/	Tamil IV /					
	24LHIN41/	Hindi IV/	2	0	0	1	2
	24LFRE41	French IV					
<b>ENG 4</b>	24LENG41	English III	2	0	0	1	2
<b>AECC 1</b>	24EVS031	Environmental Studies	3	0	0	2	3

### MULTIDISCIPLINARY COURSES

Category	Code	Course	L	T	P	O	C
MDC 1	24MBBA11	Media Literacy and Critical Thinking	2	0	0	1	2
MDC 2	24MBBA21	Indian System of Health and Wellness	3	0	0	2	3

### MULTIDISCIPLINARY ELECTIVE

Category	Code	Course	L	T	P	O	C
MDE	24	Indian Knowledge system	2	0	0	1	2

### VALUE ADDED COURSES

Category	Code	Course	L	T	P	O	C
VAC 1	24DVAC11	Communication Skills	2	0	0	1	2
VAC 2	24DVAC21	Universal Human Values	2	0	0	1	2
VAC 3	24DVAC41	Yoga Education / NSS / NCC	1	0	0	1	1
VAC 4	24DVAC51	Disaster Management	1	0	2	1	2

### SKILL ENHANCEMENT COURSES

Category	Code	Course	L	T	P	O	C
SEC 1	24SSKU11	Soft Skills I	2	0	0	1	2
SEC 2	24SBBA11	Orientation Programme / Industrial Visit	-	-	-	-	-
SEC 3	24SSKU21	Soft Skills II	2	0	0	1	2

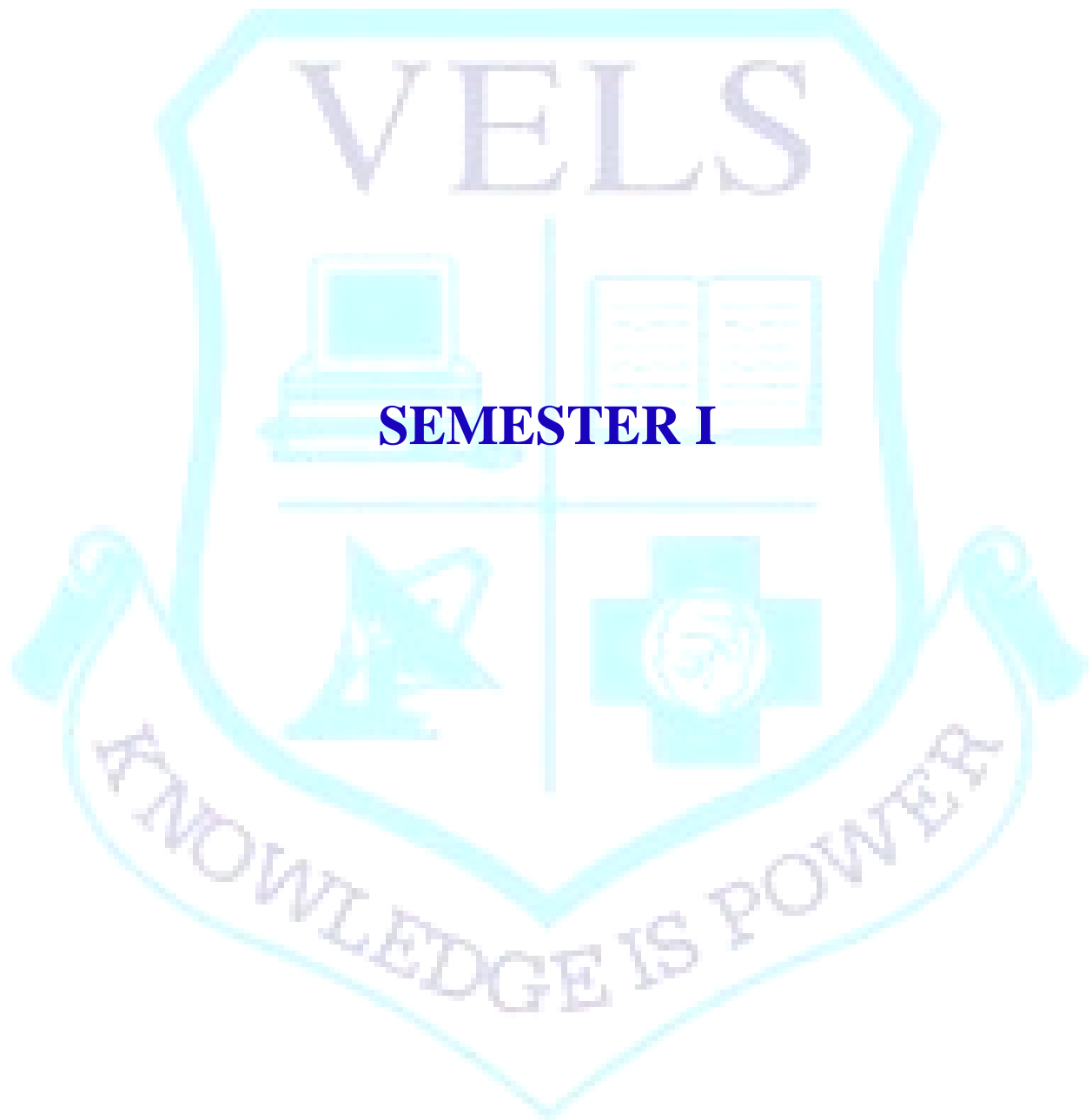
<b>SEC 4</b>	24SSKU31	Soft Skills III	2	0	0	1	2
<b>SEC 5</b>	24SBBA41	Industry Oriented Employability skills	1	0	0	1	1
<b>SEC 6</b>	24SBAM42	In-plant Training/ Industrial Tour/ Summer Term	-	-	-	-	-
<b>SEC 7</b>	24SBBA51	Entrepreneurial Development	2	0	0	1	2
<b>SEC 8</b>	24SBBA52	Skill Enhancement Training / Student Club Activities/ Institution Innovation Council Activities	0	0	2	1	1
<b>SEC 9</b>	24RBBA61	Mini Project	0	0	4	1	2
<b>SEC 10</b>	24SBBA62	On Job Training / Apprenticeship / Startup	-	-	-	-	-

### SUMMER INTERNSHIP

<b>Category</b>	<b>Code</b>	<b>Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>
<b>SI 1</b>	24IBBA31	Internship I	0	0	2	1	1
<b>SI 2</b>	24IBBA51	Internship II	0	0	2	1	1

### RESEARCH PROJECT

<b>Category</b>	<b>Code</b>	<b>Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>
<b>RP 1</b>	24RBBA71	Research Project I	0	0	12	2	6
<b>RP 2</b>	24RBBA81	Research Project II	0	0	12	2	6



**SEMESTER I**

KNOWLEDGE IS POWER

24LTAM11

பாடக் குறியீட்டு எண்: 24LTAM11 2 0 0 1 2

பருவம்-1, தமிழ்மொழிப்பாடம்-1, பகுதி-1, தகுதிப்புள்ளி: 2, வாரப் பாட நேரம்: 2.

தாள்-1

மொழிவரலாறு – சங்க இலக்கியம் – அற இலக்கியம் – மொழித்திறன்  
பாடத்திட்ட நோக்கம்:

மாணவர்களின் இலக்கிய நாட்டத்தை மேம்படுத்துதல், தற்கால தமிழ் இலக்கிய வகைமைகளான மரபுக்கவிதை, புதுக்கவிதை, உரைநடை ஆகியவற்றை அறிமுகப்படுத்துதல், தமிழர்தம் வாழ்வியல் நெறிகளையும் பண்பாட்டுச் செழுமைகளையும் இன்றைய தலைமுறையினர் அறியச் செய்தல், மாணவர்களுக்குத் தமிழைத் தவறின்றி எழுதுவதற்குத் தேவையான பயிற்சி அளித்து அவர்களின் மொழித்திறனை மேம்படுத்துதல், செய்யுளின் நலத்தைப் பாராட்டும் முறைமையை அறியச் செய்து அதன்வழி சிந்தனை வளத்தைப் பெருகச் செய்தல் என்பனவும் மேற்கண்டவழி மாணவர்களை ஆளுமை மிக்கவர்களாக உருவாக்கி, போட்டித்தேர்வுகளுக்குத் தயார் செய்து அவர்களுக்கு வேலைவாய்ப்பை உருவாக்குவதும் இந்தப் பாடத்திட்டத்தின் முக்கிய நோக்கமாகும்.

அலகு- 1: தமிழ் மொழி வரலாறு

8மணி நேரம்

மொழிக்குடும்பம் - இந்திய மொழிக்குடும்பங்கள் - இந்திய ஆட்சி மொழிகள் - திராவிட மொழிக்குடும்பங்கள் - திராவிட மொழிகளின் வகைகள் - திராவிட மொழிகளின் சிறப்புகள் - திராவிட மொழிகளின் வழங்கிடங்கள் - திராவிட மொழிகளுள் தமிழின் இடம் - தமிழ்மொழியின் சிறப்புகள் - தமிழ் பிறமொழித் தொடர்புகள்.

அலகு -2

8 மணி நேரம்

புறநானூறு- பாடல் எண்: , 182, 183, - இரண்டு பாடல்கள்.

குறுந்தொகை- பாடல் எண்: 2, 167, - இரண்டு பாடல்கள்

பரிபாடல் - முருகன். வையை - இரண்டு பாடல்கள்

அலகு - 3 அற இலக்கியங்கள்

திருக்குறள்- வான்சிறப்பு (அறம்), பெருமை (பொருள்), பிரிவாற்றாமை (இன்பம்),

மூன்று அதிகாரங்கள் முழுமையும்

1. நாலடியார் - இரண்டு பாடல்கள். (2, 3 )
2. மூதுரை - இரண்டு பாடல்கள். (2, 8 )

அலகு 4 மொழி

07 மணி நேரம்

பிழை நீக்கி எழுதுதல் - ஒற்றுப்பிழை நீக்கி எழுதுதல் - தொடர்பிழை நீக்கி எழுதுதல் - ஒற்று மிகும் இடங்கள் - ஒற்று மிகா இடங்கள் - பிற மொழிச் சொற்களை நீக்கி எழுதுதல் - பயிற்சிகள்.

மொத்தம்: 30 மணி நேரம்

**பார்வை நூல்கள்**

1. தமிழர் நாகரிகமும் பண்பாடும், டாக்டர் அ. தட்சிணாமூர்த்தி, ஐந்திணைப் பதிப்பகம், 2001.
2. தவறின்றித் தமிழ் எழுதுவோம், மா. நன்னன், ஏகம் பதிப்பகம், 1999.
3. தவறின்றித் தமிழ் எழுத - மருதூர் அரங்கராசன், ஐந்திணைப் பதிப்பகம், 2003.
4. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., புது தில்லி : சாகித்திய அக்காடெமி, 2002.
5. புதிய தமிழ் இலக்கிய வரலாறு, நீல. பத்மநாபன், சிற்பி பாலசுப்ரமணியம், சாகித்திய அக்காடெமி, 2007.
6. செம்மொழி தமிழின் சிறப்பியல்புகள் - முனைவர் மறைமலை இலக்குவனார்; <https://www.youtube.com/watch?v=HHZnmJb4jSY>
7. பாடநூல் தேடலுக்கான இணையம் - <https://archive.org/>



L	T	P	O	C
2	0	0	1	2

Course Objectives :

- To understand the rural life style, social responsibilities and social values
- To create awareness about the importance of varied culture
- To enable the students to develop communication skill in Hindi and to use Azhagi, Azhagi+ fonts

UNIT I : पं.श्रीराम शर्मा कृत 'स्मृति' (कहानी)

'Smruti' (Kahani) by Pandit Sriram Sharma. 6hrs.

UNIT II : शरद जोशी कृत 'अतिथि तुम कब जावोगे' (व्यंग्य)

'Athiti tum kab jaaoge' (Vyangy) by Sharad Joshi. 6hrs.

UNIT III: राहुल सांस्कृतयायन कृत 'अथातो घुमक्कड जिज्ञासा' (यात्रा वृत्तान्त)

'Atatho Ghumakkad Jigyasa' (Yatra Vruthanth) by  
Rahul Sanskritayayan. 6hrs.

UNIT IV: व्यावहारिक हिन्दी- पत्र लेखन में प्रयुक्त वाक्यांश, कौशल विकास

- भाव एक भाषा अनेक 6hrs.

Functional Hindi-Phrases used in Letter Writing.  
Skill development - Bhav Ek Bhasha Anek

UNIT V : पत्र लेखन - परिचय व प्रकार, 3 अनौपचारिक पत्र

अलगी, अलगी + फॉन्ट का परिचय

Letter Writing- Intro. & Types & 3 Personal Letters 6hrs.

Introduction to Azhagi, Azhagi + fonts

Total: 30hrs.

**Course Outcome:**

At the end of this course Students will be able to

CO1 Gain knowledge about the rural life style

CO2 Understand social values

CO3 Understand importance of varied culture

CO4 Journalise in Functional Hindi

CO5 Use Azhagi, Azhagi+ fonts

**Text Books:**

Pandit Shriram Sharma, Shikaar, Sahitya Sadan, 1932.

Sharad Joshi, Yatha Sambhav, Bharatiya Gyanpeet, 2014.

Rahul Sanskritayan, Ghumakkad Shastra, Rajkamal Prakashan, 1949.

**Reference Book:**

Kendriya Hindi Sansthan, Banking Hindi Patyakram, 2012.

NCERT, Sparsh, Class 9.

Main Aur Mera Vyakaran, New Saraswati House, New Delhi.

Govind Ballabh Sharma, Hindi Vyavaharik Tankan Kala Evam Tankan Abhyas, Neelkanth Publishers Pvt. Ltd., 2022.

**Weblinks :**

Pandit Sriram Sharma ka kahani: <https://www.evidyarthi.in>

Harishankar parasayi ka Vyangy: <http://gadyakosh.org>

Rahul Sanskritayan ka yatravruttant: <https://www.hindwi.org>

Prayojanmoolak Hindi:<https://hi.m.wikipedia.org>

<https://www.azhagi.com/hnd/helphtml/Introduction.html>

<b>24LFRE11</b>	<b>FRENCH-I</b>	<table border="1"> <tr> <td>L</td> <td>T</td> <td>P</td> <td>O</td> <td>C</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	L	T	P	O	C	2	0	0	1	2					
L	T	P	O	C													
2	0	0	1	2													
<b>COURSE OBJECTIVES:</b>																	
<p>The lessons are being chosen:</p> <ol style="list-style-type: none"> <li>1) To greet, to express excuse and to introduce oneself</li> <li>2) To introduce another person</li> <li>3) To express his/her ideas, opinions and weekend projects</li> <li>4) To request someone to do something, polite manners</li> <li>5) To accept, refuse, enquire and indicate the time and date</li> <li>6) To express himself / herself in positive and negative manner</li> </ol>																	
<b>UNIT I</b>	<b>SALUT</b>	<b>4 HOURS</b>															
<ul style="list-style-type: none"> <li>• les nombres, Les jours de la semaine et du mois, La nationalité</li> </ul>																	
<b>UNIT II</b>	<b>ENCHANTÉ</b>	<b>6 HOURS</b>															
<ul style="list-style-type: none"> <li>• Les verbes Etre, Avoir, Aller, Regular ER verbes, Present tense</li> </ul>																	
<b>UNIT III</b>	<b>J'ADORE</b>	<b>4 HOURS</b>															
<ul style="list-style-type: none"> <li>• La negation, l'adjectif possessif, le futur proche</li> </ul>																	
<b>UNIT IV</b>	<b>TU VEUX BIEN</b>	<b>7 HOURS</b>															
<ul style="list-style-type: none"> <li>• Les articles de finis/indéfinis, Les pronoms après une préposition (avec lui, chez moi), Le passé compose</li> </ul>																	
<b>UNIT V</b>	<b>ON SE VOIT QUAND</b>	<b>5 HOURS</b>															
<ul style="list-style-type: none"> <li>• Les pronoms compléments directs me, te, nous, vous, L'interrogation avec est-ce que, L'heure et la date.</li> </ul>																	
<b>UNIT VI</b>	<b>BONNE IDÉE</b>	<b>4 HOURS</b>															
<ul style="list-style-type: none"> <li>• Les articles partitifs, Le masculin et le féminin des adjectifs, Les pronoms compléments directs le, la, les, La négation : ne... pas de.</li> </ul>																	

**TOTAL 30 HOURS**

**COURSE OUTCOMES:**

- 1) The students would be able to greet, to excuse and to introduce himself
- 2) The students would be able to introduce someone
- 3) The students would be able to express his ideas, opinions and weekend projects
- 4) The students would be able to ask someone to do something, polite manner
- 5) The students would be able to accept, refuse enquire and indicate the time and date
- 6) The students would be able to express himself in positive and negative manner

**REFERENCES:**

1. LATITUDES 1 (A1/A2) MÉTHODE DE FRANÇAIS - Régine Mérieux and Yves Loiseau
2. SAISON A1 - MÉTHODE DE FRANÇAIS - Marie-Noëlle Cocton, Élodie Heu, Catherine Houssa, Émilie Kasazian

<b>24LENG11</b>	<b>ENGLISH-I</b>	<table border="1"> <tr> <td>L</td> <td>T</td> <td>P</td> <td>O</td> <td>C</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> <td>1</td> <td>2</td> </tr> </table>	L	T	P	O	C	2	0	0	1	2
L	T	P	O	C								
2	0	0	1	2								
<b>COURSE OBJECTIVES:</b>												
<ul style="list-style-type: none"> <li>• To enable students to develop their communication skills effectively.</li> <li>• To make students familiar with usage skills in the English Language.</li> <li>• To enrich their vocabulary in English.</li> <li>• To develop communicative competence.</li> </ul>												
<b>UNIT I</b>	<b>PROSE</b>	<b>6 HOURS</b>										
<ul style="list-style-type: none"> <li>• Dangers of drug abuse - Hardin B.Jones</li> <li>• Tight corners - E.V.Lucas</li> </ul>												
<b>UNIT II</b>	<b>POETRY</b>	<b>6 HOURS</b>										
<ul style="list-style-type: none"> <li>• Ecology - A.K.Ramanujan</li> <li>• The owl and the chimpanzee - Jo Camacho</li> </ul>												
<b>UNIT III</b>	<b>SHORT STORY</b>	<b>6 HOURS</b>										
<ul style="list-style-type: none"> <li>• The Dear Departed - Stanley Houghton</li> <li>• The Fool's Paradise- Isaac Bashevis Singer</li> </ul>												
<b>UNIT IV</b>	<b>GRAMMAR</b>	<b>6 HOURS</b>										
<ul style="list-style-type: none"> <li>• Parts of speech, Articles</li> </ul>												
<b>UNIT V</b>	<b>GRAMMAR</b>	<b>6 HOURS</b>										
<ul style="list-style-type: none"> <li>• One-word substitution, prefix, suffix, synonym, antonym</li> </ul>												
<b>sTOTAL 30 HOURS</b>												
<b>COURSE OUTCOMES:</b>												
<p>Upon completion of this course, the students will be able to</p> <p>CO1: Understand the characteristic features of the language used in the text.</p>												

CO2: Strengthen their knowledge of basic grammar

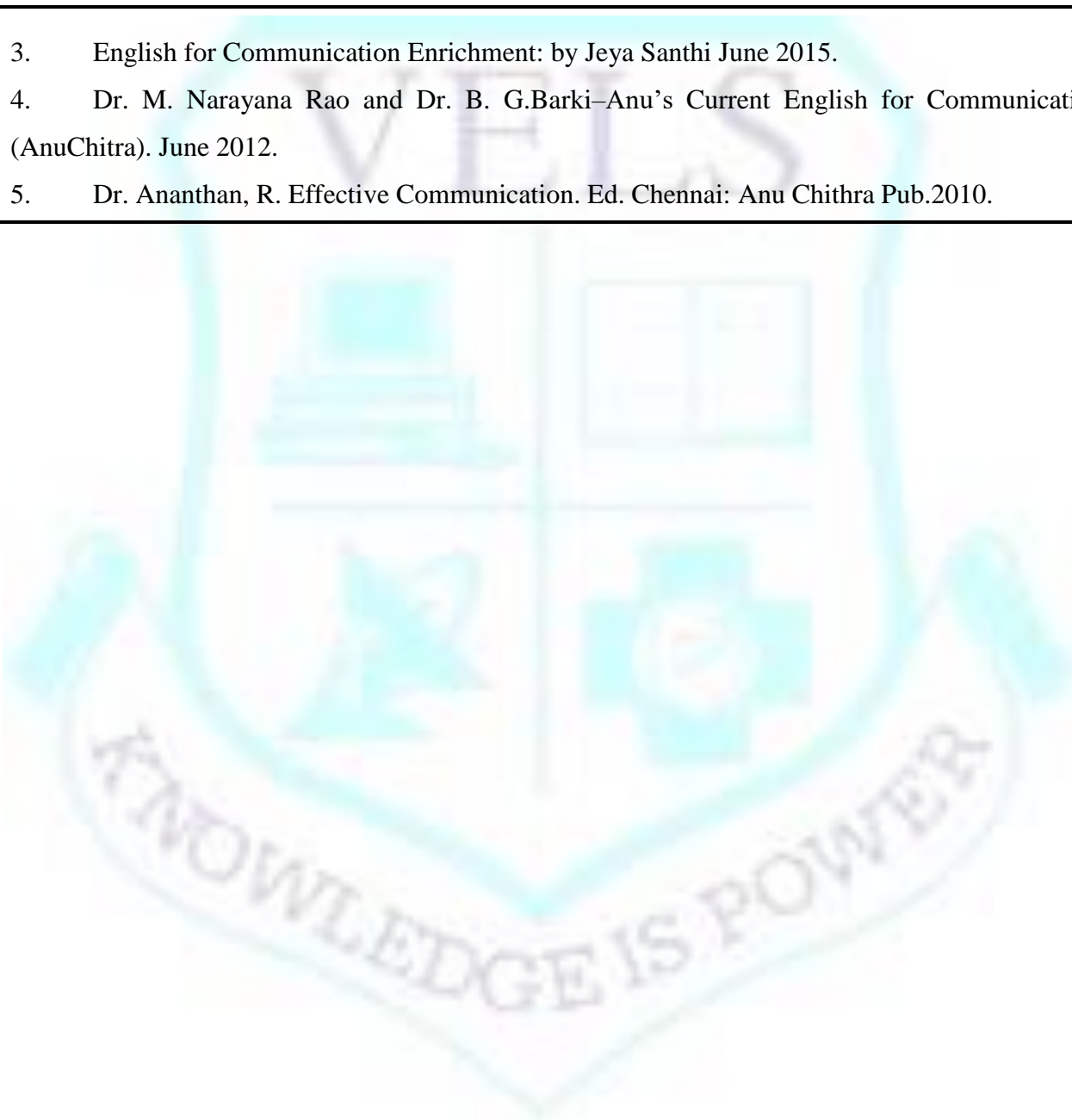
CO3: Improve narrative skills after studying diverse prose and play.

CO4: Understand to classify parts of speech and articles.

CO5: Develop critical writing skills in the textual content of the syllabus.

#### **REFERENCES:**

3. English for Communication Enrichment: by Jeya Santhi June 2015.
4. Dr. M. Narayana Rao and Dr. B. G.Barki–Anu’s Current English for Communication (AnuChitra). June 2012.
5. Dr. Ananthan, R. Effective Communication. Ed. Chennai: Anu Chithra Pub.2010.



<b>24CBBA11</b>	<b>Principles and Practices of Management</b>	<table border="1" data-bbox="1161 203 1382 371"> <tr> <td>L</td> <td>T</td> <td>P</td> <td>O</td> <td>C</td> </tr> <tr> <td>4</td> <td>0</td> <td>0</td> <td>2</td> <td>4</td> </tr> </table>	L	T	P	O	C	4	0	0	2	4
L	T	P	O	C								
4	0	0	2	4								
<b>COURSE OBJECTIVES:</b>												
<ul style="list-style-type: none"> <li>• .To understand the basic concepts, principles, and theories of management.</li> <li>• To examine the essential functions of managers.</li> <li>• To analyze the impact of globalization, diversity, and ethics on management.</li> <li>• Todevelop skills in strategic planning, decision-making, and leadership.</li> </ul>												
<b>UNIT I</b>	<b>INTRODUCTION TO MANAGEMENT</b>	<b>12 HOURS</b>										
<p>Definition, nature, and significance of management, principles of management, management and administration, levels of management, role of managers and managerial skills; Evolution of management thought: Classical, Behavioral, Quantitative, Systems, Contingency and Modern approaches; Management as a science and an art; Functions of management: Planning, organizing, leading, and controlling</p>												
<b>UNIT II</b>	<b>PLANNING, ORGANIZING AND STAFFING</b>	<b>12 HOURS</b>										
<p>Nature, Importance and Purpose of planning in management; Types of plans: Strategic, tactical, operational ; Planning process and techniques ; Decision- making-Importance and steps, decision making models and tools; Organizational structure and design; types of organizational structures: Functional, divisional, matrix; Authority, responsibility, and delegation, Centralization Vs Decentralization of authority and responsibility – Span of Control; Coordination and integration, MBO and MBE; Nature and Importance of staffing – Process of selection and recruitment</p>												
<b>UNIT III</b>	<b>LEADING, DIRECTING</b>	<b>12 HOURS</b>										
<p>Meaning and nature of directing, Leadership theories (trait, behavioral, contingency, participative, charismatic, transformational, level-5 leader), Motivation theories and practices (Maslow, Herzberg two factor, McGregor’s theory x &amp; theory y), Hawthorne effect, Communication (meaning and importance) in management, Team building and group dynamics;</p>												
<b>UNIT IV</b>	<b>CONTROLLING</b>	<b>12 HOURS</b>										
<p>Controlling-meaning and steps in controlling, control process and systems, essentials of sound control system, methods of establishing control, types of control; Performance measurement and management.</p>												
<b>UNIT V</b>	<b>STARTEGIC MANGEMENT, ETHICS AND SOCIAL RESPONSIBILITY</b>	<b>12 HOURS</b>										

Overview of strategic management, SWOT analysis and strategic formulation, Implementing and evaluating strategies. Ethical issues in management, Corporate social responsibility (CSR), Sustainable management practices.

**TOTAL 60 HOURS**

### **COURSE OUTCOMES:**

- CO1. Demonstrate how management principles are used to solve practical business problems
- CO2. Compare and contrast different management theories and their effectiveness in various organizational contexts Design a management strategy for a hypothetical or real organization using a mix of management theories and practices
- CO3. Propose innovative management solutions to enhance efficiency and effectiveness in given business scenarios
- CO4. Demonstrate controlling techniques
- CO5. Learn the SWOT analysis

### **TEXT BOOKS (LATEST EDITION):**

1. Rao, V. S. P. Management Principles and Applications. Taxmann Publications.
2. Bright, D. et al. Principles of Management. OpenStax Textbooks, Houston
3. Kapoor, Premvir, Principles of Management, Khanna Book Publishing.
4. Jones, G. R., and George, J. M. Essentials of contemporary management. New York, NY: McGraw-Hill Education.
5. Robbins, S. P. & Coulter, M. A. Management. Pearson.

### **REFERENCES:**

1. Indian Business Rising: The Contemporary Indian Way of Conducting Business- And How It Can Help You Improve Your Business | Harvard Business Review Press | 5813BC PDF-ENG | <https://hbsp.harvard.edu/product/5813BC-PDF-ENG>

### **REFLECTIVE EXERCISES AND CASES:**

1. *Entrepreneurial Leadership in Forming High Tech Enclaves: Lessons from the Government of Andhra* / F. Warren McFarlan, Espen Andersen, Ramiro Montealegre / Harvard Business School / 308079-PDF-ENG / <https://hbsp.harvard.edu/product/308079-PDF-ENG?>



2. *Entrepreneurial Leadership in Forming High Tech Enclaves: Lessons from the Government of Andhra* | F. Warren McFarlan, Espen Andersen, Ramiro

*Montealegre* | Harvard Business School | 308079-PDF-ENG |

<https://hbsp.harvard.edu/product/308079-PDF-ENG?>

3. *ATH Technologies* by Robert Simons and Jennifer Packard

<https://www.hbs.edu/faculty/Pages/item.aspx?num=52711>

4. Article review and discussion:

Application of Ancient Indian Philosophy in Modern Management

([http://www.irdindia.in/journal\\_ijrdmr/pdf/vol5\\_iss4/8.pdf](http://www.irdindia.in/journal_ijrdmr/pdf/vol5_iss4/8.pdf))

5. *Review of Lincoln Electric Co.* by Norman Berg.

6. *Review of Hawthorne case.*

7. *Leadership Lessons from India* | Peter Cappelli, Harbir Singh, Jitendra V. Singh, Michael Useem | Harvard Business Review | R1003G-PDF-ENG |  
<https://hbsp.harvard.edu/product/R1003G-PDF-ENG?>

8. *Traditional Way of Learning Ayurveda and Practising It: A Dialogue with Vaidya Bhaskarbhai Hardikar* | Mukund Dixit, Sanjay Verma | IIM Ahmedabad | A00135-PDF-ENG | <https://hbsp.harvard.edu/product/A00135-PDF-ENG?>

9. *Forest Essentials: Demystifying India's Luxury Ayurveda Brand* | Veena Vohra, Seema Khanvilkar | Ivey Publishing | W28410-PDF-ENG

[/https://hbsp.harvard.edu/product/W28410-PDF-ENG?](https://hbsp.harvard.edu/product/W28410-PDF-ENG?)

10. Atijeevan Foundation: Transforming Scars into Strength | Shubham Sharma, Satyendra C Pandey | Ivey Publishing | W36939-PDF-ENG | <https://hbsp.harvard.edu/product/W36939-PDF-ENG?>

10. *How Do Great Leaders Overcome Adversity?* By Mayo  
(2024) <https://hbswk.hbs.edu/item/cold-call-how-do-great-leaders-overcome-adversity>

11. *Leadership principles from Hindu scriptures*

(<https://blog.hua.edu/blog/leadership-principles-from-hindu-scriptures>)

12. *5 Principles of Purposeful Leadership* | Hubert Joly | Harvard Business Review | H06YSB-PDF-ENG | <https://hbsp.harvard.edu/product/H06YSB-PDF-ENG?>

13. *Bharti Airtel (A)* | C.K. Prahalad, M.S. Krishnan, Sheel Mohnot | WDI Publishing | W88C34-PDF-ENG |

<https://hbsp.harvard.edu/product/W88C34-PDF-ENG?>

<b>24CBBA12</b>	<b>Financial Accounting</b>	<table border="1" data-bbox="1145 217 1410 349"> <tr> <td>L</td> <td>T</td> <td>P</td> <td>O</td> <td>C</td> </tr> <tr> <td>4</td> <td>0</td> <td>0</td> <td>2</td> <td>4</td> </tr> </table>	L	T	P	O	C	4	0	0	2	4
L	T	P	O	C								
4	0	0	2	4								
<b>COURSE OBJECTIVES:</b>												
<ul style="list-style-type: none"> <li>● . To provide an understanding of application of various principles and practice of Accounting.</li> <li>● To demonstrate the knowledge on the process of accounting cycle and basic steps involved in Accounting.</li> <li>● To apply the knowledge of systematic maintenance of books of accounts to real life business.</li> <li>● To estimate Annual Financial statements of Sole proprietorship and Company form of business.</li> </ul>												
<b>UNIT I</b>	<b>Introduction to Accounting, Accounting system and process</b>	<b>12 HOURS</b>										
Meaning, Need for accounting and accounting information system, Stakeholder using accounting information, Qualitative aspects of financial accounting, Accounting standards in India and International (outline), Branches of Accounting, Types of Business Organisations, Accounting taxonomy, Accounting concepts and conventions, Accounting concept of income and expenditure, Classification of capital and revenue- expenditure and income, accounting equation of assets equals capital and liabilities, accounting process, contingent assets and liabilities, Fictitious assets.												
<b>UNIT II</b>	<b>Recording transactions and Trial balance</b>	<b>12 HOURS</b>										
Transactions -nature, Entry in Journal, Purchases, sales, Returns, Receivables, and payables, Inventory, Depreciation and amortizations, reserves, Intangible assets accounting, GST transactions, Entry in Ledger, Accounting accuracy through Trial balance, correction of errors.												
<b>UNIT III</b>	<b>Final Accounts</b>	<b>12 HOURS</b>										
Preparation of Trading and Profit and Loss account, cash books, and Balance Sheet of sole trading concerns, importance of disclosures in final accounts												
<b>UNIT IV</b>	<b>SINGLE ENTRY</b>	<b>12 HOURS</b>										
Definition and objectives of single entry accounting- Comparison with double-entry accounting- Calculating profit and loss from single entry records- Assessing financial position using single entry data- Preparation of income statement.												
<b>UNIT V</b>	<b>Sustainable Reporting</b>	<b>12 HOURS</b>										
Green Accounting and Sustainable Reporting- Need and objectives, Sustainability reporting need and methods, data collection, analysis for sustainable reporting to improve value of business, IFRS Financial sustainability disclosure standards.												
<b>TOTAL 60 HOURS</b>												

## **COURSE OUTCOMES:**

On having completed this course student should be able to:

- Identify the application of various principles and practice of Accounting in preparation of accounting statements.
- Demonstrate the knowledge on the process of accounting cycle.
- Apply the knowledge of systematic maintenance of books of accounts to real life business. 4. Estimate Annual Financial statements of Sole proprietorship and Company form of business. 5. To demonstrate sustainable reporting.

## **TEXT BOOKS (LATEST EDITION):**

1. Jain S.P.,& Narang K L. . Basic Financial Accounting I, New Dehli, Kalyani publishers. 2. Kimmel, Financial accounting, Wiley Publications
3. Gupta, A.. Financial Accounting for Management: An Analytical Perspective, Noida, Pearson Education.
4. S.N. Maheshwari, and. S. K. Maheshwari. Financial Accounting. Vikas Publishing House, New Delhi.
5. Ashish k Battacharya, Essentials of financial accounting for Business Managers, Six, PHL learning.
6. Accounting for sustainability: [www.ifac.org](http://www.ifac.org)
7. Peter Bartelmus, E K Seifert, Green Accounting, London, Routledge Publications
8. IFRS sustainability standards: [www.ifrs.org](http://www.ifrs.org)

## **SUGGESTED CASES:**

1. Smokey Valley Café
2. Irrigation Equipment's Limited
3. Monarch Trading Company

<b>24CBBA13</b>	<b>Business Statistics and Logic</b>	<table border="1" data-bbox="1169 259 1386 398"> <tr> <td><b>L</b></td> <td><b>T</b></td> <td><b>P</b></td> <td><b>O</b></td> <td><b>C</b></td> </tr> <tr> <td><b>4</b></td> <td><b>0</b></td> <td><b>0</b></td> <td><b>0</b></td> <td><b>4</b></td> </tr> </table>	<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
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<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>								
<b>COURSE OBJECTIVES:</b>												
<ul style="list-style-type: none"> <li>To establish importance of logical reasoning in human inquiry.</li> <li>To demonstrate data handling skills and summarize data with clarity.</li> <li>To extend an understanding of application of relevant concepts of Statistics to a given business scenario.</li> <li>To understand business problems and make decisions using appropriate statistical models and explain trends</li> <li>To demonstrate the knowledge on the process of organizing a data and conduct statistical treatment.</li> <li><b>Pedagogy:</b> This course could be dealt using multiple pedagogies like interactive lecture, students' discussions, case studies and experiential learning..</li> </ul>												
<b>UNIT I</b>	<b>Measures of Central Tendency, Dispersion, Measures of Skewness and Kurtosis</b>	<b>12 HOURS</b>										
<p>Classification and tabulation of data, frequency distribution, diagrams and graphs, measure of central tendency- arithmetic mean, weighted arithmetic mean, median, mode, geometric mean and harmonic mean (theory only) and meaning of partition values- quartiles, deciles, percentiles, measures of dispersion - range, quartile deviation, mean deviation from mean and median, standard deviation and coefficient of variation. Skewness - meaning, difference between dispersion and skewness, Karl Pearson's and Bowley's measures of skewness, concept of kurtosis, types of kurtoses and importance.</p>												
<b>UNIT II</b>	<b>Correlation and Regression</b>	<b>12 HOURS</b>										
<p>Meaning, definition and use of correlation, covariance, scatter diagram, types of correlation, Karl Pearson's correlation coefficient, Spearman's Rank correlation coefficient, probable error. regression meaning and utility of regression analysis, comparison between correlation and regression, regression lines –x on y, y on x, regression equations and regression coefficients. meaning,</p>												
<b>UNIT III</b>	<b>Probability and Probability distributions</b>	<b>12 HOURS</b>										
<p>Introduction to probability, basic concepts of probability- classical definition, addition and multiplication rules, probability distributions – binomial, poisson and normal distributions, expected value.</p>												
<b>UNIT IV</b>	<b>Introduction to Logic</b>	<b>12 HOURS</b>										
<p>Number series, coding decoding and odd man out series, direction sense test, seating arrangements – linear and circular, blood relations, arithmetic and geometric progressions, Inductive and deductive reasoning.</p>												

<b>UNIT V</b>	Practical Component	<b>12 HOURS</b>
<p>Understanding basic concepts of statistics - data sets from real life situations, to handle realistic data, steps of daily expenditures - students, air quality, EXCEL - interpretations, presentations, analysis of learning experience.</p>		
<b>TOTAL 60 HOURS</b>		
<b>COURSE OUTCOMES:</b>		
<p>On having completed this course student should be able to:</p> <ul style="list-style-type: none"> <li>• CO1. Demonstrate data handling skills with clarity and logical reasoning.</li> <li>• CO2. Outline the relevant concepts of Statistics to a given context/business scenario</li> <li>• CO3. Organize business data and conduct statistical treatment.</li> <li>• CO 4. Evaluate and interpret data using appropriate statistical techniques.</li> <li>• CO5. Explain data trends using appropriate statistical models</li> </ul>		
<b>TEXT BOOKS (LATEST EDITION):</b>		
<p>9. Levin R. I.&amp; Rubin D. S. <i>Statistics for Management</i>. Delhi: Pearson.  10. Pillai &amp; Bagavathi. <i>Statistics, Theory and Practice</i>, S Chand Publishing  11. SP Gupta. <i>Statistical Methods</i>, Sultan Chand and Sons  12. SC Gupta. <i>Fundamentals of Statistics</i>, Himalaya Publishing House  13. Sharma, Gupta, <i>The Practice of Business Statistics</i>, Khanna Publishing House. 6.  Sharma J.K. <i>Business Statistics</i>, Vikas Publishing House</p>		
<b>SUGGESTED CASES:</b>		
<ul style="list-style-type: none"> <li>• Fildes, R., &amp; Goodwin, P. (2007). Against your better judgment? How organizations can improve their use of management judgment in forecasting. <i>Interfaces</i>, 37(6), 570-576.</li> <li>• Stanovich, K. E., &amp; West, R. F. (2000). Individual differences in reasoning: Implications for the rationality debate? <i>Behavioral and Brain Sciences</i>, 23(5), 645-665</li> </ul>		

24MBBA11	<b>Media Literacy and Critical Thinking</b>	<table border="1" style="text-align: center; width: 100px; height: 60px;"> <tr> <td><b>L</b></td> <td><b>T</b></td> <td><b>P</b></td> <td><b>O</b></td> <td><b>C</b></td> </tr> <tr> <td><b>2</b></td> <td><b>0</b></td> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> </tr> </table>	<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>
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<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>								
<b>COURSE OBJECTIVES:</b>												
<ul style="list-style-type: none"> <li>○ Develop critical thinking skills to analyse various media forms effectively and identify underlying biases.</li> <li>○ Foster media literacy principles for navigating digital media landscapes and evaluating credibility. 3. Explore media production dynamics and ownership structures in the Indian context. 4. Address ethical and regulatory considerations in media practices.</li> <li>○ Enhance digital media literacy for responsible online engagement and combating misinformation.</li> </ul>												
<b>UNIT I</b>	<b>Foundations of Media Literacy and Critical Thinking</b>	<b>6 HOURS</b>										
Core principles of media literacy and critical thinking; Definition and significance of media literacy, its historical evolution within the Indian context; Understanding media as a powerful communication tool and its role in shaping societal perceptions and behaviors.												
<b>UNIT II</b>	<b>Deconstructing Media Texts</b>	<b>6 HOURS</b>										
Forms of media texts, including print, broadcast, digital, and social media; Textual analysis and the deconstruction of visual media using semiotics; The impact of media representations on individual perceptions and societal attitudes, from relevant case studies in the Indian context.												
<b>UNIT III</b>	<b>Media Consumption and Production Dynamics</b>	<b>6 HOURS</b>										
Dynamics of media production, distribution, and consumption in India: Influence of ownership and control structures on media content; Techniques for critically evaluating media content and analysing audience consumption patterns												
<b>UNIT IV</b>	<b>Ethics, Regulation</b>	<b>6 HOURS</b>										
Ethical and regulatory considerations inherent in media practices and the evolving landscape of digital media literacy. Ethical principles in media, the regulatory framework governing media content, and the role of self regulatory bodies in upholding ethical standards												
<b>UNIT V</b>	<b>Digital Media Literacy</b>	<b>6 HOURS</b>										
Digital media's impact on contemporary media literacy practices, strategies for navigating online information, and promoting digital citizenship.												
<b>TOTAL 60 HOURS</b>												

### **COURSE OUTCOMES:**

CO1. Demonstrate proficiency in analysing media texts and identifying implicit messages and ideologies.

CO2. Apply media literacy principles to make informed decisions about media consumption and production.

CO3. Understand the complexities of media production, distribution, and audience behavior. 4. Adhere to ethical standards in media content creation and consumption.

CO4. Promote responsible digital citizenship by navigating online information critically and combating misinformation

CO5: To promote digital citizenship.

### **TEXT BOOKS (LATEST EDITION):**

14. Potter, W. J. Media literacy (8th ed.). SAGE Publications.

15. Hobbs, R. Media literacy in the digital age. Routledge.

16. Halpern, D. F. Thought & knowledge: An introduction to critical thinking (5th ed.). Psychology Press.

17. Kahneman, D. Thinking, fast and slow. Farrar, Straus and Giroux.

18. Baran, S. J., & Davis, D. K. Mass communication theory: Foundations, ferment, and future (8th ed.). Cengage Learning.

19. Kahne, J., & Bowyer, B. Media literacy education in action: Theoretical and pedagogical perspectives. Routledge.

20. Barbour, K., & Marshall, J. The media literacy handbook. ASCD.

21. Bhaskar, N. K. Media laws and ethics in India. Lexis Nexis.

22. West, R., & Turner, L. H. Understanding intercultural communication: Negotiating a grammar of culture (2nd ed.). Routledge.

23. Aufderheide, P., & Jaszi, P. Reclaiming fair use: How to put balance back in copyright (2nd ed.). University of Chicago Press.

### **SUGGESTED CASES:**

- Fildes, R., & Goodwin, P. (2007). Against your better judgment? How organizations can improve their use of management judgment in forecasting. *Interfaces*, 37(6), 570-576.
- Stanovich, K. E., & West, R. F. (2000). Individual differences in reasoning: Implications for the rationality debate? *Behavioral and Brain Sciences*, 23(5), 645-665

<b>24DVAC11</b>	<b>COMMUNICATION SKILLS</b>	<table border="1"> <tr> <td data-bbox="890 264 975 322"><b>L</b></td> <td data-bbox="975 264 1050 322"><b>T</b></td> <td data-bbox="1050 264 1125 322"><b>P</b></td> <td data-bbox="1125 264 1200 322"><b>O</b></td> <td colspan="2" data-bbox="1200 264 1481 322"><b>C</b></td> </tr> <tr> <td data-bbox="890 322 975 380"><b>2</b></td> <td data-bbox="975 322 1050 380"><b>0</b></td> <td data-bbox="1050 322 1125 380"><b>0</b></td> <td data-bbox="1125 322 1200 380"><b>1</b></td> <td colspan="2" data-bbox="1200 322 1481 380"><b>2</b></td> </tr> </table>					<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	
<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>														
<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>														
<b>COURSE OBJECTIVES:</b>																		
<ul style="list-style-type: none"> <li>● To develop effective verbal and non-verbal communication techniques for various contexts.</li> <li>● To enhance listening skills for better comprehension and engagement in conversations.</li> <li>● To improve written communication abilities, focusing on clarity, coherence, and style.</li> <li>● To build confidence in public speaking through practice and constructive feedback.</li> <li>● To cultivate interpersonal skills for successful collaboration and professional interactions.</li> </ul>																		
<b>UNIT I</b>	<b>INTRODUCTION TO COMMUNICATION SKILLS</b>				<b>6 HOURS</b>													
<ul style="list-style-type: none"> <li>● Fundamentals of Communications</li> <li>● Elements of Communication, Types of Communication</li> </ul>																		
<b>UNIT II</b>	<b>PRACTICAL ENGLISH</b>				<b>6 HOURS</b>													
<ul style="list-style-type: none"> <li>● Importance of the language - Word Usage and Jargon</li> <li>● Tenses and the effectiveness - Basics of grammar (Noun/Verb/Adverb/Conjunction)</li> </ul>																		
<b>UNIT III</b>	<b>EFFECTIVE</b> <b>6 hours</b>			<b>COMMUNICATION</b>														
LSRW (Listening, Speaking, Reading & Writing)																		
<ul style="list-style-type: none"> <li>● Pronunciation - Vocabulary Building</li> <li>● Intonations &amp; its importance</li> </ul>																		
<b>Unit IV - Workplace Communication</b>				<b>6 HOURS</b>														
<ul style="list-style-type: none"> <li>● Basics of telephone etiquette</li> <li>● E-Mail writing</li> <li>● Presentation Skills</li> <li>● Interpersonal Skills</li> <li>● Business English</li> </ul>																		



## Unit V - Quantitative Ability

6 HOURS

- Verbal Ability - Verbal Analogy
- Debating Skills - Public Speaking

Total 30 Hours

### Course Outcomes:

At the end of this course, the students would have learnt to

<b>CO1</b>	enhance participants' business communication skills
<b>CO2</b>	enhance LSRW Skills (LSRW – Listening, Speaking, Reading & Writing)
<b>CO3</b>	express opinions at free will in social/ personal gathering
<b>CO4</b>	impact leadership qualities among participants
<b>CO5</b>	engage in conversation with others to exchange ideas

### References:

- Basic communication skills for Technology, Andreja. J. Ruther Ford, 2nd Edition, Pearson Education, 2011
- Personality development and soft skills, Barun K Mitra, 1 stEdition, Oxford Press, 2011
- Elizabeth Harren, 7 April 2022, last updated: 16 November, 2023
- Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler (McGraw-Hill)
- Ethan Beute and Stephen Pacinelli (Greenleaf)
- Soft skills and professional communication, Francis Peters SJ, 1stEdition, McGraw Hill Education, 2011

<b>24SSKU11</b>	<b>SOFT SKILLS –I</b>	<table border="1"> <tr> <td><b>L</b></td> <td><b>T</b></td> <td><b>P</b></td> <td><b>O</b></td> <td><b>C</b></td> </tr> <tr> <td><b>2</b></td> <td><b>0</b></td> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> </tr> </table>	<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>								
<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>								
<b>COURSE OBJECTIVES:</b>												
<ul style="list-style-type: none"> <li>● To learn and apply basic etiquette for personal and professional interactions.</li> <li>● To develop effective stress management techniques for maintaining mental and emotional well-being.</li> <li>● To enhance self-awareness for personal growth and informed decision-making.</li> <li>● To gain an overview of essential 21st-century skills necessary for success in a rapidly changing world.</li> </ul> <p>To foster creativity and critical thinking skills for innovative problem-solving and adaptability.</p>												
<b>UNIT I</b>	<b>INTRODUCTION TO SOFTSKILLS</b>	<b>6 HOURS</b>										
<ul style="list-style-type: none"> <li>● Soft Skills vs Hard Skills</li> <li>● 15 important Soft Skills</li> </ul> <p>Communication Skills, TimeManagement, Leadership Skills</p>												
<b>UNIT II</b>	<b>OVERVIEW OF 21<sup>ST</sup> CENTURYSKILLS.</b>	<b>6 HOURS</b>										
<ul style="list-style-type: none"> <li>● Lateral Thinking – Left Brain/Right Brain Functionality</li> <li>● Problem solving skills</li> </ul>												
<b>UNIT III</b>	<b>SELF AWARENESS</b>	<b>6 HOURS</b>										
<ul style="list-style-type: none"> <li>● Human Values</li> <li>● Mindfulness</li> <li>● SWOT Analysis</li> <li>● PDCA Approach</li> </ul>												

<b>UNIT IV</b>	<b>CREATIVITY/CRITICAL THINKING</b>	<b>6 HOURS</b>
<ul style="list-style-type: none"> <li>● Six Thinking Traits</li> <li>● Creative writing exercises</li> <li>● Open mindedness</li> </ul>		
<b>UNIT V</b>	<b>PERSONAL HYGIENE AND STRESS MANAGEMENT</b>	<b>6 HOURS</b>
<ul style="list-style-type: none"> <li>● Basic Etiquettes</li> <li>● Health and Personal Grooming</li> <li>● Stress-meaning and nature, Eustress, Distress</li> <li>● Stress management strategies</li> </ul>		
<b>30 HOURS</b>		<b>TOTAL</b>
<b>COURSE OUTCOMES:</b>		
<p>Upon completion of this course, the students will be able to</p> <p>CO1 Demonstrate basic etiquette in various personal and professional settings.</p> <p>CO2 Effectively manage stress using learned techniques.</p> <p>CO3 Show increased self-awareness and make informed decisions.</p> <p>CO4 Understand and articulate key 21st-century skills.</p> <p>CO5 Apply creativity and critical thinking to solve problems innovatively.</p>		
<b>REFERENCES:</b>		
<ol style="list-style-type: none"> <li>1. Alex, Dr. K. (2014). Soft Skills (1st edition) S Chand &amp; Company</li> <li>2. Taylor. Grant English Conversation Practice. Tata McGraw Hill Education Pvt. Ltd 2005</li> <li>3. Tiko, Champa&amp; Jaya Sasikumar. Writing with a purpose. OUP New Delhi 1979</li> <li>4. Nelson-Jones, R. (1992). Life skills, a handbook, Trowbridge, Wilts: Detesios Ltd.</li> <li>5. Tuhovsky, Ian (2019). Communication Skills Training (2nd edition) Rupa Publication India.</li> </ol>		

The logo of VELS University is a shield-shaped emblem. At the top, the word "VELS" is written in a large, serif font. The shield is divided into four quadrants by a cross. The top-left quadrant contains a stack of books. The top-right quadrant contains an open book. The bottom-left quadrant contains a stylized atom symbol. The bottom-right quadrant contains a cross with a smaller shield in its center. A banner at the bottom of the shield contains the motto "KNOWLEDGE IS POWER".

VELS

**SEMESTER II**

KNOWLEDGE IS POWER

24LTAM21

பாடக் குறியீட்டு எண்: 24LTAM21

2 0 0 1 2

பருவம்-2, தமிழ்மொழிப்பாடம்-2, பகுதி-1, தகுதிப்புள்ளி: 2, வாரப் பாட நேரம்: 2.

தாள்-2

காப்பியம், பக்தி இலக்கியம், கலைகள், நாகரிகம்-பண்பாடு

பாடத்திட்ட நோக்கம்:

மாணவர்களின் இலக்கிய நாட்டத்தை மேம்படுத்துதல், அற இலக்கியங்கள், சிற்றிலக்கியம், சிறுகதை ஆகியவற்றை அறிமுகப்படுத்துதல், தற்காலப் பேச்சுத் தமிழ் எழுத்துத்தமிழ் ஆகியவற்றின் வளர்நிலைகளை மாணவர்களை அறியச் செய்தல், அதன்வழி சிந்தனை வளத்தைப் பெருகச் செய்தல் என்பனவும் மேற்கண்டவழி மாணவர்களை ஆளுமை மிக்கவர்களாக உருவாக்கி, போட்டித்தேர்வுகளுக்குத் தயார் செய்து அவர்களின் மொழித் திறனை மேம்படுத்த அவர்களுக்குக் கடிதம் எழுதும் கலையைக் கற்றுக்கொடுத்தல், அணி இலக்கணத்தை அறியச் செய்தல் என்பன இந்தப் பாடத்திட்டத்தின் முக்கிய நோக்கமாகும்.

அலகு 1 காப்பியங்கள்

8மணி நேரம்

சிலப்பதிகாரம்- கனாத்திறம் உரைத்தக் காதை முழுவதும்.

மணிமேகலை- மலர்வனம் புக்க காதை முழுவதும்.

கம்பராமாயணம் - குகப் படலம் (தேர்ந்தெடுக்கப்பட்ட ஒன்பது பாடல்கள்)

அலகு 1: பக்தி இலக்கியம்

8 மணி நேரம்

1. மாணிக்கவாசகர் - திருவாசகம் – மூன்று பாடல்கள்
  - ✓ புல்லாகி பூடாகி (சிவபுராணம்)
  - ✓ எல்லாப் பிறப்பும் (சிவபுராணம்)
  - ✓ உற்றாரை யான் வேண்டேன் (திருப்பலம்பல்)
2. ஆண்டாள் - திருப்பாவை – மூன்று பாடல்கள் (1, 3, 4)
  - ✓ மார்கழித் திங்கள் ... (பாசுரம் 1)
  - ✓ ஓங்கி உலகளந்த... (பாசுரம் 3)
  - ✓ ஆழிமழைக் கண்ணா... (பாசுரம் 4)
3. வீரமாமுனிவர் - தேம்பாவணி – வளன் செனித்தப் படலம்
4. சீறாப்புராணம்- மானுக்கு பிணை நின்ற படலம்

அலகு 3 கலைகள்

07 மணி நேரம்

சிற்பம் - ஓவியம் - இசை - கூத்து - ஒப்பனை - ஆடை அணிகலன்கள்.

அலகு 4 நாகரிகம், பண்பாடு

7மணி நேரம்

சொற்பொருள் விளக்கம் - பண்டைத் தமிழர் வாழ்வியல் - அகம் - களவு - கற்பு - குடும்பம் - விருந்தோம்பல் - உறவு முறைகள் - சடங்குகள் - நம்பிக்கைகள் - பொழுதுபோக்கு - புறம் - போர் முறைகள் - நடுகல் வழிபாடு - கொடைப்பண்பு.

**மொத்தம்: 30 மணி நேரம்**

**பார்வை நூல்கள்**

8. தமிழர் நாகரிகமும் பண்பாடும், டாக்டர் அ. தட்சிணாமூர்த்தி, ஐந்திணைப் பதிப்பகம், 2001.
9. தவறின்றித் தமிழ் எழுதுவோம், மா. நன்னன், ஏகம் பதிப்பகம், 1999.
10. தவறின்றித் தமிழ் எழுத - மருதூர் அரங்கராசன், ஐந்திணைப் பதிப்பகம், 2003.
11. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., புது தில்லி : சாகித்திய அக்காடெமி, 2002.
12. புதிய தமிழ் இலக்கிய வரலாறு, நீல. பத்மநாபன், சிற்பி பாலசுப்ரமணியம், சாகித்திய அகாடெமி, 2007.
13. செம்மொழி தமிழின் சிறப்பியல்புகள் - முனைவர் மறைமலை இலக்குவனார்; <https://www.youtube.com/watch?v=HHZnmJb4jSY>
14. பாடநூல் தேடலுக்கான இணையம் - <https://archive.org/>

<b>24LHIN21</b>	<b>HINDI-II</b>	<table border="1"> <tr> <td><b>L</b></td> <td><b>T</b></td> <td><b>P</b></td> <td><b>O</b></td> <td><b>C</b></td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> <td>1</td> <td>2</td> </tr> </table>	<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>	2	0	0	1	2
<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>								
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Course Objectives :

- To inculcate the human values, importance of patriotism and hard work
- To train students in functional Hindi
- To introduce the usage of Inscript keyboard

UNIT I : मुंशी प्रेमचंद कृत 'बूढी काकी' (कहानी) 'Boodee kaki" (Kahani) by Munshi Premchand	6hrs.
UNIT II : जयशंकर प्रसाद कृत 'पुरस्कार' (कहानी) 'Puraskar' (Kahani) by Jaishankar Prasad	6hrs.
UNIT III: हरिशंकर परसाई कृत 'मैं नरक से बोल रहा हूँ' (व्यंग्य) 'Main Narak Se Bhol Raha Hun' (Vyangy) by Harishankar Parsayi,	6hrs.
UNIT IV: व्यावहारिक हिन्दी 1 – 50 – तकनीकी शब्द, 50 – पदनाम व विभागीय नाम, भाव एक भाषा अनेक Functional Hindi 1 - 50-Technical Words, 50-Designation & Department Names, Bhav Ek Bhasha Anek	6hrs.
UNIT V : व्यावहारिक हिन्दी 2 – पत्र लेखन – 3 औपचारिक पत्र, इन्स्क्रिप्ट कीबोर्ड का परिचय Functional Hindi 2 -Letter Writing- 3 Official Letters. Introduction to Inscript Keyboard	6hrs.

Total: 30hrs

Course Outcome:

At the end of this course Students will be able to

CO1 Know to the human values

CO2 Know the importance of patriotism

CO3 Know the value of hardwork in human life

CO4 Journalise in Functional Hindi

CO5 Use inscript keyboard

**Text Book:**

Ed. Subhash chandar, Boodi Kaki by Premchand, Natioonal Book Trust, 2012.

Jaishankar Prasad, Pratinidhi Kahaniyan, Raj Kamal Prakashan, 2015.

Harishankar Parsai, Pratinidhi vyangy, Rajkamal, 2007.

Kendriya Hindi Prashikshan Sansthan, Parangat, Bharat Sarkar, 2015.

**Reference book:**

Kendriya Hindi Sansthan, Banking Hindi Patyakram, 2012.

**Weblink:**

Munshi Premchand, Manasarovar, 2007, <http://gadyakosh.org>

Jaishankar Prasad/ <http://gadyakosh.org>

Harishankar Parsai/ <https://hindikahani.hindi-kavita.com>

Prayojanmoolak Hindi:<https://hi.m.wikipedia.org>

<https://rajbhasha.gov.in/en/introduction>



**24LFRE21****FRENCH-II**

L	T	P	C	C
2	0	0	1	2

**COURSE OBJECTIVES:**

The lessons are being chosen:

- 1) To express his / her whereabouts and to ask seek direction
- 2) To express obligation and restriction
- 3) To describe a place
- 4) To narrate and to question
- 5) To describe someone
- 6) To express his desire and to speak about the future

**UNIT I****C'est où****5 HOURS**

- L'impératif, Les articles contractés au, à la..., Le passé composé et l'accord du participe passé avec être.

**UNIT II****N'oubliez pas****5 HOURS**

- Le pronom relatif Qui, que, où, Les pronoms compléments indirects (me, te, lui, leur...)

**UNIT III****Belle vue sur la mer --****4 HOURS**

- Les adjectifs démonstratifs, Y- pronom complément

**UNIT IV****Quel beau voyage!****4 HOURS**

- Les verbes pronominaux, En- pronom complément

**UNIT V**

**Oh ! joli**

**5 HOURS**

- L'imparfait, L'imparfait ou le passé composé

**UNIT VI**

**Et après ?**

**7 HOURS**

- Le futur simple, Le subjonctif présent

**TOTAL 30 HOURS**

**COURSE OUTCOMES:**

- 1) The students would be able to express his/her where about and to ask direction
- 2) The students would be able to express obligation and restriction
- 3) The students would be able to describe a place
- 4) The students would be able to narrate and to question
- 5) The students would be able to describe someone
- 6) The students would be able to express his desire and to speak about the futur

**REFERENCES:**

1. LATITUDES 1 (A1/A2) MÉTHODE DE FRANÇAIS - Régine Mérieux and Yves Loiseau
2. SAISON A1 - MÉTHODE DE FRANÇAIS - Marie-Noëlle Cocton, Élodie Heu, Catherine Houssa, Émilie Kasazian

<b>24LENG21</b>	<b>ENGLISH-II</b>	<table border="1"> <tr> <td>L</td> <td>T</td> <td>P</td> <td>C</td> <td>C</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> <td>1</td> <td>2</td> </tr> </table>	L	T	P	C	C	2	0	0	1	2
L	T	P	C	C								
2	0	0	1	2								
<b>COURSE OBJECTIVES:</b>												
<ul style="list-style-type: none"> <li>● To read and understand different types of prose, poetry, and fiction.</li> <li>● To think critically about texts and express ideas clearly.</li> <li>● To recognize and discuss key themes and styles in literary works.</li> <li>● To learn and use grammar rules correctly in writing and speaking.</li> <li>● To write more effectively by applying grammar and literary techniques</li> </ul>												
<b>UNIT I</b>	<b>PROSE</b>	<b>6 HOURS</b>										
<ul style="list-style-type: none"> <li>● If you are wrong, admit it- Dale Carnegie</li> <li>● Words of Wisdom- Chetan Bhaghat</li> </ul>												
<b>UNIT II</b>	<b>POETRY</b>	<b>6 HOURS</b>										
<ul style="list-style-type: none"> <li>● La Belle Dame Sans Merci - John Keats</li> <li>● Ozymandias- P.B.Shelley</li> </ul>												
<b>UNIT III</b>	<b>FICTION</b>	<b>6 HOURS</b>										
<ul style="list-style-type: none"> <li>● The School for Empathy - E.V. Lucas</li> <li>● The Lamb to the Slaughter-Roald Dahl</li> </ul>												
<b>UNIT IV</b>	<b>GRAMMAR</b>	<b>6 HOURS</b>										

- Types of sentences, Concord

**UNIT V**

**GRAMMAR**

**6 HOURS**

- Tenses, Voices

**TOTAL 30 HOURS**

**COURSE OUTCOMES:**

Upon completion of this course, the students will be able to CO1

Identify poetic expressions in the course of daily speech

CO2 Students will develop skills that enable them to communicate effectively in writing.

CO3 Students will develop skills that enable them to communicate effectively in writing.

CO4 Discriminate against different sensibilities in approaching life.

CO5 Strengthen the ability to solve life's problems, as highlighted in the selections.

**REFERENCES:**

1. Dr. M. Narayana Rao and Dr. B. G. Barki-Anu's Current English for Communication (AnuChitra). June 2012.
2. General English for competitive examinations by V.Rajagopalan ( Mcgraw Hill Education) -2010

**24CBBA21**

**Human Behaviour and Organization**

<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>

**Course Objectives:**

- To develop basic understanding of the concept of human behavior and organization.
- To highlight the importance of OB in modern organizations.
- To understand individual and group behavior in the workplace to improve the effectiveness of an organization.
- To critically evaluate leadership styles and strategies.

**Course Content:**

**Unit 1: Introduction to Human Behavior and Organization**

**12 hours**

Meaning, importance, and historical development of organizational behavior; Factors influencing organizational behavior; Contributing disciplines of OB; OB models

**Unit 2: Individual Behavior**

**12 hours**

Foundations of Individual Behavior; Personality- Determinants of personality, Type A and B, Big Five personality types, stages of personality development;

Attitude - components, job-related attitudes; Learning- concept, theories, and reinforcement; Perception - concept, perceptual process, factors influencing perception; Values - concept and types: terminal values and instrumental values.

Motivation – Concept, importance, and theories of motivation- Early Theories of motivation (Need Hierarchy, Theory X and Theory Y, Two Factors Theory); Contemporary Theories of motivation (Self Determination Theory, Goal-setting Theory, Reinforcement Theory, Self-efficacy Theory).

**Unit 3: Group & Team Behaviour**

**12 hours**

Groups and Work Teams: Concept: Five Stage model of group development; Groupthink and shift; Indian perspective on group norms, Group, and teams; Types of teams; Creating team players from individual building. Individual & Group conflict; e-teams.

**Unit 4: Leadership & Power**

**12 hours**

Leadership: Concept; Trait theories; Behavioral theories (Ohio and Michigan studies); Contingency theories, Authentic leadership; Mentoring, self-leadership; Inspirational Approaches (transformational, charismatic): Comparison of Indian leadership styles with other countries. Bases of Power.

### **Unit 5: Organizational Culture 12 hours**

Organizational Culture : Concept of culture; Impact (functions and liability); Creating and sustaining culture: Employees and culture; Creating positive and ethical cultures; Need and importance of Cross Cultural management, Stress, and its Management.

**Total hours: 60 Hours**

#### **Learning Outcomes:**

After completing this Course Students will be able to:

CO 1. Describe individual and group behavior in organizational settings.

CO 2. Demonstrate theoretical knowledge of human behavior in human life setting in management.

CO 3. Judge the lacunae in the system to be able to improve the organization health and other OB outcomes.

CO 4. Formulate a more productive system and high-performance work culture operating on the principles of OB.

CO 5. Describe the cross cultural management

#### **Readings:**

##### **Text Books (Latest Editions):**

1. Robbins, Stephen - Organizational Behavior Prentice Hall of India Ltd., New Delhi.
2. Luthans Fred - Organizational Behavior: An Evidence-Based Approach - McGraw Hill Publishers Co. Ltd., New Delhi.
3. Prasad, L.M-Organizational Theory Behavior-Sultan Chand & Sons, New Delhi. 4. Rao, VS P-Organization Behavior –Himalaya Publishing House.
5. Aswathappa.K.-Organizational Behavior–Himalaya Publishing House, Mumbai, 18th Edition.

#### **Reflective Exercises and supplementary readings:**

##### **Unit 1**

1. Personality assessment through a questionnaire (MBTI/16PF etc.)
2. Personality assessment through Indian scriptures.

3. Review Literature of the book “Personality Development” by Swami Vivekananda by Exotic India Art.

4. Translating Swami Vivekananda into Management Practice

5. [https://link.springer.com/chapter/10.1007/978-981-19-1158-3\\_17](https://link.springer.com/chapter/10.1007/978-981-19-1158-3_17)

## Unit 2

1. Assess the ways of self-directed Learning.

## Unit 3

1. Watch the movie “Ruka hua Faisla”/12 Angry Men on group decision- making. 2. Reflective essay on group behaviour on “Draupadi Cheer Haran”

3. Identify a firm and analyze how business decisions are made in a particular situation as Individuals versus a team. Also, state which form is better and why.

4. Understanding Belbin Individual Team Roles

<https://belbin.scot/wp-content/uploads/2022/08/Belbin-8-SPI-Report- Sample.pdf>. **Unit 4**

1. Reflective exercise on the concept of leadership in Mahabharata versus Ramayana. 2. HBR, 2022: *How Great Leaders Communicate*.

3. (<https://hbr.org/2022/11/how-great-leaders-communicate>)

[https://www.researchgate.net/publication/340607402\\_LEADERSHIP\\_AND\\_INNOVATION\\_AT\\_APPLE\\_INC](https://www.researchgate.net/publication/340607402_LEADERSHIP_AND_INNOVATION_AT_APPLE_INC)

## Unit 5

1. Practice stress management techniques

2. *Leading strategic and organizational change at Tata Steel: the role of culture*

<https://www.cambridge.org/core/books/abs/leading-strategic-change/leading-strategic-and-organizational-change-at-tata-steel-the-role-of-culture/AEBA5AF709A6E343>

<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>

### Course Objective(s):

- Develop understanding about marketing management concepts and frameworks, and apply these to a new or existing business.
- Develop skills to analyze and synthesize information and derive insights related to marketing management, from several perspectives
- It also explores best practices in managing marketing activities within an organization and how to measure the impact on demand and attempt to forecast and influence its future levels, magnitude and timing.

### Course Content:

#### Unit 1: 12 hours

Introduction: Nature, Scope and Importance of Marketing, Evolution of Marketing; Core marketing concepts; Company orientation - Production concept, Product concept, selling concept, Marketing concept, Holistic marketing concept; Marketing Environment: Demographic, Economic, Political, Legal, Socio cultural, Technological environment (Indian context); Market and competition analysis, Market Analysis and Creating and Delivering Customer Value. types of marketing (B2C, B2G, B2B, C2C)

#### Unit 2: 12 hours

Segmentation, Targeting and Positioning: Concept; Levels of Market Segmentation, Basis for Segmenting Consumer Markets; Consumer Behavior, The Rise of Consumer Democracy, Stimulus Response Model of Consumer Behavior, Buyer's Cultural, Social, Personal, and Psychological Characteristics particularly in Indian context, Consumer Buying Decision Process, Business Customer's Buying Decision Process, and Traditional vs. Experiential Marketing's View of Customer

#### Unit 3: 12 hours

Product decisions: Concept of Product Life Cycle (PLC), PLC marketing strategies, Product Classification, Product Line Decision, Product Mix Decision, Branding Decisions, Packaging &



Labelling. Portfolio approach – Boston Consulting Group (BCG) matrix. Introduction to Brand Management and Innovation and New Product Development.

Pricing Decisions: Determinants of Price, Pricing Methods (Non-mathematical treatment), and Adapting Price.

**Unit 4:**  
**hours**

**12**

Promotion Decisions: Factors determining promotion mix, Promotional Tools – Fundamentals of advertisement, Sales Promotion, Public Relations & Publicity and Personal Selling. Marketing Channel Decision: Channel functions, Channel Levels, Types of Intermediaries: Wholesalers and Retailers, Introduction to Retail Management.

**Unit 5:**

**12 hours**

Marketing of Services: unique characteristics of services, marketing strategies for service firms – 7Ps. Contemporary issues in Marketing, E-commerce, Digital Marketing, Ethics and social responsibility in

Marketing, Integrated Marketing, Online Payments, Rural Marketing, Social Marketing, Green Marketing (Introductory aspects only).

**Course Outcome(s):**

CO 1. Understand fundamental marketing concepts, theories and principles; the role of marketing in the organization context.

CO 2. Recognize various elements marketing mix for effective functioning of an organization.

CO 3. Critically analyze an organization's marketing strategies.

CO 4. Learn appropriate tools and techniques of marketing with focus on Indian experiences, approaches and cases.

5. Evaluate marketing implementation strategies and formulate and assess strategic, operational and tactical marketing decisions.

**Total Hours: 60Hours**

## Readings:

### Text Books (Latest Editions):

1. Kotler P., Keller K., et al. *Marketing Management* (16th edition). Pearson Education Pvt. Ltd.
2. Aaker, D. A. and Moorman Christine., *Strategic Market Management: Global Perspectives*. John Wiley & Sons.
3. Shainesh G. Kotler Philip, Keller Kevin, Alexander Chernev, Jagdish N. Sheth | *Marketing Management*. Pearson Higher Education
4. Kotler, P., Armstrong, G., and Agnihotri, P. Y. *Principles of Marketing* (17<sup>th</sup> edition). Pearson Education.
5. Ramaswamy, V.S. & Namakumari, S. *Marketing Management: Indian Context Global Perspective* (6<sup>th</sup> edition). Sage Publications India Pvt. Ltd.
6. Sheth, J. N., & Sisodia, R. S. (Eds). *Does Marketing Need Reform?: Fresh Perspectives on the Future*. Routledge.
7. Percy, L. *Strategic Integrated Marketing Communications*. Routledge.
8. Chaffey, D., & Ellis-Chadwick, F. *Digital Marketing* (7<sup>th</sup> edition). Pearson Higher Education.
9. Biswas A. K. *Strategic Market Management: Managing Markets for profit and growth* Notion Press.
10. Schmitt, B. *Experiential marketing*. Bilbao: Deusto.
11. Kumar, N. *Marketing as Strategy: Understanding the CEO's Agenda for driving Growth and Innovation*. Harvard Business Review Press.
12. Treacy, M., and Wiersema, F. *The discipline of market leaders: Choose your customers, narrow your focus, and dominate your market*. Basic Books.
13. Treacy, M. *Double-digit Growth: How Great Companies Achieve It--No Matter what?* Penguin.
14. Capon, N. *The marketing mavens*. Crown Business.
15. Levitt T. *Marketing Myopia*.
16. Hamel & Prahalad *Competing for the Future*
17. Peter Doyle : *Value-Based Marketing*
18. Forsyth, Gupta, Haldar : *A Segmentation You Can Act on*.
19. Daniel Yankelovich and David Meer (HBS) : *Rediscovering Market Segmentation*
20. C. K. Prahalad : *The Fortune at the Bottom of the Pyramid*
21. Al Ries & Jack Trout : *Positioning: The battle for your mind*

<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>

### Course Objective:

Business economics uses economic concepts and principles by emphasizing on demand and supply analysis, production & cost analysis and different market structures which are fundamental for further study. This course also introduces important macroeconomic concepts which are indispensable for understanding the functioning of an economy that might affect business performance.

- It equips students with fundamental concepts of microeconomics.
- Business economics delves into the complexities of market structures, helping students navigate
  - challenges such as competition, regulatory environments, and technological disruptions.
- It fosters critical thinking by analyzing real-world case studies, enabling students to propose
  - innovative solutions to business problems.
- A grasp of business economics is essential for aspiring entrepreneurs, managers, and analysts
  - seeking to thrive in today's dynamic and interconnected business landscape.

### Course Content:

#### Unit-1: Fundamentals and Basic elements of Microeconomics 12 hours

- The Economic Problem: Scarcity and Choice, Nature and Scope-Positive and Normative Economics.
- Scope of Study and Central Problems of Micro and Macroeconomics
- Demand Schedule: Individual and Market Demand Curve, Determinants of Demand, Law of Demand, Movement and Shift among Demand Curve, Elasticity of Demand.
- Supply Schedule: individual and market supply, determinants of supply, law of supply, Elasticity of supply. Determination of demand and supply, effect of a shift in demand and supply.

#### Unit-2: Producer And Consumer Behavior 12 hours

- Theory of Production-Factors of Production, Production Function, Law of Variable Proportions, Returns to Scale, Producers' Equilibrium.

- Theory of Cost- Short Run and Long Run Average, Marginal and Total Cost Curves.
- Cardinal Utility Approach-Law of Diminishing Marginal Utility, Law of Equi- Marginal Utility, Indifference Curves, Budget Lines and Consumer Equilibrium.

### **Unit-3: Analysis of Market 12 hours**

- Concept of Market and Main Forms of Market.
- Price and Output Determination Under Perfect Competition, Monopoly, Monopolistic Competition, and oligopoly.

### **Unit-4: National Income 12 hours**

- Circular Flow of Income. Concept of GDP, GNP, NDP, NNP (At Market Price and Factor Cost), Methods of Calculating National Income.

### **Unit -5: Various Indian Economy Challenges 12 hours**

- A Brief Introduction of Indian Economy - Pre-and Post-Independence.
- Current Challenges Facing by Indian Economy- Human Capital Formation, Poverty, Dynamic
- Business Environment, Trade with Various Nations, Sustainable Economic Development.

### **Course outcomes:**

At the end of the course students will be able to:

1. Understand basic concepts of microeconomics and solve the problem of reallocation and
2. distribution of the scarce resources.
3. To analyze the form and nature of the market and their pricing strategies.
4. Understand the calculation of national income and true measure for increasing economic welfare.
5. Understand various challenges associated with the Indian economy and help to balance the economy

**Total Hours: 60 Hours**

## Readings:

### Text Books (Latest Editions):

1. Varian. H.R: Micro Economics A modern Approach
2. Mc Connell & Brue: Micro Economics Principal, problems & policies. McGraw Hills Professional Publication.
3. Ahuja, H.L. Advanced Economic theory
4. Jain K.P. Advanced Economic theory
5. Jhingan M.L. Modern Micro Economics
6. J. Shapiro: Macro Economic Theory and Policy
7. W.H. Bransin: Macro-Economic Analysis
8. M.L. Jhingan: Macro-Economic Theory and Policy
9. M.C. Vaishya: Macro-Economic Theory
10. Sunil Bhaduri: Macro Economic Analysis
11. H.L. Ahuja: Micro Economic Theory; Modern Publisher, Gulab Bhawan, 6, Bahadurshah Zafar Marg, New Delhi.
12. Samuelson & William D. Nordhaus: Economics; McGraw Hills.
13. A.N. Agarwal: Indian Economy.
14. M. Maria John Kennedy: Advanced Micro Economic Theory; Himalaya Publishing House, Delhi.
15. I.C. Dhingra & V.K. Garg: Economic Development & Planning in India.
16. D.M. Mithani: Macro Economics; Himalaya Publishing House.
17. Macroeconomics” by N. Gregory Mankiw
18. Macroeconomics: Principles, Applications, and Tools” by Arthur O’Sullivan, Steven Shiffrin, and Stephen Perez
19. Macroeconomics” by Olivier Blanchard

## References

### Pedagogy and Teachings Method (Teacher should use the following strategies to achieve various outcomes of the course):

- Different methods of teaching and media to be used to attain classroom attention.
- Massive open online courses (MOOCs) may be used to teach various topics/sub topics.

- 15-20% of the topics which are relatively simpler or descriptive in nature should be given to the students for self-learning and assess the development of competency through classroom presentations.
- Micro-projects may be given to group of students for hand-on experiences.
- Encouraging students to visit to sites such as local or seasonal markets and research establishment around the institution.



<b>24MBBA21</b>	<b>INDIAN SYSTEM OF HEALTH AND WELLNESS</b>					
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**COURSE OBJECTIVES:**

- To apply the emerging concepts in health and wellness, and its relevance in daily life.
- To understand the relation between the mind body and its relevance.
- To design the hygiene promotion and education programmes for development.
- To understand about the stress management in day to day life.

<b>UNIT I</b>	<b>INTRODUCTION TO HEALTH &amp; WELLNESS</b>	<b>09HOURS</b>
<p>Definition of health and wellness - Importance of health and wellness in everyday life, - Components of health- physical, social, mental, spiritual and its relevance - Determinants of health behaviors.</p>		
<b>UNIT II</b>	<b>INDIAN HEALTH CARE SYSTEM</b>	<b>09HOURS</b>
<p>Traditional Health care System: Indigenous healthcare traditions include Ayurveda, Siddha, Unani, Homeopathy, Naturopathy, and Yoga - Modern (Allopathic) Healthcare Systems in India</p>		
<b>UNIT III</b>	<b>NUTRITION FOR HEALTH AND WELLNESS</b>	<b>09HOURS</b>
<p>Essential components of balanced diet for healthy life style - Malnutrition, under nutrition and over nutrition - Processed foods and unhealthy eating habits.</p>		

<b>UNIT IV</b>	<b>MANAGEMENT OF HEALTH AND WELLNESS</b>	<b>09HOURS</b>
<p>Modern lifestyle and hypo-kinetic diseases; prevention and management through exercise - Postural deformities and corrective measures - Spirituality and mental health - Role of Yoga, asana and meditation in maintaining health and wellness - Role of sleep in maintenance of physical and mental health - Body systems and common diseases - Sedentary lifestyle and its risk of disease.- Stress, anxiety, and depression. Factors affecting mental health - Substance abuse (Drugs, Cigarette, Alcohol), de-addiction, counselling and rehabilitation.</p>		
<b>UNIT V</b>	<b>HEALTH HYGIENE PROMOTION &amp; EDUCATION</b>	<b>09HOURS</b>
<p>Hygiene Behavior promotion &amp; education- concept and its importance - Hygiene promotion &amp; education in children &amp; adolescence - Government initiatives &amp; policies in rural &amp; urban area</p>		
<b>TOTAL 45 HOURS</b>		
<b>COURSE OUTCOMES:</b>		
<p>Upon completion of this course, the students will be able to</p> <p>Co – 1: Learn the Components of health- physical, social, mental, spiritual and its relevance</p> <p>Co – 2: Explain the Traditional Health care System</p> <p>Co – 3: Evaluate the components of balanced diet for healthy life style</p> <p>Co – 4: To analyse the Modern lifestyle and hypo. Role of sleep in maintenance of physical and mental health</p> <p>Co – 5: To develop a plan Hygiene Behavior promotion &amp; education</p>		
<b>TEXT BOOKS:</b>		
<ol style="list-style-type: none"> <li>Physical Activity and Health by Claude Bouchard, Steven N. Blair, William L. Haskell.</li> <li>Mental Health Workbook by Emily Attached &amp; Marzia Fernandez, 2021.</li> <li>Mental Health Workbook for Women: Exercises to Transform Negative Thoughts and Improve WellBeing by Nashay Lorick, 2022</li> </ol>		



### REFERENCES:

1. Brijesh C. Purohit, (2009), Health Care System in India. Gayathri Publications.
2. C. Nyambichu & Jeff Lumiri, (2018) Lifestyle Diseases: Lifestyle Disease Management3. Angela Clow & Sarah Edmunds.
3. Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

### WEB SITE LINKS:

1. <https://testbook.com/ias-preparation/health-care-delivery-system-in-india>
2. <https://egyankosh.ac.in/bitstream/123456789/17268/1/Unit-4.pdf>
3. <https://ncert.nic.in/textbook/pdf/kehe103.pdf>
4. <https://egyankosh.ac.in/bitstream/123456789/17262/1/Unit-1.pdf>
5. [https://wedc-knowledge.lboro.ac.uk/resources/pubs/Hygiene\\_promotion\\_evidence\\_and\\_practice.pdf](https://wedc-knowledge.lboro.ac.uk/resources/pubs/Hygiene_promotion_evidence_and_practice.pdf)

<b>24DVAC21</b>	<b>UNIVERSAL HUMAN VALUES</b>	<table border="1"> <tr> <td>L</td> <td>T</td> <td>P</td> <td>O</td> <td>C</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> <td>1</td> <td>2</td> </tr> </table>	L	T	P	O	C	2	0	0	1	2
L	T	P	O	C								
2	0	0	1	2								
<b>COURSE OBJECTIVES:</b>												
<ul style="list-style-type: none"> <li>• To create an awareness on Engineering Ethics and Human Values.</li> <li>• To understand social responsibility of an engineer.</li> <li>• To appreciate ethical dilemma while discharging duties in professional life.</li> </ul>												
<b>UNIT I</b>	<b>INTRODUCTION TO VALUE EDUCATION</b>	<b>6 HOURS</b>										
Value Education, Definition, Concept and Need for Value Education. - The Content and Process of Value Education. - Basic Guidelines for Value Education. - Self exploration as a means of Value Education. - Happiness and Prosperity as parts of Value Education.												
<b>UNIT II</b>	<b>HARMONY IN THE HUMAN BEING</b>	<b>6 HOURS</b>										
Human Being is more than just the Body. - Harmony of the Self ('I') with the Body. – Understanding Myself as Co-existence of the Self and the Body. - Understanding Needs of the Self and the needs of the Body - Understanding the activities in the Self and the activities in the Body.												
<b>UNIT III</b>	<b>HARMONY IN THE FAMILY AND SOCIETY AND HARMONY IN THE NATURE</b>	<b>6 HOURS</b>										
Family as a basic unit of Human Interaction and Values in Relationships. - The Basics for Respect and today's Crisis: Affection, e, Guidance, Reverence, Glory, Gratitude and Love. Comprehensive Human Goal: The Five Dimensions of Human Endeavour. Harmony in Nature: The Four Orders in Nature. The Holistic Perception of Harmony in Existence.												
<b>UNIT IV</b>	<b>SOCIAL ETHICS</b>	<b>6 HOURS</b>										

The Basics for Ethical Human Conduct. Defects in Ethical Human Conduct. Holistic Alternative and Universal Order. Universal Human Order and Ethical Conduct. Human Rights violation and Social Disparities.

**UNIT V**

**PROFESSIONAL ETHICS**

**6 HOURS**

Value based Life and Profession. Professional Ethics and Right Understanding. Competence in Professional Ethics. Issues in Professional Ethics – The Current Scenario. Vision for Holistic Technologies, Production System and Management Models.

**TOTAL: 30 HOURS**

**COURSE OUTCOMES:**

CO-1: Analyze the significance of value inputs in a classroom and start applying them in their life and profession.

CO-2: Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.

CO-3: Describe the role of a human being in ensuring harmony in society and nature.

CO-4: Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

CO-5: Illustrate Value based Life and Professional Ethics.

**TEXT BOOKS:**

1. A.N Tripathy, "HUMAN VALUES", New Age International Publishers, 3rd Edition, 2003.
2. Bajpai.B.L., "Indian Ethos and Modern Management", New Royal Book Co., Lucknow, Reprinted, 2004.
3. Dr. Rajan Misra, "Human Values", Laxmi Publications, Ltd., 1st Edition 2009.
4. Gaur.R.R., Sangal.R, Bagaria.G.P., "A Foundation Course in Value Education, Excel Books", 1<sup>st</sup> Edition, 2009.

**REFERENCES:**

1. Corliss Lamont, "The Philosophy of Humanism", Humanist Press, 8th edition, 1997.
2. C. Ed. Stanley M. Daugert. Sharma, "Ethical Philosophies of India", George Allen & Unwin, 1st Edition, 1965.
3. Mortimer. J. Adler, "Whatman has made of man", Read Books, 1st Edition, 2007.

**WEB LINKS:**

1. <https://nptel.ac.in/courses/109/104/109104068/>



<b>24SSKU21</b>	<b>SOFT SKILLS –II</b>	<table border="1"> <tr> <td>L</td> <td>T</td> <td>P</td> <td>O</td> <td>C</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> <td>1</td> <td>2</td> </tr> </table>	L	T	P	O	C	2	0	0	1	2	
L	T	P	O	C									
2	0	0	1	2									
<b>COURSE OBJECTIVES:</b>													
<ul style="list-style-type: none"> <li>● To enable participants’ social skills</li> <li>● To enable participants’ Etiquettes</li> <li>● To impact leadership, Decision-making, Behaviour and team bonding skills.</li> </ul>													
<b>UNIT I</b>	<b>PROFESSIONAL BEHAVIOUR</b>	<b>6 HOURS</b>											
<ul style="list-style-type: none"> <li>● Team Building – Team Bonding</li> <li>● Inter-Personal Relationship– Intra-Personal Relationship</li> </ul>													
<b>UNIT II</b>	<b>PERSONALITY DEVELOPMENT.</b>	<b>6 HOURS</b>											
<ul style="list-style-type: none"> <li>● Types of Personality</li> <li>● Self-Confidence - Confidence Building</li> <li>● Attitude (Positive/Negative)</li> </ul>													
<b>UNIT III</b>	<b>TELEPHONE ETIQUETTE</b>	<b>6 HOURS</b>											
<ul style="list-style-type: none"> <li>● Basics of telephone etiquette</li> <li>● Giving clear and concise information</li> <li>● Tone &amp; rate of speech</li> <li>● Intonations &amp; its Importance</li> <li>● Whatsapp Communications</li> </ul>													
<b>UNIT IV</b>	<b>DECISION MAKING</b>	<b>6 HOURS</b>											

- Types of Decisions – planned-unplanned, individual-group, major-minor
- Types of Leadership styles – Autocratic, democratic, lesse-faire, participative, bureaucratic.

**UNIT V**

**PROFESSIONAL ETIQUETTE**

**6 HOURS**

- Respect – Salutations
- Official Behaviour

**TOTAL 30 HOURS**

**COURSE OUTCOMES:**

Upon completion of this course, the students will be able to

- CO1 Enhance participants business communication skills
- CO2 Enhance LSRW Skills (LSRW – Listening, Speaking, Reading & Writing)
- CO3 Express opinions at free will in social/ personal gathering
- CO4 Impact leadership qualities among participants
- CO5 Engage in conversation with others to exchange ideas

**REFERENCES:**

1. Language Service, University at Oberta de Catalunya
2. Taylor. Grant English Conversation Practice. Tata McGraw Hill Education Pvt. Ltd 2005
3. Tiko, Champa& Jaya Sasikumar. Writing with a purpose. OUP New Delhi 1979